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ROP INSTRUCTORS' PERCEPTIONS OF CALIFORNIA

EDUCATION CODE § 44910

A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education: Vocational

by

William Douglas Wilson

June 1994

ROP INSTRUCTORS' PERCEPTIONS OF CALIFORNIA

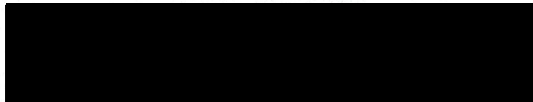
EDUCATION CODE §44910

A Thesis
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June 1994

Approved by:


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First Reader

May 31, '94
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ABSTRACT

This study was designed to determine if, and to what extent, California's Education Code §44910 discriminated against ROP instructors, and if, and to what extent, the present code has a negative effect on the professional self-image of ROP instructors.

Each instructor was asked to respond to statements on a survey instrument. The data gathered from this procedure determined that California Education Code §44910 was, in fact, fostering discriminatory practices and does promote negative effects upon the professional self image of ROP instructors.

Findings indicated that the ROP instructors:

- 1) perceive the California Education Code as it relates to tenure for ROP instructors, as undermining the professional image,
- 2) believe the present Code creates a bias in favor of academic teachers, and
- 3) it is, therefore, discriminatory to ROP instructors

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A very special thanks to Mark Johnson, a very fine colleague of mine, who inspired me to pursue the truth no matter what it took. Your name is now officially on this paper. May the sun always shine upon your dome and twisted willows.

This research paper is dedicated to my immediate family for their constant support and love. To Kirsten for her patience to work with me on the computer. May God always be with you, and you with God. I love you.

To Mark, for dealing with my mood changes for the past six months. May you always have music in your heart and God within you. I love you.

To the most important person in my life, my wife April, for her neck massages while I was pounding the keys. For her never ending devotion to family and God. Thank you for putting up with me. Now maybe Uncle Joe will let us get on with our lives.

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CHAPTER I

INTRODUCTION

For the past twenty years, the California Education Code has appeared to discriminate against Regional Occupational Program instructors. Education Code §44910 states, "...no person employed as an instructor for regional occupational programs shall be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district" (West's, 1980).

Regional Occupational Program (ROP), instructors are hired to teach occupational skills to young adults and to adults. These instructors put in the same amount of time in the classroom as their colleagues, the academic teachers. The ROP instructors are required to fulfill professional preparation requirements just as the academic teachers are. The ROP instructors take attendance, attend staff meetings, work from lesson plans, and present student oriented activities, exactly like academic teachers do everyday. ROP instructors make the same number of decisions per day (estimated at 9000) and deal with the same problems as the academic instructors.

1. At the national level, Carl Perkins Legislation (1990)

required the integration of vocational and academic education to help students benefit from actual application and use of academic skills (American Vocational Association, 1991). To integrate vocational and academic education, all educators must be equal in terms of their status.

When ROP instructors in California are not being treated as equals in the eyes of the state legislature and by many of their academic colleagues, it seems unfair to celebrate diversity for one class of employees while, at the same time, the rights of other professionals are being denied by state law.

Background

The professional image of vocational instructors has remained nearly invisible in the mainstream literature on high schools. Despite the considerable attention devoted to the study of a vocational curriculum (Grubb & Lazerson, 1988; Stern, Hoachlander, Choy, & Benson, 1985). There is to date, no study that directs itself to the problem of professional parity between vocational instructors and academic teachers. The negative perceptions of vocational education and the instructors have been around for a long period of time. The vocational areas of schools have been

traditionally a dumping ground for students who don't fit in with the academic program. Teachers of these vocational classes have been referred to as poor teachers or not really teachers at all (Selvin, Oakes, Hare, Ramsey, Schoeff, 1989). A vocational business teacher sounds a common theme when she says, "As a Voc. Ed. teacher, I feel that I'm on the bottom of the pile. Priority wise, status wise. In every respect. It's a little bit painful because you don't feel that others see the validity of what you are doing." (Connell, 1985).

According to the vocational teachers, administrators, counselors, and academic teachers in a recent study, there has been a consistent denigration of the cognitive or intellectual worth of vocational curricula.

Implicit here is the assumption that work within the vocational arenas requires fewer intellectual resources than work in the academic subjects, and that both the adults and the young people who dwell in the "shops" are lower in native abilities than those who populate academic classrooms (Little, 1992).

Vocational teachers are generally convinced that their academic colleagues believe vocational courses to be easy on teachers as well as on students. As one home economics teacher reports,

I think a lot of them, probably most of them, feel that what we do is make cookies. Most put forth counter-arguments, cataloging the hours of outside

preparation required to organize classroom projects and demonstrations, and to assemble and maintain the necessary equipment and materials. These hours, they claim, equal or exceed the hours required to grade papers and examinations in the academic classes (p. 26).

Nature of the Problem

In 1965, the California Legislature allocated money for the development of a program within the state. The result was a system of Regional Occupational Centers and programs throughout and in 1972 implemented its first Regional Occupational Program.

Between 1965 and 1975, the California Legislature revised and initiated more than 60 statutes among which was California Education Code §44910. On April 30, 1977, twelve years after the formulation of the ROP program, Education Code §44910 became effective. Education Code §44910 prohibits ROP instructors, "...from attaining classification as a permanent employee of a school district" (West's, 1980). In other words, no tenure rights will be given to ROP instructors at anytime during their employment with a regional occupational center or program.

This study surveyed Riverside County ROP instructors to determine if California Legislature is discriminating against instructors of regional occupational centers and programs and to determine if the code has a negative effect upon the professional self concept of the instructors.

Significance of the Problem

Amendment XIV of the Constitution of the United States.
Section I.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizen of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of the law; nor deny to any person within its jurisdiction the equal laws (Adopted July 28, 1868).

Given that new reforms for integrating vocational and academic education come from the Federal Government, the issue, equality among all teachers and instructors must be dealt with.

This study addressed the problem of inequitable treatment of ROP instructors by evaluating perceptions of professional self concept and image of employees hired by the Riverside County Office of Education Regional Occupational Center and Programs. The results of which will be made available to the ROP Administration to review the possible remedies. Results will also be made available to the State Legislature and enable them to make informed decisions with regard to the lack of tenure rights for ROP instructors and the resultant lack of professional esteem

for them among their peers.

Statement of the Problem

The problem addressed in this study was four-fold. First the discrimination against ROP with regard to tenure was studied. Instructors of Regional Occupational Centers and Programs are prohibited from attaining classification as a permanent employee of a school district. Secondly, how negatively does Education Code §44910 effect the professional self concept of ROP instructors? Thirdly, would the ROP instructors support legal action to change the existing legislation? Lastly, whether or not the ROP instructors would be willing to lobby California Teachers Association to be supportive of new legislature to address this problem?

Purpose of the Study

This study surveyed the ROP instructors employed by the Riverside County Office of Education, Regional Occupational Center and Programs. It revealed the employees perceptions regarding the existing legislation and the perceptions of the negative effects caused by that legislature. This study also measured the receptiveness among the instructors and

their agreement or disagreement to lobby the teachers union, to support statewide action to revoke the provision within California Education Code §44910 that discriminates against ROP instructors with regard to tenure rights.

Scope of the Study

This study was conducted in 1994 by scrutinizing the perceptions of instructors employed by the Riverside County Office of Education, Regional Occupational Center and Programs.

