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Attitude and Opinion Profile of the High School Vocational Student versus the Academic Student

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ATTITUDE AND OPINION PROFILE OF THE HIGH SCHOOL VOCATIONAL
STUDENT VERSUS THE ACADEMIC STUDENT

A Thesis
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Bernard Austin Bolstad

May, 1981

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This paper presents a study of certain attitudes and opinions held by a selected group of High School students. The information thus gained has been used to determine how the students see themselves in their school, home and community environment. From this data, inferences are drawn concerning concepts that influence career or educational choices.

The values of High School students are remarkably homogeneous, considering the variety of their backgrounds and their relatively unrestricted opportunities for freedom of thought and personal development, or lack of it.

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CHAPTER I

BACKGROUND OF THE STUDY

Preface

The American educational system encourages the practice of student classification. Whatever terms are used to explain differences in students, it comes out as a system of putting people in a box. Once the individual has been "boxed" he is exhorted to remain in that category by a host of influences.

Two of the classifications that are of interest in this study are those of Vocational student and Academic student.

I AREA AND FOCUS OF THE STUDY IDENTIFIED

Area of Study Identified

The continuation of the social order depends, to some extent, upon the kinds of attitudes and beliefs inculcated in the young via the educational process. Therefore the larger society has a significant stake in what attitudes and beliefs students profess (19:117).

That we are, as a nation, engaged in a great public debate about education is quite evident. It is equally evident that this debate would be most salutary if it were being conducted with adequate knowledge on all sides, and

more importantly, with a common concern for the common welfare (19:119). Therefore it is contingent upon the educational planners to be aware of attitudes and opinions of those whom they would influence.

Focus on the Problem

Students see themselves as others see them. Once the school has labeled a student, the educator tends to see the label, not the person. The question that arises is, does the label "vocational student" or "academic student" influence the student's attitudes and opinions; and, if so, in what way?

The home is the first important learning environment for the child, where the early years of life are critically important for human development. In his authoritative book Stability And Change In Human Characteristics, Benjamin Bloom makes some telling points. He states that about half of the total growth of the average child's general intelligence has occurred by the time he is four. He finds important linkages in the home that influence developing verbal capacities which he believes are closely related to intelligence. In Bloom's view the child's early life is of "enormous influence" on his later development. But Bloom has also stressed that instead of relying on a single I.Q. score, reliance should be placed on tests like Thurstone's seven primary mental abilities. Using this approach we find that 50 percent of the population is gifted by being in the highest decile in one or more of those abilities.

According to Bloom:

If we should increase the number of abilities by a factor of three or more, we are likely to find that most of the population is gifted in one or more of the abilities.

Nevertheless the educational system must use procedures attuned to mass selection, assignment, testing, promotion, and graduation. The policies and procedures that the schools follow to handle their tremendously demanding logistical problems inevitably determines in considerable measure what happens to pupils as they pass through the system. By the end of the sixth grade, grouping patterns in many schools begin to appear. Where then does the pressure for grouping come from? Teachers are one source, most of them believe that it is easier to teach a homogeneous class. Psychologists as another source support this belief. The most vociferous proponents of grouping have been middle-class parents who are afraid that the level of teaching will be adjusted to the slower learners and that their children will suffer (17:120).

As was stated previously, children see themselves as others see them. Once the school has labeled a student, his new teacher tends to see the label, not the person. Several points should be noted about the sorting that is accomplished at the transition to high school. Those who have taken college-preparatory courses and who have been able to keep up with the work will be encouraged to stay on the academic track. Similarly, those who have been tagged as poor students will often be kept out of the academic program.

The group whose tracking is less predetermined consists of youth who have taken academic courses but who have not done particularly well and come from families whose children usually do not go to college. These young people often opt for the general vocational or commercial program in preference to the academic. A critical question to raise in connection with this group is whether they appreciate the implications of not remaining on the academic track and whether guidance counselors alert them to the dangers of prematurely closing out options.

Perhaps the single most important career-decision point, for a student, occurs near the end of high school. By this time, however, about one in four students has already dropped out of school. Of the remaining three who complete their secondary education, slightly less than half go to work or enter the armed services; most of the remainder go to college or enroll in a special business, technical or trade school (8:194).

