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The impact of background variables on the philosophical transition of vocational teachers

Charles Henry Stark

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THE IMPACT OF BACKGROUND VARIABLES ON THE PHILOSOPHICAL TRANSITION OF VOCATIONAL TEACHERS

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 Education

by
Charles Henry Stark
June 1994
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Approved by:

Dr. Joseph English, First Reader

Dr. Ronald Pendleton, Second Reader
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ABSTRACT

This study examined the extent to which vocational teachers make a philosophical transition based on a career in business and industry to one based on the pedagogy and andragogy of vocational teaching. Vocational teachers from two counties in California responded to personal demographic questions that yielded the extent of their environmental pressures and philosophy for teaching. A Pearson product-moment correlation coefficient measured relationships between demographic variables and respondent philosophical strength regarding vocational teaching. A moderate relationship was found between the respondents' current enrollment in a vocational teacher education experience and their philosophical strength. Further examination of the data was recommended to determine if additional relationships exist between the variables. It was recommended that California's community college system mandate vocational teacher preparation and certification to promote quality in vocational teaching; and that secondary school vocational teacher employment is contingent upon successful completion of a national occupational competency examination and enrollment in coursework for a vocational credential.
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CHAPTER ONE

Introduction

Background of the Study

The genesis for the study resulted from personally observing vocational teachers who were not using appropriate pedagogy for the delivery of vocational instruction. Specifically, observed vocational faculty demonstrated student/teacher interpersonal relations and teaching methods that were consistent with task-specific instruction of trainees or apprentices in business and industry rather than nurturing and supporting a competency-based education necessary for student career development. These behaviors raised concern when compared to the clearly defined instructional outcomes expected in vocational education. These concerns drove the study and revealed that California state law permits a unique process of placing vocational teachers in the classroom without preservice teacher training or assistance during their subsequent induction experience.

California, as well as other states, will recruit experienced craftsmen from business and industry and, without testing their competency in either pedagogy or craft skills, place them directly into teaching service. As an example, vocational teachers hired to teach in a California community college require no teacher training, only an associate degree and work experience. Similarly, vocational teachers who enter service with a California regional occupation program (ROP) are not required to have any formal degree and are allowed five years to complete the requirements for their teaching credential. Both of these questionable practices produce teachers unprepared in pedagogical or andragogical skills that are needed to foster cognitive and affective learning outcomes suitable for the diverse student population in vocational programs.
Nature of the Problem

Vocational educators in California enter the teaching profession with a minimum of preparation in pedagogical and andragogical skills. This condition is allowed by unrealistic vocational teacher certification laws. A new vocational faculty member may begin service in a California community college with a Master's degree and no work experience. The same teaching position can be filled by a person having an Associate degree and 6 years of work experience (Minimum Qualifications for Faculty and Administrators in California Community Colleges, 1994). Novice teachers' entering service under these conditions are not qualified in either craft or pedagogical experience needed to foster student cognitive or skill development. These people are allowed to enter vocational teaching with a philosophy based on childhood experiences, socioeconomic position, and ethics and behaviors from the environmental press of business and industry or with no skills and knowledge from the craft the state of California purports them qualified to teach.

Teaching vocational students demands experience from the world of work and a philosophy based on compassion, empathy, and tolerance for differences in student learning, skill, attitude, and motivation. Without teacher training and mentoring during their induction process, a vocational teacher may fail to make a transition in values and beliefs from the world-of-work to the world-of-students, teaching, and school relations (Camp and Heath-Camp, 1989). If the transition does not take place a vocational teacher will not be successful in fostering needed learning for either the student's or teacher's success. A student's failure represents a reduction in the trained workforce and potentially ruined life while a teacher failure represents the loss of a potentially successful teacher.
Significance of the Problem

Student's benefit most when they learn in an environment structured to accommodate their individual cognitive style. Vocational instructors may not recognize the necessity of making a philosophical change based on pedagogy or andragogy. Not recognizing or ignoring the philosophical transition for developing a student-centered learning environment will result in negative experiences for both students and teachers. As Camp and Heath (1988) stated, "Society can ill afford unqualified teachers having the responsibility of teaching our youth. Without subject matter knowledge and the pedagogical skills needed to successfully complete their duties, unprepared individuals usually fail" (p. 48). Nor do our institutions for learning that employ a vocational teacher provide support or training to assist them during their transition into real-world teaching. As Heath-Camp et al. (1992) found, "... for many vocational education teachers, particularly for those entering teaching from nonteacher education routes, the preservice stage frequently is limited to nothing more than a job interview, and a tour of the laboratory, normally just before school starts" (p. 6).