Overview of Research Questions

Is the California Education Code discriminating against instructors employed by regional occupational centers and programs with regard to tenure rights? With this type of legislation in place, are there negative effects upon the professional self concept of the instructors? If there is discrimination and negative effects derived from the existing legislature, would the ROP instructors and their union support legal action to change the existing policy? This study seeks the answers to these questions by posing specific research questions found in Chapter III.

Limitations

While the data were collected in Riverside County and because the ROP is unique, these data will only be valid in California.

Definitions

The following terms were employed for the purpose of the study:

Academic Education - That part of the educational process which is primarily responsible for teaching reading, writing, mathematics, science and other basic skills.

Discrimination - The unequal treatment of equals, the application of an irrelevant or unfair criteria, or by means of which one person or group receives an undue advantage, while another person or group, although having equal qualifications, suffer an unjustified penalty.

Instructor - one who is not eligible for tenure rights according to the California Education Code.

Integration - To form a whole system while incorporating academic and vocational education together.

Permanent Employee - An employee of a school district who has received tenure rights according to the California

Education Code.

Professional Self Concept - How regional occupational center and program instructors are viewed by their colleagues, administrators, students, policies and themselves.

Professional Development - The required course work for regional occupational center and program instructors. The staff development curriculum that has been ordained for vocational instructors.

Regional Occupational Center and Program (ROP) - A training program within California that prepares one for work. A program that prepares students for the world of work by providing them with necessary skills for the workplace.

Teacher - one who is eligible for tenure rights according to the California Education Code.

CHAPTER II

REVIEW OF THE LITERATURE

Historical Development of Regional Occupational Program

In 1963, the California Legislature passed the "Countywide Vocational High Schools" law which opened the doors for separate county trade schools. The author of this bill realized that youths in correctional centers were receiving better vocational training than those in high schools.

Two years passed and no progress was made with the county-wide trade schools. Virtually none of the school districts in California were in favor of separate county schools. The concept behind this law was not accepted by county superintendents. One of the major reasons for the resistance was that school districts would lose students and Average Daily Attendance (ADA) funds to the county run trade-schools.

At the request of California's vocational education leadership the legislature revised and amended the "Countywide Vocational High Schools" law in 1965. The amendment removed the reference to "separate trade schools" in favor of the concept of Regional Occupational Centers which would serve students within school districts part-

time.

The first Regional Occupational Center was set up in 1968, and by 1970 there were 24 of them through out California. In 1968, the bill was again amended to allow adults to participate in the Countywide Vocational High School. It also expanded the scope of the program by creating Regional Occupational Programs which were held at different high school sites throughout the school districts.

The Regional Occupational Centers and Programs had finally broken a barrier that narrowed vocational education choices offered at local district schools because of limited resources. For the past seventy years, the philosophical acceptance of vocational education as a necessary part of the public school curriculum has been one of resistance and skepticism. The California Legislature put this to an end in 1971 with the enactment of the Education Code Section 51004:

The Legislature hereby recognizes that it is the policy of the people of the State of California to provide an educational opportunity to every individual to the end that every student leaving school should be prepared to enter the world of work; that every student who graduates from any state-supported institution should have sufficient marketable skills for legitimate remunerative employment: and that every qualified and eligible adult citizen should be afforded an educational opportunity to become suitably employed in some remunerative field of employment (California Education Code, 1977).

With this new legislation and the new ROP programs burgeoning throughout the state, enrollments nearly doubled

in less than five years (from 900,00 in 1970 to nearly 1,800,000 in 1975). Between 1965 and 1975, the California Legislature had revised more statutes impacting the ROP program including California Education Code §44910:

§44910. Service at regional occupational centers or programs Service by a person as an instructor in classes conducted at regional occupational centers or programs, as authorized pursuant to Section 52301, shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district. This section shall not be construed to apply to any regularly credentialed teacher who has been employed to teach in the regular educational programs of the school district and subsequently assigned as an instructor in regional occupational centers or programs, nor shall it affect the status of regional occupational center teachers classified as permanent or (Stats. 1976, c. 1010, s 2, operative April 30 1977).

Historical and Statutory Notes

Derivation: Educ. C. 1959, s 13330, added by Stats. c. 881, p. s 1.

Notes of Decisions of AB §44910

1. Construction and application

The right of a teacher hired to perform services conducted under contract with a public or private agency, or another categorically funded project of indeterminate duration, or regional occupational program, to have his service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee is governed by §44909, relating to the employment by school districts of credentialed instructors under contract in categorically funded projects of indeterminate duration, and §44910. 62 Ops. Atty. Gen. 120, 3-22-79.

2. Purpose

This section authorizing exceptions to tenure provisions of Education Code was intended to give school districts flexibility in operation of special educational programs to supplement their regular program and to relieve them from having surplus of probationary or permanent teachers when project funds are terminated or cut back; however, such statute was not intended to authorize a carte blanche elimination

of teacher's right to probationary or permanent instituted in particular school. Kamin v. Richmond Unified School Dist., (1977) 139 Cal. Rptr. 853, 72 C.A.3d 1014.

6. Seniority

Where classes conducted by a school district under contract with public or private agencies are curtailed or discontinued, affected employees who were hired and used exclusively to conduct such classes do not have seniority who are engaged in the regular program of the number of certificated employees of a school district the regular program of the school district have the right to bump the certificated employees who have been hired and used exclusively to instruct classes conducted by school district under contract with public Probationary teachers

Under statute relating to probationary teachers, status of probationary teacher classified as permanent or as substitute, and thus in effect and who taught adult county jail prisoners entitled to procedural rights in case of termination applicable to probationary teachers. Hart Federation of Teachers vs. William S. Hart Union High School Dist. (1977) 141 Cal.

Historical Development of the Riverside County Regional Occupational Program

Origin of the Riverside County ROP

In 1971, the Hemet, San Jacinto, and Moreno Valley School Districts banded together to form the first Regional Occupational Programs in the county. This agreement was dissolved a year later in order to participate in a county wide Regional Occupational Program formed in 1972 by Don F. Kenny, the Riverside County Superintendent. The program had the support of all the school districts in the county.

The county ROP intended to train students and provide them with marketable skills for employment in the area in which they were trained or upgrade their skills to a level (1986). According to the State Education Code §52302.5 enacted in 1983, the Regional Occupational Program will:

1. provide individual counseling and guidance in vocational matters.
2. provide a curriculum which includes skill training in occupational fields having current and future need for such training.
3. provide an opportunity for students to acquire entry-level vocational skills which may lead to a combination work-study schedule.
4. provide for the upgrading of the vocational skills

of students and for retraining where necessary.

5. maintain a pupil-teacher ratio which will enable students to achieve optimum benefits from the instructional program.

6. assign the highest priority in services to youth from the age 16 to 18 years, inclusive (California Education Code, § 52303.5).

The purpose of the Riverside County ROP as stated by Thomas A. Kurtz, the Director of ROP in 1986, is:

...to extend and augment the vocational educational opportunities of the youth of age 16 and older and adults in the county in order to prepare the students for an increasingly technological society in which generalized training and skills were insufficient to prepare the students for the many employment opportunities which required special or technical training and skills (Kurtz, 1986).

In its 20 year history, Riverside County's ROP has grown to over 600 separate classes. It currently has over 15,000 students enrolled, and offers 140 programs in 40 occupational areas. It underwent a regional accreditation review in 1985 and became fully accredited by the Western Association of Schools and Colleges. In 1992, the ROP was evaluated again by the Regional Accreditation Agency and received some of the highest marks in the state (Western Association of Schools & Colleges, 1991).