While many who start junior or senior college do not finish, the majority who do remain in college are in a preferred position with regard to their career development. Acquisition of the baccalaureate is entree into a wide array of desirable jobs, particularly in business, engineering, and government service. Moreover, the baccalaureate is the entrance ticket into graduate and professional schools, graduation providing the open sesame into the most prestigious professions.

What happens to the high school graduate who concludes or is persuaded by others that he is not "college material"? He may choose the apprenticeship route, enter trade or technical school, become an industrial trainee, or seek to benefit from one of the new government training programs. For this group, trade, technical and business schools represent an important transitional path from formal education into the world of work.

Guidance personnel find it difficult to stay abreast of the changing opportunities for occupational training in their own areas and almost impossible to know about opportunities in the country at large.

To whom is employment in a large organization available? Since most large companies use educational achievement as a screening device, a person without a high school diploma has little chance to be employed by one of them. Whether this criterion is sensible or not is largely beside the point as long as it is used by most large employers who believe that a person who has finished high school is a better risk than the person who has dropped out.

The problem is that the high school setting is not a sympathetic environment for the provision of educational and career guidance. The presumption is that when students encounter problems in these areas the faculty is available to counsel them. But most faculty members know little about the world beyond academe (9:92). They are generally able to assist prospective graduate students but often cannot help

undergraduates who plan to enter the world of work. Schools, as a contribution both to increasing the value of the educational experience as well as facilitating later work adjustment, still have to recognize and respond to the need of many students for career guidance.

Unfortunately, the prestige associated with the academic rather than a technically oriented program of studies, has had many administrators and faculty "downgrade" students in the latter track and neglect their guidance needs.

President Lyndon B. Johnson said, at the 31st annual convention of the American Industrial Arts Association at Los Vegas in 1966:

A high school diploma should not be a ticket to frustration - - - we must build stronger links between the schools and their students and local industries and employment services so that education will have a direct relationship to the world the student enters (8:194).

An extra year or two in high school adds little to the knowledge and competence of many young people, but dropping out at the tenth or eleventh year is risky for the student, because a diploma, even one earned by completing the general curriculum keeps more educational and employment options open to them.

It is easy to understand why young people who are performing poorly in their studies lose interest in school and drop out before they earn a high school diploma. But what of the others? Recent research suggests that, in addition to family background which plays a significant role in determining who goes to college and who does not, the climate

of the school and the relative importance that is attached to academic, athletic, or social affairs affects the outcome. Edward McDill and his collaborators concluded from their study of twenty co-educational high schools that:

The individual student's academic behavior is influenced - - - by the social pressures applied by other participants in the school setting. More specifically - - - in those schools where academic competition, intellectualism, and subject matter competence are emphasized and rewarded by faculty and student bodies, individual students tend to conform to the scholastic norms of the majority, and achieve a higher level. School climate may not be as important as teaching and family background, but it appears to be significant (19:78).

Therefore, a review of the attitudes and opinions of a limited group of students in the same school environment, but divided as to the categories of vocational student and general academic student, should provide an insight both into what the students think of themselves and into the factors that influence their thinking and consequently their decision to continue education or go to work.

II JUSTIFICATION

Reasons For Making The Study

From the time the student enters kindergarten until he graduates from high school, the student is constantly assessed. Problems may, and often do, arise when students have a mixture of strengths and weaknesses. In these instances it is often unclear what conclusions the young person and his parents should draw about his educational plans and his occupational orientation. The problem there-

fore is just what factors correlate with a student's success in his chosen profession or occupation, and what would be the course of preparation involved. Just what attitudes and opinions are present in a certain category of student?

What distinguishes the water-walkers from the mediocre performers in any occupation? Harvard Psychologist David C. McClelland states:

It's an elusive set of motives, traits, and social skills (11:35).

His Competency Theory assumes the standard aptitude tests are crude instruments, irrelevant to real-life job success. Competencies are defined not as aspects of a given job, but as special characteristics of the people who do the job best. Although the universal assumption among educators has been that students who do well on tests and who get better grades will excel in their careers, this conclusion is questionable. McClelland chairman of a panel of the Social Science Research Council that reviewed the evidence concluded that poorer students did as well in life as the top students.