Statement of the Problem

California state law does not mandate preservice vocational teacher training. Therefore, novice vocational teachers are left to their own devices to learn teaching methods and interpersonal relations needed to cope with the environment of teaching. Specifically, vocational teachers who enter teaching service without preservice training are the most likely to fail due to their retention of philosophies based on the environmental press of business and industry.
Purpose of the Study

The purpose of the study was to identify variables that contribute to, or detract from, an expected philosophical change a person must make when entering vocational teaching from the workplace. The study investigated an expected change in vocational teacher behavior that indicated a transition had taken place from a self-centered philosophy to one supporting a student-centered learning environment.

The transition should also contain evidence of on-going professional growth in craft currency and educational methodology.

Research Question

An indication of vocational teacher philosophical transition will be found by answering the following questions. To what extent do vocational teachers make a transition in their philosophy to one based on fostering student success? Are there relationships between vocational teacher demographics and the strength of their philosophical transition? Does California vocational teacher training and certification demand knowledge in pedagogy and andragogy? Do California vocational teachers hold a philosophy for teaching based on the paradigm of vocational education?

Limitations of the Study

The applicability of the study to all vocational teachers may be limited due to the unsystematic nature of hiring practice and training of vocational teachers in California. Due to the limited population of the survey, generalities of the findings to all California vocational teachers may need to be qualified.

The study was prompted by personally observed behaviors of a small number of vocational teachers. It may be they were isolated cases and not representative of the norm for vocational teaching practice. The study was an
attempt to expand the observation and determine its validity. The ability of the survey questions to measure teacher demographics and philosophical strength could be reconstructed using psychometric practices that would increase their validity.

Definitions of the Study

For purposes of this study the following definitions will apply:

1. **Alternative certification** is vocational teacher certification based on work experience rather than an earned degree in teacher training. (Erekson & Barr, 1985)

2. **Demographics** are the respondents' personal characteristics such as age, gender, educational background, socioeconomic position, and their parents occupation and educational background.

3. **Induction** is a transition period when a beginning teacher moves from being a student or worker to an established teacher. Induction is the time a teacher takes to adjust to the teaching environment and make an expected change in their philosophy for teaching. (Camp & Heath, 1988)

4. **Induction detractor** is any internal or external experience a vocational teacher has that will have a negative affect on their induction process. (Camp & Heath-Camp, 1989)

5. **Philosophical strength** is a measured indication of the strength a respondent holds for beliefs, feelings, and behaviors toward selected variables describing desired characteristics of professional vocational teachers. (Developing an Active Personal Philosophy of Education, 1987)

6. **Philosophical transition** is an expected change in a teacher's philosophy from one developed by the environmental press of childhood and career experiences to a student-centered philosophy based on the environment and accepted paradigm of vocational teaching. (Lynch & Griggs, 1989)
7. **Preservice training** is the process of learning to be a vocational teacher prior
to an actual classroom assignment, it may be formal or informal instruction
and vary in degree and emphasis.

8. **Professional or continuing development** for teachers is an on-going
learning experience usually centered on either technical or teaching skill
improvement. (Hall, 1990)

9. **Reflective self-examination** is a process novice vocational teachers use to
promote self-critique of their teaching style and methods. It is used as a
means for improving their teaching philosophy, inter-personal relationships,
and teaching skills. (Heath-Camp, Camp, Adams-Talbert, & Barber, 1992)

10. **Vocational teacher** as used in the study is a vocational teacher serving in
the technical or industrial service areas.
CHAPTER TWO

Literature Review

Introduction

A review of the literature that addressed vocational teacher training revealed a unique process of selection, induction, and development. This process, although similar to other teaching service areas, has differences that may result in dysfunctional teachers and student failure. Vocational teaching results in development of both the hand and mind. Therefore, a vocational teacher must be skilled in a craft as well as skilled in imparting the craft to a student both manually and cognitively.

During a new teacher’s training, one critical component is an expected change in philosophy from one based on business and industry to that of a professional educator. The change in personal philosophy is necessary to promote relations with students that facilitate learning. Camp & Heath-Camp (1989) identified three steps a new vocational teacher must take to produce the expected philosophical change: preservice training, an induction process, and continual professional development. A lack of any of these steps may prevent the required change in teacher philosophy. Adding to the probability of not achieving the change in philosophy, Camp & Heath-Camp found that vocational teachers entering the profession without teacher training may receive nothing more than an orientation from a school administrator. At best, the novice teacher may learn brief survival skills during a summer workshop. To help understand the unique nature of vocational teacher preparation, a review of the historical development of vocational education in the United States is necessary.
Historical Foundation

In reviewing literature that addressed the change from craftsperson to vocational teacher, evidence was found supporting an expected change rather than a learned change in a person’s philosophy. The current practice of recruiting teachers from business and industry and placing them directly into the classroom with little or no preservice training may result in a static rather than educationally driven change in their personal philosophy. This unique process of recruiting and placing vocational teachers in the classroom without preservice training may result in an undesirable situation where the new teacher is expected to develop on their own a pedagogically based philosophy appropriate for the competency levels and learning styles of their students. To help understand this expected developmental characteristics of the new vocational teacher a review of the recruiting process of vocational teachers was necessary.