The Professional Image of ROP Instructors

"Vocational teachers have remained nearly invisible in the mainstream literature on high schools, despite the considerable attention devoted to the problems and prospects of a vocational curriculum" (Grubb & Lazerson, 1988; Stern, Hoachlander, Choy, & Benson, 1985). Findings in another study published by the National Center for Policy Research in Education:

Findings: The Near Invisibility of Vocational Education

Lack of coherent vocational programs

- State reforms squeeze vocational education out of the curriculum
- Declining enrollments and funding further narrow the range of offering
- What remains is a mix of classes that bear little relationship to work force participation

Cracks in the guidance and placement process

- Too many students
- College-bound students get the most attention
- Getting help requires student activism
- Career guidance is especially passive

Negative perceptions of vocational education

- Poor teachers
 - Outmoded content, skills, and equipment
 - Dumping ground for students who don't fit
- (Selvin, Oakes, Hare, Ramsey, & Schoeff, 1989).

Bradley and DuCette (1976) indicated that it is dangerous to generalize research on school teachers as compared to vocational teachers because they are somewhat different. Vocational and academic teachers occupy two separate worlds in the educational system. Research on secondary schools underscores the relative primacy of the academic domain. That is, the discoveries of the past

decade regarding school context, teachers' professional development, and teachers' career commitment are derived nearly exclusively from teachers in the core academic curriculum, or are presented in ways that become obscure within-school differences. (Grubb & Lazerson, 1988; Stern, Hoachlander, Choy, & Benson, 1985). The academic domain appears to be the recipient of all the glory that goes along with the role of teacher.

Very few new reforms have done little to illuminate the dailiness of high school teaching, or to show how daily realities position teachers to embrace or resist new possibilities. Indeed, one of the dilemmas that are encountered is the way in which divisions of purpose, program, and people are so well-rooted in the language of schooling. Even as we try to imagine and invent new forms of schooling, or new relations among teachers, we find our descriptions of present practice confined by the conventional dichotomies: academic versus vocational programs, purposes, and subjects: academic versus nonacademic students, teachers, and departments. A more integrative language remains elusive (Sizer, 1984).

Vocational studies in the American high school have typically been treated as non-subjects. The National Education Association has historically been less supportive of vocational education programs and goals in public education. "In the 1984 hearings on the re authorization of the Perkins Act, it was considered blasphemy to suggest that schools integrate vocational and academic education" (Rosenstock, 1991). The situation, however, had reversed by 1989, when Rosenstock continues, "...virtually every

commentator noted the need to bring together these two parts of our educational system" (p. 434).

Whatever pride vocational teachers display in their own work, and however they describe their contributions to students and to the society at large, most are conscious that their subject areas occupy a relatively peripheral place in the social organization matters, while others seem preoccupied with them. But the basic reality appears clear throughout. And while not all teachers describe colleagues or departments in terms of status and influence, the teachers do underscore the relatively disadvantaged standing of vocational subjects. A business teacher sounds a common theme when she says, As a voc. ed. teacher, I feel like I'm on the bottom of the pile. Priority wise, status wise. In every respect. It's a little bit painful because you don't feel that others see the validity of what you are doing (Little, 1992).

The difference in status accorded to vocational and academic teachers is reflected in the terminology that one principal employs to distinguish between her vocational and academic staff: Academic teachers are "degreed," she says, while vocational teachers are "credentialed." In a telling commentary on the different status that the two groups enjoy, she adds, "I suspect that most of our teachers would view themselves as college track teachers as opposed to vocational instructors, almost viewing those terms as mutually exclusive." The difference between "teacher" to signify academics and "instructor" for vocational classes stands out. (Little, 1992) .The status of various subjects is derived not only from the perceived rigor of one's undergraduate education and professional preparation, but also from the perceived intellectual demand of course

content in the secondary curriculum. According to the vocational teachers, administrators, counselors, and academic teachers consistently denigrate the cognitive or intellectual worth of vocational curricula. Implicit here is the assumption that work in the vocational arenas requires fewer intellectual resources than work in academic subjects, and that both the adults and the young people who dwell in the "shops" are lower in native abilities than those who populate academic classrooms (Little, 1992).

Along with the perceptions of intellectual substance comes a parallel set of perceptions regarding teacher workload--the intellectual, interactive, and pragmatic demands of teaching in one subject rather than another. Vocational teachers are generally convinced that their academic colleagues believe vocational courses to be easy on teachers as well as on students. As one home economics teacher reports, "I think a lot of them, probably many of them, feel that what we do is make cookies" (p. 26).

Most put forth counter-arguments, cataloging the hours of outside preparation required to organize classroom projects and demonstrations, and to assemble and maintain the necessary equipment and materials. These hours, they claim, equal or exceed the hours required to grade papers and examinations in the academic classes (Little and Threatt, 1992).

How Vocational Instructors are Perceived

Throughout the service professions, the status of practitioners is closely linked to the status of the clients

they serve..Within occupations, client characteristics help to establish occupational prestige. For example, Doctors who serve the affluent generally command more public deference than doctors in the employ of public hospitals. Academic teachers who teach honor classes appear to receive a certain amount of added status compared to teachers who are assigned to teach low-achieving students.

The "low-track" phenomenon is a circumstance that well describes the *majority of vocational teachers* and, indeed, the entire vocational departments or programs. patterns concentrate, ...the 'low' and the 'special' in nonacademic classes. In some very real sense, these are vocational teachers without vocational students. That is, they receive very few students who are clearly dedicated to a vocational course of study. Teachers who have cultivated a craft because it held a genuine appeal for them, and who entered teaching in the hope of finding students with similar inclinations, now find themselves viewed not as skilled crafts people but as caretakers of the marginal students. To vocational teachers, the link between the prestige accorded teachers and the academic standing of their students often represents a poor alignment of effort and reward. Neither their own subject matter knowledge nor their accomplishments with academically marginal students yields much recognition (Little, 1992).

The teachers identity and status, and those students they serve, have been continually reinforced and perpetuated by a schooling organized to distinguish between college-bound and non-college bound students, to bracket preparation for work from academic endeavors. The vocational teachers' identity appears to be caught up in the organization of the school districts. The contempt of academic teachers registered for manual arts is not an easy thing to handle; nor is the experience of repeatedly seeing your best students leave your field because they would lose out academically if they continued with it. So the transformation of woodwork and metalwork into technics; cooking and sewing into domestic science, is not accidental (Connell, 1985).

Educators realize that the world is changing and the occupational needs of the future will require students to obtain additional formal education as well as on-the-job training. Traditional definitions of vocational education as preparation for entry-level employment are too narrow and limiting for the people who teach and students who learn in these classrooms. Policy makers must join the schools in this endeavor to develop and disseminate broader, more appropriate definitions of occupational education for the 1990s and the twenty-first century.

Professional Development of Vocational Teachers

It should come as no surprise that about 70 percent of the trade and industrial teachers do not have degrees. Many of these non-degreed teachers have entered the teaching field with little more than a high school diploma. Others become vocational educational teachers by entering the field after receiving Bachelors degrees in areas such as business, marketing, and agriculture (Lynch, 1990).