The purpose of the study is to determine what significant social or educational differences exist between the high school vocational education student and the traditional academic student. Since the school system already has made this division and has drawn conclusions about student value and worth, it makes the study even more interesting.

Is there a difference between the high school vocational student and the regular academic student? Some edu-

cators would have us think so, thus following a current trend of thinking that those students of supposed lower abilities and ambitions align themselves with non-academic programs. Does the high school vocational student maintain a lower G.P.A. than does the academic student? In general what kind of a pupil is the vocational student when compared with his counterpart in the academic program? Our purpose is to search out the answers to the questions raised by this study.

III KEY CONCEPTS

Theoretical Formulation

The view that advanced education is a guarantee of gains in income, power and prestige has been accepted for generations almost everywhere. In America it has led to bitter controversy, first because certain groups felt they were being denied access to education that might improve their lot, and second because a respected Harvard University sociologist, Christopher Jencks, challenged the very idea that schooling contributed greatly to the economic gains of upward mobility.

In 1972 Harvard's Jencks undertook a survey of how school actually paid off in terms of one significant component of status - - adult income. In a summary of the results of the survey, he noted:

In general, the pay-off from schooling is no better than the pay-off from going to work and putting your money in a savings account (16:89).

According to Jencks, the data revealed that in many

occupations, there was barely a measureable difference between the ultimate earnings of people who went to good or poor schools. Similarly, the amount of time spent in schooling also made little difference - except in occupations that demanded extensive academic credentials, such as medicine or engineering. For most members of society - - locomotive engineers, factory workers, auto dealers, grocery-store owners - Jencks concluded that the ultimate level of achievement could not be traced to any particular aspect of educational, family or class background. To some observers, Jenck's finding - that the source of monetary success cannot be traced to any pattern of family background, quality of school, or even intelligence - suggested the real answer may simply be the old Horatio Alger solution, "pluck and luck" (16:91).

For the sake of the record and good reporting the above study is subject to a commentary by Daniel Yankelovich:

Jencks's report contains many important findings, but we cannot draw valid prescriptions for action from them unless we seek the work in a broader social context. For several powerful reasons, we must exercise extreme caution in accepting its messages at face value (28:28).

It can also be pointed out that Jencks's study fails to take into account the student's expectations for himself and what he expects from an educational effort. One might say his attitude and opinions of the educational system and for that matter the social system he lives in are major influences to be considered. With an understanding of this background, Herzberg questions if man is really motivated

primarily by economic considerations. According to Herzberg:

Man strives to enjoy a meaningful existence, one in which there is a balance between his need to realize his potential for growth and perfection and the need to avoid deprivation (23:169).

Definition of Terms

Academic Student

A student involved in liberal or classical studies rather than vocational or technical studies.

Academic Track

A sequence of educational courses of liberal or classical studies.

Boxed

For the purpose of this study this term is used to describe the situation a student finds himself in when he is classified by the requirements of the system.

Decile

One of the parts or intervals of a frequency distribution, each of which contains one tenth of the cases in the complete series.

Vocational Student

A student involved in a type of education which fits him for a special trade or occupation.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The subject matter used in the study of professional education is so broad that it may include almost anything. Since the term "education" is all inclusive, literature concerning attitudes and opinions related to education, psychology, sociology, economics and others have been used for review.

SUMMARIES OF SPECIFIC FOCUS ON THE STUDY

Groups and Opinions

We live our lives within small groups. From infancy through old age we move in congenial groups whose attitudes and interests we generally share. Their influence is powerful. Several years ago Yale Psychologist William McGuire concluded that the mass media have less impact on opinion than do informal conversations with family, friends, neighbors, and co-workers (17:34).

Who Gets Ahead

Who gets ahead depicts a superficial America. Surface characteristics such as college credentials or the color of a man's skin count so heavily that they outweigh more essential elements, such as personal worth, moral character, real knowledge, actual capability, and attitude.

This may account for the decline of our society and its current inability to handle everyday problems effectively (27:28).