Several studies focusing on vocational teacher certification can be logically linked to the qualification requirements for trade and industrial teachers that provides a meaningful view of a teacher's group that has traditionally taught without the bachelor's degree. Data gathered from 53 states and territories revealed that only two states require the bachelor's degree for full certification. Unfortunately, there appears to be no

document available that provides comprehensive details about certification requirements for all vocational teaching areas on a state by state basis. (Lynch, 1990).

Numerous examinations for teacher education have evolved within the past few years. For example, (Holmes Group, 1986) and (Carnegie Forum on Education and the Economy, 1986) recommended that a bachelor's degree in the arts and sciences serve as a prerequisite for the professional study of teaching. (Additional teacher preparation recommendations are documented in Finch, 1987: Hughes, 1987: Lee 1987, and Smith, 1987). Focusing more directly on vocational teacher education, **The Unfinished Agenda** (National Commission on Secondary Vocational Education, 1985) recommendations indicated that vocational education teachers should attain the same level of education as their academic counterparts. Concern was also expressed about the need to update teachers' technical skills and to provide better means by which talented individuals could be attracted to and retained in the teaching profession.

Vocational Teacher's Self Concept

The self-concept of a vocational teacher is a pattern of attitudes generated by one's expectations. Lindgren, (1964) says that, "...the self concept is for the most part consistent with the individual's general mode of thinking,

feeling, and acting while interacting with his/her motivation, learning, task and job performance, and environment (p.42). Comb and Snygg, through their work on teaching relationships, found that self enhancement leads to an adequate personality, which, in turn, is characterized by a view of self, the ability to accept oneself and others (Cecco, 1968, p. 26). A study using the Tennessee Self Concept Scale and the Edwards Personal Preference Schedule was used to determine population characteristics of a group of non-degreed trade and industrial teachers and then relate these characteristics to their lack of job tenure. As was predicted before the investigative study, optimal self concept scores, personality variables and job tenure are related.

Teacher Tenure Beginnings

The concept of modern tenure emerged in the latter part of the nineteenth century as a result of a movement which repudiated the uneconomical and inefficient "Spoils System" (ERIC, 1980). Although the initial concept of tenure laws was developed for civil service systems, the possible application of such principles to the needs of the teaching profession were recognized by educational leaders at an early date. As early as 1897 Elliot (1905) stated, "If public opinion settles down upon the conviction that a

tenure for teachers during good behavior and efficiency is expedient and desirable, some legal way of attaining what is desirable will be found" (ERIC, 1980). This desire and need for tenure was also expressed by Housman (1923), in the same ERIC document,

who indicated that in that period of time teachers were employed on a yearly basis and could be ousted by the board if they decided to terminate their contract. This termination of employment could occur no matter how excellent their teaching record might have been, or how much time and money had been spent in their professional preparation. The growth of tenure was due then, to a general recognition throughout the country of such abuses in teacher hiring and firing with personal grievances would run for school board positions and once elected use their power to revenge themselves upon teachers who were helpless to resist such practices of bias. These practices led to other capricious policies, such as nepotism, political patronage, social and ethnic bias, and economic pressures (ERIC, 1980).

The resultant state of low teacher morale caused by this lack of personal security and financial insecurity was recognized as having a deleterious effect on the efficiency of the classroom teacher. These factors brought about successful efforts over a period of many years to develop and adopt tenure laws throughout the country with varying degrees of rigidity. Presently, teacher tenure laws exist in virtually every state of the union. Tenure encourages the competent teacher to remain in the teaching profession.

Without the security offered by tenure it is difficult for the teacher to become an integral part of the community. When teachers receive tenure it is telling them they have

done a good job, thus encouraging them to remain in the profession. Although tenure is a contributing factor in the teacher's decision to remain in the profession, the most crucial factor is successful teaching. Younger teachers do not regard tenure as an influencing factor in their decision to remain in the teaching profession. Older teachers regard tenure as a definite influencing factor because of the security offered. The feeling of security offered by tenure creates a relaxed feeling which contributes to high morale. Concern over the future of a teaching position replaces morale with anxiety. Tenure provides security, confidence and high morale.

Tenure reduces teacher turnover and provides for staff stability, and that stability is the result of teachers being able to advance on the salary schedule because tenure protects their position. When teachers gain the security offered by teacher tenure they are able to buy a home and participate in the community. Teacher turnover reduced the stability of the teaching staff and the community was not enhanced. Any teaching staff is benefited by the presence of experienced teachers able to assist the beginner.

A study of teacher tenure laws on the education profession revealed that tenure provides the teacher with protection from political and social attacks. Tenure relieves teacher anxiety concerning the possibility of

failure to be re employed. Tenure prevents the dismissal of teachers without reasonable proof and cause.

Teachers have expressed the need for tenure as a necessary means of protection against unscrupulous school boards. Administrators and school board members react to tenure as a problem which mandates a near impossible procedure for the removal of the incompetent teachers.

"Cumbersome and time consuming procedures are coupled with an inadequate legal framework which inhibits and often prevents the removal of the incompetent teacher from the classroom" (ERIC, 1980).

A statement issued by a school personnel committee formed by the California School Boards Association characterized existing tenure laws as:

...inefficient, expensive, time consuming, vague, lack flexibility, and do not differentiate between probationary and permanent teachers. Procedures thereunder to not afford prompt resolution of disputes between instead of being positive and an aid in the retention and growth of highly-qualified teachers (California School Boards Association, 1971).

The controversies surrounding teacher tenure laws have been greatly intensified because of such positions as those stated above, and other statements and allegations which claim that teacher tenure has become a haven for the incompetent teacher (California School Boards Association, 1971). Teacher organizations, on the other hand, stress the need for teacher tenure, "...in order to protect the able,

conscientious, independent-minded and innovative teachers from arbitrary, capricious, insubstantial, and unsubstantiated dismissal" (California Teachers Association, 1971).

Throughout the history of the development of professional teacher organizations, the recognition of teaching as a profession has been a primary goal. In order for an occupation to emerge from the level of skilled craft or grade to that of a profession, however, certain criteria must be met. It must first acquire a body of organized knowledge with a clearly defined terminology. This body of knowledge must then be applied as an essential social service by specialists who have undergone an extensive training period. The characteristics of this professional development were outlined by an ERIC document (1980) as:

- (1) client welfare is the foremost consideration of the professional;
- (2) the professional group assumes authority and responsibility for itself and individual practitioners and is, therefore, self-disciplining; and
- (3) the professional practitioner accepts responsibility for his judgment and acts (ERIC, 1980).

If education is to be accepted and recognized as a profession, these characteristics must be recognized and met. Comprehensive tenure laws and Professional Organizations have afforded the opportunity for teachers to make their work a recognized profession (ERIC, 1980). Having been freed from unnecessary worry of dismissal for capricious or arbitrary reason, the teacher is thus able to maximize his

contribution to the school organization and student client. They are further freed from restraints and pressures which would otherwise inhibit independent thought and creative or innovative action (Byse, 1961).

Equality for All Teachers

The concept of tenure is a vital and needed part of the educational system if all teachers, vocational and academic, are to function in an atmosphere of freedom, creativity and confidence in their positions. With the new reforms set forth in the Carl Perkins Act for integration, all teachers should be equal in their rights as a professional teacher.

Summary

In this Review of Literature, the first section explored a brief history of the Regional Occupational Centers, located in the state of California. Legislation that affects the regional occupational program and the students of the program are introduced. The California Education Code that prohibits the ROP instructors from acquiring tenure rights is also introduced along with pertinent notes of decisions by California legislators.