Junking the Future of Higher Education

Colleges and Universities do not like any change from the standard approach to education. The accepted dependence on I.Q. tests, standard aptitude tests, and the conventional curriculum assure them of enough students to carry on their programs of education. These institutions feel threatened by any innovation in the educational process. Stanford University admissions Dean Fred Hargon, citing programs in lieu of conventional classes, argues these will influence the rate of college enrollments in the future.

Average Students Being Ignored

Special attention for students at the extremes may be laudable, but according to William Pharis, executive director of the National Association of Elementary School Principals:

Schools are being forced to divert resources and time away from middle range children in order to comply with federal laws requiring costly special programs for whoever.

The Road To Higher Education

It's no freeway, and there are a few roadblocks. Getting into college takes a little more than getting out of high school. It takes decent grades, money, an interest in higher learning and admission to a college or university.

But where should students start their search? It's hard to say what the first step is, say educators. They the student's must have some idea of what they want to study (10:19).

Is Vocational Education Working?

Gene I. Maeroff writing for the New York Times News Service reports on a federally-sponsored study of the nation's vocational education. The article is reported in the Bremerton Sun on Wednesday, October 17, 1979.

Researchers and educators have contributed reports to the Vocational Education Study being conducted by the National Institute of Education of the Department of Health, Education and Welfare. One implication of the findings is the possibility that, rather than preparing students for specific jobs, the main function of vocational education may be to offer what is essentially an alternative track through high school for students who cannot or do not want to pursue academic programs.

High School Mathematics Flunks

Patricia McCormack, U.P.I. Education Editor writes of a new report of the National Council of Teachers of Mathematics. The present shortage of qualified mathematics teachers in mathematics classrooms is increasing dramatically. School math, ailing for years, is flunking demands of the high technology era. School mathematics programs should take full advantage of the power of calculators and computers at all grade levels.

Self-Concept in Vocational Education

Self-concept of vocational ability is not a remote psychological construct. It is, in effect, whatever the student might feel about himself, and is assumed that the student is fully aware of and able to accurately report what his self-concept is.

To measure the self-concept of vocational ability, Wamhoff developed a questionnaire patterned after that which was in use by Brookover to measure the self-concept of academic ability. The instrument is short, asking such questions as do you think you have the ability to do any job you desire?

There is a substantial relationship between the students' self-concept and their perceptions of how others would evaluate their potential for success in high status occupations.

CHAPTER 3

PROCEDURES OF THE STUDY

In this study, a questionnaire was administered personally to a selected group of students in high school. The survey instrument could be more properly called an opinionnaire. There was an opportunity to establish rapport, to explain the purpose of the study, and to explain the meaning of items that were not clear. There was a 100% return of useable responses.

I METHOD AND PROCEDURES

Review of the Research Method

A questionnaire consisting of attitude and opinion queries relating to school, job and social subjects was submitted to the students. The tabulated responses presented an attitude and opinion profile of the selected high school students. The terms opinion and attitude are not synonymous so a clarification is necessary.

How a person feels, or what an individual believes, is his attitude. To describe and measure attitude is difficult and sometimes impossible. The researcher then must depend on opinion or at least what the individual says are his beliefs and feelings. From this record of opinion an inference or an estimate of his attitude may be made (3:169).

The technique used was to ask, through the use of a questionnaire, how the individual feels about a subject. A combination of the open and closed form of questions were asked. While the formal use of the Likert Method of Summated Ratings was not used, some aspects of the system was incorporated in the survey instrument. Scaled values as answers to some of the questions were utilized.

Procedures

The research tool designed around the objectives of this study was distributed to over ninety students in two separate high schools, Central Kitsap High of Silverdale and South Kitsap High of Port Orchard, Washington. Three grade levels; sophomore, junior and senior were polled in both schools for a selected sampling of student response.

Implications for educational change were gleaned from the data gathered by the research effort. Since the respondents were requested not to sign their names to the questionnaire, personal confidentiality was not violated.

Agency Setting

The research efforts conducted in a typical comprehensive high school are: first, to provide a general education for future citizens; second, to provide good elective programs for those who wish to use their acquired skills immediately on graduation; and third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university. However, if

'one could find a single comprehensive high school in the United States in which all three objectives were reached in a highly satisfactory manner, such a school might be taken as a model or pattern (5:17).

The principal school chosen for the study setting was Central Kitsap High of Silverdale, Washington. A class of vocational electronics students including class levels at the sophomore, junior and senior category was selected. An academic class of advanced mathematics students was also selected incorporating all three high school grade levels as above.

A second school was used to check other academic interests. South Kitsap High of Port Orchard, Washington was utilized with a class in English at the sophomore, junior and senior high levels.

These communities are based on the Kitsap Peninsula where the United States Government is the main source of employment. The area includes approximately one hundred and fifty thousand people. A good many of the families are those of service personnel, producing a transient factor. A high percentage of the high school students go on to college, wishing to escape the confines of the peninsula. At the time of this study, there was a substantial influx of people into this community.

While the government hires a great many skilled personnel, the civil service system provides its own training programs satisfying its own needs. This is not to say that

the area schools fail to get their students employed in the system but the number is not substantial. The neighboring community of Seattle with Boeings as a primary employer accounts for a good many employment opportunities.

There is a community college at Bremerton, Olympic College, that provides continued vocational offerings; and, of course, a college transfer program. The University of Washington, across Puget Sound, absorbs a great many of the college-bound students. Since high school students in the Kitsap Peninsula area leave for other communities, three other schools must be mentioned; Western Washington University at Bellingham, Central Washington University at Ellensburg and Washington State University at Pullman. As can be seen, there is a great exodus of students from this area to other parts of Washington State.

CHAPTER 4

RESULTS OF THE STUDY

Each day of the school year, millions of high school students learn about mathematics, auto mechanics, english, data processing, social science, medical technology, physics, electronics, and other disciplines and skills that are supposed to enhance their chance of success in the professions or in the job market.

What do the students think of their education? Do they believe that the educational process has given them the necessary tools to make a living? How do they feel about the society that structured the system of education that was decided to be the best for them?

I FINDINGS AND INTERPRETATIONS

Student Reaction

Some students expressed impatience with the questions, others showed mild interest in them and a large segment wanted to know more about the opinionnaire. There were some students who admitted that the research instrument made them think in terms that were new to them. The students did indeed have certain attitudes and held opinions that showed their conformity, or non-conformity, to the requirements of society.

Attitudes and Opinions

For the purpose of presenting data in an easy to read summated form the following convention will be used:

Group a, represents the vocational students at Central Kitsap High School.

Group b, represents the academic students at South Kitsap High School.

Group c, represents the academic students at Central Kitsap High School.

The question was asked, "Would you like to be one of America's leaders?" The majority of the students said "no", group a by 79%, group b by 77% and group c by 71%. The comment that would represent most of the students was, "No, I think this would create too much pressure for me, but it is a nice idea."

An interesting item in the survey was that in all groups there was only one "only child" among the respondents. Most of the students were born in the state of Washington with the second largest group born in the state of California.

The students' opinion of school was that most felt school was agreeable but only a few thought of it as pleasant. Group a 60% agreeable and 30% pleasant; group b 72% agreeable, 12% pleasant and 16% so-so; and group c 50% agreeable with 50% pleasant. A typical comment, "I believe that we are lucky to have the opportunity to attend school."

As to plans for the future, most of the academic students plan to continue on in school but only 30% of the

vocational students plan to. The vocational students had a wider range of what they were planning, for the future.

Opinion of American technology was divided more along school lines rather than vocational student versus academic student. Groups a and c, 80% felt that America was ahead with 10% feeling America was behind. Group b, only 31% felt that America was ahead, 15% felt that she was behind and 32% didn't know.

One of the more interesting responses was in answer to the question, "Are most people fair?" 70% of groups a, b and c thought they were. 30% of groups a, b and c thought they were not. An almost unanimous decision. The comment that best typifies the students' responses was, "Yes, if there is nothing in it for them." Another response, "Deep down, all people have a sense of fairness." There was almost a cynical reaction to this question, a comment by the young about their society.