Section two reviewed the historical origin of the Riverside County Regional Occupational Program. The purpose

of the Riverside County ROP as stated by Thomas A. Kurtz, Director of ROP in 1986. Accomplishments of the Riverside County ROP in the last twenty years of service.

Section three identified the negative professional image of vocational and ROP instructors.

Section four investigated subject status and teacher identity that has been continually reinforced and perpetuated by a schooling organized to distinguish between college-bound and non-college bound students.

Section five studied the professional development of vocational and ROP teachers.

Section six explored vocational teacher self concept.

Section seven ends with the historical beginnings of teacher tenure and the ramifications of the decisions to offer tenure.

CHAPTER III
RESEARCH DESIGN AND PROCEDURES

Introduction

This study examined the section of the California Education Code that prohibits regional occupational program instructors from attaining tenure rights. The main focus of this study was to investigate the discriminations and the effects upon the professional self concept of the Regional Occupational Program instructors, and to discover if there is discrimination toward regional occupational program instructors with regards to tenure rights. This study also investigated the amount of support the ROP instructors would give to change the existing legislation and how much support the instructors would give to lobby the California Teachers Association to change the existing legislation.

Research Design

This research was designed to measure the negative effects of California Education Code §44910 upon the professional image of Regional Occupational Program instructors and was accomplished by surveying the ROP instructors of Riverside County. In February 1994, a survey instrument was mailed to each instructor employed by Riverside County Office of Education, Regional Occupational

Program. The instructors were requested to supply demographic information which included age, sex, years teaching, degrees held, credentials held, and contract days per year. The information was then used to determine the overall characteristics of the ROP instructors of Riverside County. The instructors were then requested to respond to survey statements that would help to answer the following research questions:

1. Does the California Education Code Discriminate against regional occupational program instructors?

2. Does California Education Code §44910 regarding regional occupational program instructors have a negative effect upon professional self concept?

3. Are the regional occupational program instructors willing to support legal action and new legislation which would give ROP instructors equal tenure rights with academic teachers?

4. Are the ROP instructors willing to lobby the California Teachers Association to support legal action and new legislation which would give ROP instructors equal tenure rights with academic teachers?

Basis of the Instrument

The instrument (see appendix D) asked for six responses dealing with discrimination against ROP instructors, and six

responses dealing with professional self concept. The instrument also asked for one response which dealt with how much support the ROP instructors would give to change the existing code. Three responses were asked for to see how much support there would be from the ROP instructors to lobby the California Teachers Association to help change the existing legislation.

After research of the literature it was determined that the instrument should ask for responses to statements on a Likert 0-5 scale. Data will be gathered from the population and the treatment of the data will be on a frequency and percentage basis.

To maximize the returns of the survey, the instrument was designed to be short, easily read and understood, and quickly answered. It was not expected to take more than 10 minutes to complete.

Pilot Test of Instrument

A sample instrument was submitted to graduate level students in the vocational department at California State University, San Bernardino, Ca. From data received from the graduate level, vocational teachers, a revision was resubmitted, and after some additional changes, was approved for distribution.

The instrument was field tested with five ROP

instructors who were not a part of the study sample. Based on the response of all previously mentioned, it was determined that the instrument was an adequate instrument to measure the variables of the overall understanding of the California Education Code pertaining to discrimination toward ROP instructors, professional self concept that may have been affected by the code. The instrument also measured the desirability to support legal action to change legislature, and the amount of support the ROP instructors would give to lobby the California Teachers Association to change the existing legislation.

Methods and Procedures

The 1993 Riverside County Office of Education, Regional Occupational Program Listing, was obtained from the county office. The program listing contained the names and school addresses of all the ROP instructors for Riverside County. A mailing list was composed from the program listing and coded to determine who had or had not responded to the survey instrument. The survey instrument consisted of a cover letter (see appendix A) which was addressed to an ROP instructor. A copy of California Education Code §44910 (see appendix B) was enclosed. A demographic sheet (see appendix C) was enclosed, which was to be sent back with the survey instrument.

The survey instrument which included instructions for responding to the statements and a self-addressed, stamped envelope for returning the demographic sheet and the survey instrument were enclosed. Two weeks after the first letters were mailed, the instructors who had not responded to the survey were telephoned and reminded to return the survey instrument.

Data Analysis

The data were analyzed to determine if the California Education Code discriminates against regional occupational program instructors, and to determine if the existing code has a negative effect upon the professional self concept of ROP instructors. Data was also collected to determine the amount of support the ROP instructors would give to change the existing legislation and how much support the ROP instructors would give to lobby the California Teachers Association to support legal action and new legislation which would give ROP instructors equal tenure rights with academic teachers.

The data were tabulated and analyzed (see table I) by the four areas of concern: discrimination, professional self-concept, individual instructor support for amending the existing legislation, and the individual instructor support of lobbying the California Teachers Association to give ROP

instructors equal tenure rights with academic teachers (see table II).

Survey Instrument Statement Analysis

1. California's Education Code §44910 undermines the professional image of vocational education. 82% of the respondents agreed that the existing code does undermine the professional image of vocational education.

2. The existing code creates a bias toward regional occupational program instructors. 86% of the respondents agreed that the code creates a bias toward ROP instructors.

3. The code discriminates against regional occupational program instructors. 92% of the respondents agreed that the code discriminates against ROP instructors.

4. As an ROP instructor, you can be tenured. 30% of the respondents indicated that ROP instructors could be tenured. The code clearly states that permanent status as an ROP instructor shall never be attained. 30% of the respondents did not understand the existing code.

5. The Offer of Employment, extended by Riverside County Office of Education was clearly understood. 38% of the respondents did not clearly understand the offer of employment.

6. Regional occupational program instructors with BS degrees should be offered tenure rights. 74% of the

respondents agreed that ROP instructors with BS degrees should be offered tenure rights. 62% of the respondents hold a BS degree or a Masters degree.

7. You are treated as an equal partner with academic teachers by administrators. 36% of the respondents felt that they were not being treated equally by administrators.

8. You feel entitled to tenure rights because you use the same pedagogical skills as academic teachers. 82% of the respondents agreed that they performed the same teaching techniques as academic teachers do and therefore were entitled to tenure rights.

9. Because of not being allowed tenure, your professional self concept is lowered when other academic teachers treat you with disrespect. 58% of the respondents agreed that their professional self concept was lowered when academic teachers treated them with disrespect.

10. Because of your lowered professional self concept, sometimes your job performance is affected. 66% of the respondents disagreed with the statement.

11. There is a legal difference between an instructor and a teacher. 18% of the respondents understood and agreed that there is a legal difference between instructor and teacher.

12. Academic teachers use more pedagogical (instructional) skills than vocational instructors. 90% of

the respondents disagreed that academic teachers use more pedagogical skills than vocational instructors.

13. The California Vocational Association should be encouraged to support legislature giving regional occupational program instructors the same tenure rights as academic teachers. 96% of the respondents agreed that the California Vocational Association should support the needed change in legislation to give tenure rights to ROP instructors.

14. Your union dues should help support the legal action that would be required to change existing policies. 82% of the respondents agreed that their union dues should support the legal action to change the existing policy.

15. You would be willing to spend some of your own money to support the required legal action needed to change the existing policies. 46% of the respondents indicated that they would be willing to spend their own money to change the existing policy.