Again the response was very nearly unanimous showing a certain hesitancy on the part of many young people to get involved with problems. The question was, "Do you feel that you can be of service (help) to your country in solving its technical or political problems?" Group a answered 52% yes and 48% no, groups b and c answered 60% yes and 40% no. However, it should be pointed out that the majority of students would be willing to help their country.

Surprisingly enough almost 100% of groups a, b and c believes good workmanship is a valid goal.

The social attitudes of the students were shown by the question, "What clubs or organizations do you belong to?" The academic groups showed themselves to be belongers but the vocational group did not. Group a 39% belonged 61% did not, group b 74% belonged 26% did not, and group c 82% belonged 18% did not.

The students' self-concept was indicated by the question, "Do people appreciate your talents?" 85% of groups a, b and c felt that people did. Here again it is noted that these groups were almost identical in their opinions. A typical comment can be represented by the following, "The ones who understand them do."

88% of the students in all groups felt that life was worthwhile. The academic students had a very slight edge here in that some vocational students had some bitter comments to make. A typical comment, "It's okay, since there's nothing better to do anyway." On the more positive side, "Yes, even when life is not treating you right, it is worthwhile."

Over 80% of all the students in all the groups felt that honesty is the best policy. This is an example of another social attitude that high school students are very much in agreement with each other.

"Are good marks in school important?" is another question that the students answered almost in concert. 75% said, "good marks are important." 25% said, "good marks are not important." This response was representative of groups a, b and c.

The academic students' parents tended to be more from the white collar and professional grouping than did the parents of the vocational students. Group a 28% Blue Collar, 42% White Collar, and 28% Professional; group b 50% Blue Collar, 40% White Collar, and 10% Professional; group c 11% Blue Collar, 31% White Collar, and 58% Professional.

The students who were happy with their situation in school and in life generally were very positive about the survey of their attitudes and opinions. Negative reactions, as might be expected, came from students who were nonconformers. While this survey study did not deal with the subject of narcotics, it would have been simple to trace those who were sympathetic to the use of controlled substances.

CHAPTER 5

SUMMARY

For the most part, students' values do not vary greatly whether they have pursued a conventional liberal-arts program, an integrated general-education curriculum, or a vocational option. In high school it is difficult to separate the vocational student from the academic student. The vocational student is involved in academic programs and a few of the academic students do get some vocational classes.

I THE STUDY

First, the study leaves no doubt that the academic student is committed to continuing his education beyond high school. The same is not true for a good portion of the vocational students. However, the vocational student does have other options that appear to more varied than that of the academic student.

Already known facts that academic students are the children of white collar and professional parents comes as no surprise. The vocational student can lay claim to blue collar and white collar parents. Here, the study just varified what was accepted data.

It is no secret that school is an agreeable experience for most students, pleasant for a few, and so-so for

even a smaller group. The study did point out that the academic student tends to like school better than the vocational student.

The study reveals that on some important matters the students' values do not vary greatly. Both the academic and vocational student do not want to be one of America's leaders. Both felt that good workmanship was a valid goal. Both were of the opinion that life was worthwhile. Both had the attitude that honesty was a good policy. Both agreed that good marks are important in school. Both thought that most people were fair. Both wanted to be of service to their country in solving its technical or political problems.

The academic students showed a greater social sense than did the vocational students. This probably reflected a family economic level more than anything else.

A review of the vocational students' most valued courses compared to that of the academic students, did not vary in any important sense. It should be remembered that we are looking at two groups, not individuals. In the case of individuals, there are exceptions in many cases.

Both groups seem to agree that the most money is to be made in the professions with technical work running a close second. Teaching was at the bottom of the list when it came to their opinion as to its value in earning money.

As far as grades were concerned it appears that both groups carried a majority of Bs and Cs with the academic group there were more As.

II CONCLUSIONS

Attitude and opinion differences between vocational and academic students in high school do not appear to be significant. Academic students by and large set great stock by college in general. Students whose parents cannot afford the price of a college education look in other directions to enhance their skills. It may well be that economic differences may be more important between the two groups, than those of attitude and opinion. Educational and career choices of a student may be more dependent upon the money available for him, rather than the factors mentioned in the study.