16. The California Teachers Association should take action against the existing policy that prohibits regional occupational program instructors from acquiring tenure. 82% of the respondents agreed that the California Teachers Association should take action against the existing discriminating policy.

CHAPTER IV

FINDINGS AND DISCUSSION

ROP Instructor Demographics

The participants in this study were all employees of the Regional Occupational Program of Riverside County, California. Average age of respondents was 47.1 years of age. The instructors had served an average of 9.5 years as an ROP instructor and had an average of 18.6 years of experience in their trade. 62 percent of the respondents indicated that they held a bachelors or a masters degree. 100 percent of the instructors indicated that they are working a minimum of 180 days under contract to the Riverside County Office of Education (see table II).

Data from the survey sent to ROP instructors is presented as it relates to the following 4 questions (see table III):

1. Does the California Education Code discriminate against Regional Occupational Program instructors?
2. Does the California Education Code §44910 regarding Regional Occupational Program instructors have a negative effect upon the professional self concept?
3. Are the Regional Occupational Program instructors willing to support legal action and new legislation which

would give ROP instructors equal tenure rights with academic teachers?

4. Are the Regional Occupational Program instructors willing to lobby the California Teachers Association to support the legal action and new legislation which would give ROP instructors equal tenure rights with academic teachers? Survey instrument statements (see appendix D) 2,3,4,5,6, and 11 addressed question 1.

Statements 1,7,8,9,10, and 12 addressed question 2.

Instrument statement 15 referred to question 3.

Instrument statements 13,14, and 16 addressed question 4.

One hundred sixty-three survey instruments were mailed to the Riverside County ROP instructors. Of these 163 instruments, 50 were returned representing a 30.7% return rate. Ten telephone surveys were completed to determine why the survey instruments had not been returned. 100% of the responses to the telephone survey were negative according to the following statements made by the surveyed: "I don't want to get involved with this issue." "If I don't have tenure now, why would I jeopardize my position by answering your survey?" "If you figured out who did not return the survey instruments, then surely someone could figure out who did return the instruments."

The interviewer was given the distinct impression that

the respondents were under some form of pressure to be less than forthright with their discussions about this matter over the telephone. This belief was supported by the comments made by a high ranking County ROP administrator, prior to the study, when he said to the interviewer, "I don't think you should go after this topic." Also, in a Riverside County Regional ROP staff meeting, on 4/27/94, a joke was made by another high ranking county ROP administrator alluding to the investigation and its focus on the lack of tenure rights of those in attendance.

Research Question #1

"Does the California Education Code discriminate against Regional Occupational Program instructors?"

Table III, Question 1 represents the responses to survey instrument statements 2,3,4,5,6, and 11. The responses indicate a mean agreement of 92% that California Education Code §44910 discriminates against ROP instructors.

Research Question #2

"Does the California Education Code §44910 regarding Regional Occupational Program instructors have a negative effect upon professional self-concept?"

Table III, Question 2 represents the responses to survey instrument questions 1,7,8,9,10, and 12. The

responses indicate a mean agreement of 48.7% that the present code has a negative effect on self-concept.

Research Question #3

"Are the Regional Occupational Program instructors willing to support legal action and new legislation which would give ROP instructors equal tenure rights with academic teachers?" Table III, Question 3 represents the responses to survey instrument statement #15. The responses indicate a mean agreement of 46% that the respondents would support legislation giving ROP instructors the same tenure rights as academic teachers.

Research Question #4

"Are the ROP instructors willing to lobby the California Teachers Association to support legal action and new legislation which would give ROP instructors equal tenure rights with academic teachers?"

Table III, Question 4 represents the responses to the survey instrument statements 13,14, and 16. The responses indicate a mean agreement of 86.7% that the surveyed instructors would support legal action and new legislation giving them the same tenure rights as academic teachers.

Summary of Findings

The responses to the survey instrument indicate the respondents perceive the California Education Code, as it relates to tenure for ROP instructors, undermines professional image, creates a bias in favor of academic teachers, and is, therefore, discriminatory to ROP instructors.

Although respondents believed they were entitled to the same tenure rights as their colleagues teaching academic subjects, and they agreed something should be done to acquire equity, less than half of the respondents were willing to spend their own money to support the legal action necessary to remedy the perceived inequities. The self-esteem of the surveyed instructors appeared to be so low to even fight for the equity. The respondents indicated they were not treated as equal partners with academic teachers by administrators even though they use the same pedagogical skills, but these indicators did not negatively influence job performance.

Overall, the responses to the survey instrument perceive themselves equal to academic teachers in skill, and on those grounds, they believed they were entitled to equal tenure rights and professional standing.

Discussion of Findings

1. Respondents in this study indicated a perceived legislative bias against ROP instructors. This bias manifested itself in a less-than-equal standing in the professional community and in diminished professional self-concepts.

2. The history of educational collective bargaining legislation was based upon the need to remove capricious administration of personnel matters. Tenure was one step on the road to equity for educators. The responses to the survey instrument indicated ROP instructors perceived California's education code, relative to tenure, as detrimental to the professional image of vocational education, disrespectful of their pedagogical proficiencies, and ultimately works to create a bias against vocational education.

3. Only 46% of the respondents indicated they would be willing to allocate personal funds to support any necessary legal action to try and remedy the present situation, but 82% of the respondents indicated union dues should be used to initiate a change in the current tenure legislation and 82% of the respondents indicated the California Teacher's Association should take action against existing prohibitive policies.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to survey the Riverside County ROP instructors to determine their perspectives on the relationship between tenure and professional self-concept. This information is necessary to support the professionalization of vocational education and to gain equity for ROP instructors.

The Problem

The review of literature indicated that vocational education has been considered to be a non-subject. The disadvantaged standing of vocational education was underscored by the instructors. The instructors of these programs considered themselves to be on the bottom of the pile. Priority wise, status wise--in every respect.

The California Education Code §44910 clearly discriminates against ROP instructors, and the professional self-concept of the ROP instructors is affected by this section of the code.

The Population

The study included 163 ROP instructors that were under

contract to Riverside County Office of Education, Regional Occupational Program.Procedures

Surveys were mailed to 163 ROP instructors, containing 16 survey statements answerable by Likert 0-5 Scale. This survey was designed to determine ROP instructors' perceptions relative to the equity of vocational instruction, professional self-image, and personal inclination toward political or legal action.

Findings

Findings related to the research questions indicate a perception by ROP instructors that the California Education Code §44910 does discriminate against ROP instructors and does effect the professional self-concept of the ROP instructors. The study also indicated that the ROP instructors would support legislation giving ROP instructors the same tenure rights with academic teachers.

This study indicated through the low response rate of the survey instruments that this was a controversial issue and that the vast majority of the ROP instructors did not want to participate in the survey even though there was complete anonymity. Ten telephone surveys were conducted to find out why the survey instruments were not sent back. The most common statements from the telephoned respondents:

"I don't want to get involved with this issue."

"If I don't have tenure now, why would I jeopardize my position by answering your survey?"

"If you figured out who did not return the survey instruments, then surely someone could figure out who did return the instruments."

Conclusions

The results of this study supported the following conclusions:

1. The ROP instructors perceived the California Education Code §44910 to be discriminatory against ROP instructors. 82% of the surveyed instructors agreed that the code does discriminate against ROP instructors. Based on this knowledge, it was concluded that there is an immediate need for amending the legislation. There must be equality through out the entire educational system.