The values of high school students are remarkably homogeneous, considering the variety of their backgrounds and their relatively unrestricted opportunities for freedom of thought and personal development, or lack of it. The study data indicates that the profile just given may broadly characterize 75 or 80 per cent of the students. To the remainder, some or most of the generalizations are not applicable.

III RECOMMENDATIONS

Classroom learning is focused primarily on language, numbers and abstract thinking. These are the essential elements of the development of cognitive competence. However,

it is recommended that the schools assist students to appraise their abilities in such areas as the artistic, the political, the interpersonal and the manual; since a great many people eventually earn their livelihood through competence in one of these areas.

It is recommended that school administrators work toward developing a highly personal relationship between the school community and the individual student. A relationship that is warm and considerate, but at the same time mutually challenging.

It is recommended that since the single most important career-decision point, for a student, occurs near the end of high school, guidance counselors alert them to the dangers of prematurely closing out options. A critical point to raise in connection with students is whether they appreciate the implications of not remaining on the academic track.

It is recommended that more academic students be exposed to vocational programs and that educators be better informed as to these programs.

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APPENDIX A

Table 1. Academic and Vocational Students Most Valued Subjects

Value preference is indicated on a 1 to 10 scale

	Vocational Central Kitsap	Academic Central Kitsap	Academic South Kitsap
Public Speaking	4.6	5.1	5.9
Math	8.2	8.3	7.3
English	7.4	7.3	6.8
Geography	3.7	4.4	4.3
Social Studies	5.4	4.8	5.0
History	5.5	5.6	5.7
Home Economics	3.7	3.2	5.0
Driver Training	5.4	5.1	7.0
Physical Education	5.4	4.5	6.4
Economics	5.6	5.5	5.1
Science	9.2	6.5	4.8
Vocal Music	2.7	4.3	2.9
Instrumental Music	2.7	3.2	2.9
Physics	5.5	7.0	4.0
Shop	5.6	3.9	4.4
Foreign Languages	4.4	5.6	3.9
Other	1.4	4.3	4.4

APPENDIX B

Attitude And Opinion Questionnaire

1. On a scale of 1 to 10 assign values to the following school subjects. 10 most important 1 least important

Public Speaking	Economics
Math	Science
English	Vocal Music
Geography	Instrumental Music
Social Studies	Physics
History	Shop
Home Economics	Foreign Languages
Driver Training	Other
Physical Education	Add

2. What is your favorite school subject or subjects?
3. Your highest grades are received in what subjects?
4. Do you own a car?
5. Is your mother or father:
- Blue Collar (Skilled - Unskilled)?
 - White Collar (Clerical - Office - Business - Etc)?
 - Professional (Doctor, Lawyer, Dentist, Teacher, Etc)
 - Service (Navy - Army - Air Force - Other)?

6. Are most of your marks in school:

A B C D

7. Do you plan to continue your education after High School?

- Trade School
- College (4yr Institution)
- College (2yr Institution)
- Vocational School
- Business School
- Service
- Other

8. Is Washington your native state? If not, where were you born?

9. What are your goals (plans) for the future?
10. Do your parents agree with your goals (plans)?
11. What is your classification in High School?
- Sophomore Junior Senior
12. Where in the working world the most money to be earned?

Professions	Teaching
Technical Work	Service
Construction	Civil Service
Business	Self Employment
Science	Other

13. In your opinion school is:

Pleasant	Unpleasant
Agreeable	No Opinion
Disagreeable	So-so

14. You are:

Male Female

15. How would you classify yourself as an individual?

Talented	Academically Oriented
Creative	Hard Worker
Thinker	Organizer
Intellectual	Technically Oriented
No Talent	Entertainer
	Other

16. Technology in America is:

Ahead of other countries
Equal to other countries
Behind other countries
Don't know

17. Do you feel that you can be of service (help) to your country in solving its technical or political problems?
18. Would you like to be one of America's leaders?
19. What clubs or organizations do you belong to?
20. Do you have brothers or sisters?
21. What is your hobby or favorite recreation?
22. Do people appreciate your talents?

23. Is good workmanship a valid goal?
24. Are most people fair?
25. Is life worthwhile?
26. Is honesty the best policy?
27. Are good marks in school important?
28. Please give your general comments, concerning this questionnaire?