2. The surveyed ROP instructors indicated with a mean agreement of 48.7% that the present code has a negative effect on self-concept. It was therefore concluded that the code must be amended in order to promote professional self-image rather than promote a negative effect on the self-concept of the ROP instructors.

3. The surveyed ROP instructors indicated with 46% agreement that they would not support legal action and new legislation which would give them equal tenure rights with

academic teachers if they had to take money from their own pockets to make the change. It was therefore concluded that there would not be support for changing the code while using personal funds.

4. The surveyed ROP instructors indicated with 86.7% agreement that they would be willing to lobby the California Teachers Association to support legal action and new legislation which would give them the same tenure rights as academic teachers. It was therefore concluded by a substantial percentage that there was a need to change the existing code and that the ROP instructors would lobby the California Teachers Association to get the needed actions started.

Recommendations

The review of literature indicated that "Vocational teachers have remained nearly invisible in the mainstream literature on high schools, despite the considerable attention devoted to the problems and prospects of a vocational curriculum" (Grubb & Lazerson, 1988: Stern, Hoachlander, Choy, & Benson, 1985).

It was therefore recommended that:

1. The State of California examine code §44910 of the California Education Code for discrimination and the promoting of negative effects upon the professional self-

image of ROP instructors.

2. The State of California follow the guidelines set forth within the Constitution of the United States, regarding the Fourteenth Amendment.

3. The ROP instructors become more informed of their constitutional rights pertaining to California Education Code §44910.

4. The California Teachers Association examine the problem of discrimination and the promoting of negative effects upon the professional self-image of ROP instructors.

5. That the Riverside County Office of Education, Regional Occupational Program examine the existing code and begin the necessary change process--in keeping with its high standards of education in California--to give ROP instructors equality regarding tenure rights.

Recommendations For Further Study

1. Factors that were not considered in this study and may have an impact were a general lack of knowledge pertaining to California Education Code §44910, by the ROP instructors. Further study would be needed to determine if the general lack knowledge of the existing code impacts this study.

2. Data collected from the surveys indicated that entire service areas of the County did not respond to the

survey instrument and this may be suspect as to whether or not the instruments actually reached the intended ROP instructors. Further study is suggested in this area to determine the reason why the instruments were not returned.

APPENDICES

APPENDIX A

Cover Letter Sent To ROP Instructors

2 / 8 / 94

Dear Colleague,

Did you know that you are not allowed tenure according to California Education Code #44910 even though your job as an instructor is exactly the same as tenured teachers in California? This particular code directly effects your professional self esteem. If you believe that being on the same salary schedule and receiving the same benefits package means that your job is secure, this letter is to inform you otherwise. I am surveying ROP instructors to begin an in-depth investigation into what appears to be a discriminatory policy of the state of California.

Please take a moment to respond to the enclosed survey. I believe it to be an invaluable first step toward rectifying what I believe to be an injustice against all of us. I have enclosed a self addressed stamped envelope for you to return the survey instrument and the demographics sheet. Please be as expedient as possible in returning the survey.

Thank you,

Bill Wilson

ROP instructor

Appendix B

Copy of California Education Code § 44910 Sent With Cover
Letter and Survey Instrument to ROP Instructors

California Education Code

#44910. Service at regional occupational centers or programs

Service by a person as an instructor in classes conducted at regional occupational centers or programs, as authorized pursuant to Section 53201, shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.

This section shall not be construed to apply to any regularly credentialed teacher who has been employed to teach in the regular educational programs of the school district and subsequently assigned as an instructor in regional occupational centers or programs, nor shall it affect the status of regional occupational center teachers classified as permanent or probationary at the time this section becomes effective.

(Stats. 1976, c. 1010, s 2, operative April 30, 1977.)" (West's).

The **Offer of Employment** document that is offered to regional occupational instructors states that the offer of employment is subject to the laws of the State of California and the rules and regulations of the State Board of Education and the County Office of Education, and to the terms and conditions set forth herein.

1. As set forth in Education Code Section 44910, service by a person as an instructor in classes conducted at regional occupational programs shall not be included in computing the service required as prerequisite to attainment of, or eligibility to, classification as a permanent employee. **It is understood that the employee is not a probationary or permanent employee.**
2. In the event that the ROP class/classes does/do not attain a minimum enrollment of 15 students by the end of the fifteenth teaching day of each and every semester, the County Superintendent has the option to cancel or reduce this contract.
3. This contract is for one (1) year only and may be renewed by mutual agreement of the parties prior to July 1. Form no. 2034 (revised 2-89).

Appendix C
Demographics Sheet

DEMOGRAPHICS SHEET

PLEASE FILL OUT COMPLETELY. NAME IS OPTIONAL

Code number from survey form _____

Name _____ Age _____ Female _____ Male _____

Years teaching _____ Years in the trade _____ Years of training _____
in vocational educ.? before teaching? in the trade?

Degree or degrees held _____ Type of degree: AA (please circle)
BA or BS
Masters
Doctorate
Other

Credential type: Preliminary (please circle). College units (approx.) _____
Clear Full-time
Life-time

Contract days per year _____ Extended contract days _____

Benifits package, yes or no.

Appendix D

Data Gathering Survey Instrument

SURVEY INSTRUMENT

Code# _____

Please put the number that most closely matches your response to the statements.

(sample. The sky is blue.) 4

Greatly....

1 2 3 4 5
disagree agree

1. California's Education Code #44910 undermines the professional image of vocational education. _____
2. The existing code creates a bias toward regional occupational program instructors. _____
3. The code discriminates against regional occupational program instructors. _____
4. As an ROP instructor, you can be tenured. _____
5. The Offer of Employment, extended by Riverside County Office of Education was clearly understood. _____
6. Regional occupational program instructors with BS degrees should be offered tenure rights. _____
7. You are treated as an equal partner with academic teachers by administrators. _____
8. You feel entitled to tenure rights because you use the same pedagogical skills as academic teachers. _____
9. Because of not being allowed tenure, your professional self concept is lowered when other academic teachers treat you with disrespect. _____
10. Because of your lowered professional self concept, sometimes your job performance is affected. _____
11. There is a legal difference between an instructor and a teacher. _____
12. Academic teachers use more pedagogical (instructional) skills than vocational instructors. _____
13. The California Vocational Association should be encouraged to support legislature giving regional occupational program instructors the same tenure rights as academic teachers. _____
14. Your union dues should help support the legal action that would be required to change the existing policies. _____
15. You would be willing to spend some of your own money to support the required legal action needed to change the existing policies. _____
16. The California Teachers Association should take action against the existing policy that prohibits regional occupational program instructors from acquiring tenure. _____

Table I

Data Tabulation and Analization Chart

Table I
Data Tabulation and Analization Chart

Instrument Statements	Respondents																																																				
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50			
Question #1	5	1	4	5	5	0	5	2	5	5	5	3	5	5	2	3	5	5	4	5	5	5	5	5	5	5	5	4	4	3	5	5	5	4	4	5	5	4	4	5	5	4	4	5	5	5	5	5	5	1	3	4	4
Question #2	5	1	4	4	5	5	5	2	5	5	5	4	5	1	5	5	5	5	4	5	5	5	1	5	5	5	5	5	4	2	5	5	5	5	4	5	5	4	5	3	5	5	5	5	5	5	5	3	4	5	4		
Question #3	5	1	4	4	5	5	5	2	5	5	5	4	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	4	4	5	5	4	5	3	5	5	5	5	5	5	2	4	4	4			
Question #4	1	0	3	1	5	1	1	1	1	5	5	2	5	1	5	1	5	1	5	5	5	0	1	1	5	3	5	1	1	1	1	1	1	1	1	2	5	1	2	1	2	1	1	5	1	2	1	1	5	5	2		
Question #5	5	5	3	4	5	2	5	5	3	5	3	4	5	4	5	5	3	3	4	3	5	5	5	5	2	3	5	5	1	4	3	5	3	5	3	3	3	2	1	4	5	4	1	4	5	1	5	5	4	4			
Question #6	5	2	4	5	5	5	5	1	5	1	5	4	5	5	4	3	5	1	5	4	4	5	5	5	5	6	1	4	5	3	5	1	1	1	4	5	5	4	5	4	5	2	5	3	5	5	2	5	5	5			
Question #7	2	5	3	5	5	1	1	5	3	3	2	2	0	4	2	1	5	1	4	5	3	1	2	2	3	3	5	1	4	4	2	1	3	2	4	3	4	2	4	1	4	2	1	3	1	1	5	5	5	3			
Question #8	5	0	4	4	5	5	5	1	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	4	5	4	5	5	4	4	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5		
Question #9	3	1	1	3	1	5	4	1	5	5	5	4	5	1	1	3	5	5	2	4	4	5	4	4	3	4	1	3	4	4	4	1	3	5	2	4	4	3	2	5	4	4	5	5	5	5	5	1	1	2			
Question #10	1	1	1	3	1	5	1	1	3	1	2	2	5	1	1	1	3	5	2	5	2	1	3	1	1	2	1	3	1	4	3	1	1	1	1	0	2	3	2	1	1	4	1	5	3	5	1	1	1	2			
Question #11	0	1	1	3	1	5	3	1	1	1	1	0	3	1	5	1	5	1	3	2	1	1	5	4	1	3	1	2	1	1	1	1	1	1	2	4	3	2	3	1	4	5	3	1	1	1	0	1	1	5			
Question #12	1	1	3	1	1	1	1	1	1	1	1	1	1	5	1	1	5	1	4	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	2	2	1	1	5	2	1	2	1	1	1	2			
Question #13	5	5	5	5	5	5	5	3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	2	5	5		
Question #14	5	5	5	5	5	5	3	3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	3	5	3	5	4	4	3	5	5	2	4	5	5	5	3	4	5	4	5+	5	5	5	5	5	2	5	3		
Question #15	1	3	1	3	5	5	3	1	5	1	4	2	5	3	5	3	4	4	5	5	4	5	4	3	1	1	3	3	0	2	4	5	3	3	5	1	4	3	3	5	4	4	3	3	5	5	5	1	3	3			
Question #16	5	3	5	3	5	5	5	3	5	1	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	4	5	5	5	5	5	5	5	5	4	4	5	3	5	5	5	5	5	5	2	5	4		

Table II
Demographics

**Table II
Demographics**

Demographics																																																			
Male/Female	M	F	F	M	M	M	F	M	F	M	F	F	F	M	F	F	F	M	M	F	M	M	F	M	M	F	M	M	F	F	F	F	F	F	F	F	M	M	M	F	M	F	F	M	F						
Age	42	50	XX	55	42	59	45	45	54	45	60	42	54	XX	45	44	43	41	45	38	50	41	41	42	39	52	63	43	29	55	51	34	53	39	46	56	38	42	35	38	53	49	50	42	45	64	40	XX	59	45	
Yrs. in Voc Ed	11	9	6	6	6	11	9	8	15	11	10	8	20	9	14	3	20	14	8	15	11	7	6	1	2	20	6	16	1	15	20	8	8	7	5	12	1	6	9	11	19	3	16	1	2	9	5	4	18	10	
Yrs. in Trade	10	7	20	20	6	40	25	20	15	20	15	15	37	10	5	22	25	27	25	6	27	6	12	21	19	6	37	6	10	17	43	12	12	15	4	33	16	16	15	17	30	27	16	20	15	25	21	20	20	15	
Degree	MA	MA	BS	0	MA	0	BA	0	BS	0	AA	BA	BS	0	0	AA	0	AA	MA	MA	BA	MA	BA	AA	BA	MA	0	MA	0	0	BS	MA	AA	0	MA	0	BS	BA	BA	BA	BA	0	AA	AS	AA	MA	MA	BA	BA	MA	
Credential	C	C	C	C	C	C	C	C	L	C	C	C	L	C	C	P	C	C	C	L	C	P	C	P	P	L	C	C	P	C	L	C	C	C	L	C	C	C	C	C	L	P	L	P	C	C	C	P	L	C	
Days/year	185	186	78	186	180	185	181	180	180	180	180	182	182	185	185	180	180	185	183	180	180	185	186	?	?	185	185	185	185	185	180	183	185	185	183	180	185	185	185	185	185	240	186	200	180	185	185	185	180	185	
Benefits	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y		
Extended Days	0	30	0	0	45	0	0	0	0	90	0	0	0	0	0	60	60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table III

Responses to Survey Statements That Answer Research
Questions #1, #2, #3, #4

Table III
Responses to Survey Statements That Answer
Research Questions #1, #2, #3, #4

Question 1

Instrument Statements	Responses											
	# of 5s	% of 5s	# of 4s	% of 4s	# of 3s	% of 3s	# of 2s	% of 2s	# of 1s	% of 1s	# of 0s	% of 0s
Statement #2	34	68	9	18	2	4	2	4	2	6	0	0
Statement #3	32	64	14	28	1	2	2	4	3	2	0	0
Statement #4	15	30	0	0	2	4	6	12	1	50	2	4
Statement #5	21	42	10	20	12	24	3	6	25	8	0	0
Statement #6	28	56	9	18	3	6	3	6	4	14	0	0
Statement #11	6	12	3	6	8	16	5	10	25	50	3	6

Question 2

Instrument Statements	Responses											
	# of 5s	% of 5s	# of 4s	% of 4s	# of 3s	% of 3s	# of 2s	% of 2s	# of 1s	% of 1s	# of 0s	% of 0s
Statement #1	31	62	10	20	4	8	2	4	2	4	1	2
Statement #7	10	20	8	16	10	20	10	20	11	22	1	2
Statement #8	38	76	8	16	2	4	0	0	1	2	1	2
Statement #9	15	30	14	28	7	14	4	8	10	20	0	0
Statement #10	6	12	2	4	8	16	8	16	25	50	1	2
Statement #12	3	6	1	2	1	2	6	12	39	78	0	0

Question 3

Instrument Statements	Responses											
	# of 5s	% of 5s	# of 4s	% of 4s	# of 3s	% of 3s	# of 2s	% of 2s	# of 1s	% of 1s	# of 0s	% of 0s
Statement # 15	14	28	9	18	16	32	2	4	8	16	1	2

Question 4

Instrument Statements	Responses											
	# of 5s	% of 5s	# of 4s	% of 4s	# of 3s	% of 3s	# of 2s	% of 2s	# of 1s	% of 1s	# of 0s	% of 0s
Statement #13	44	88	4	8	1	2	1	2	0	0	0	0
Statement #14	35	70	6	12	7	14	2	4	0	0	0	0
Statement #16	36	72	5	10	6	12	1	2	2	4	0	0

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