Camp and Heath (1988), outlined a 1910 study by Snedden and a similar one in 1919 by Allen that described the desired characteristics of a vocational teacher. Both Snedden and Allen found a vocational teacher must first be a competent workman, but also must have pedagogical skills. The findings of the two studies, the concept of a craftsperson first and teacher second, was the basis for federal legislation supporting vocational teacher training.

Federal Legislation Specific to Vocational Education

The Smith-Hughes Vocational Education Act of 1917, as outlined by Erekson and Barr (1985), resulted in federal legislation providing financial support for training craftsmen in pedagogy. As drafted, the legislation stressed the necessity of competence in the workplace as a prerequisite to teacher training. Erekson and Barr noted the legislation was in response to a critical shortage of vocational teachers in the United States. Contributing to the teacher shortage was the fact that some occupational areas require a state or federal license be held by the prospective teacher in order to practice his
trade. Continuing, Erekson & Barr found that due to the teacher shortage some school districts were forced to hire candidates who had not completed an approved teacher education program at a college or university. Camp and Heath (1988) also reported that in the technical and industrial division of vocational education an accepted alternate means of certification of experienced tradespersons, who have not completed a required college education is an historical means of entering vocational teaching. These variations from the usual academic teacher certification process are not unusual when compared to the intent of the federal legislation for vocational teacher training.

Camp and Heath (1988) reported as early as 1914 that the Commission on National Aid to Vocational Education placed the responsibility for vocational teacher education on the state boards of vocational education. In the same manner, the 1917 Smith-Hughes Act required each participating state to develop approved programs for training and retraining vocational teachers. The responsibility for actually training vocational teachers was delegated to state colleges and universities. Due to their unique nature, programs for vocational teacher training became preservice arms of each state’s vocational education system rather than an integral part of the host university. Lynch and Griggs (1989) described the position assumed by vocational teacher training as compared with other teacher training programs when they stated: Historically, vocational teacher education has operated cooperatively but uniquely with other teacher education programs. The uniqueness resulted from factors such as differing certification requirements; the emphasis on technical preparation and business or industry work experience; the number of people entering vocational education teaching and teacher education programs; faculty and programs often being administered in an academic unit other than education; supplemental funding from state departments of education; and the frequent use of inservice components for delivery of vocational teacher education. (p. 29)

Latitude for teacher preservice requirements and subsequent training became the prerogative of individual states and boards of vocational education.
The result has been a perceived lessening of the status of vocational teacher training programs with a reluctance of some authorities to require teacher candidates to participate in the training.

An accelerated demand for vocational teachers forced many states to adopt vocational teacher requirements different from traditional teacher training that was traditionally based on an earned college degree and preservice induction. As a result, states accepted candidates from business and industry with work experience and little or no preservice teacher training. Lynch and Griggs (1989) reported all fifty states offer alternative certification programs. The requirements are extremely varied among the states and individual vocational subject areas. Camp and Heath (1988) cited a report of the National Research Council of the National Academy of Sciences that recommends, “The best method of obtaining teachers for vocational programs is to let local administrators hire persons they judge to have the technical and teaching skills and provide the inservice programs to develop any additional competencies they may need” (p. 74).

Historically, evidence was found supporting the concept that vocational teachers entering teaching from business and industry may not be exposed to information that can assist them in making a transition in their personal philosophy from one based on industry to one centered on student need.

The Teacher Induction Process

Results from what appears to be an expedient recruitment and certification process have produced an equally disturbing induction process. Vocational teachers may be recruited from business and industry, generally with little or no formal teacher preparation, and without the benefit of a college education. They are then placed directly into the classroom with a minimum of support and expected to produce quality students prepared for the workforce. As Camp and Heath (1988) described, “All too often the induction process consists of being assigned a group of students, being introduced to colleagues, and
being given a sketchy curriculum—should one exist—and a key to the classroom” (p. 75). At no time during this induction process are new vocational teachers introduced to a philosophy based on either pedagogy or andragogy, a philosophy necessary for their personal and their student’s success. Camp and Heath summed up the error of this process when they stated:

The basic assumption of local administrators is that the new teacher will assume full responsibility the first day on the job and will be able to teach because he or she is a technically competent person; after all, “teaching is a relatively commonplace, easy-to-learn task.” All too often the new vocational teacher must learn to teach in the way so many others were forced to teach—by trial and error. The underlying premise of the approach to induction is that teaching is based on an abundance of common sense and intuition. . . . pedagogy based on common sense is sheer nonsense and such induction practices are programmed for failure. (p. 75)

The results of this imprudent recruitment and training process for vocational teachers has led to questioning their ability as a teacher, not in their technical ability, but in their ability to relate to and assist students in learning. Again, novice vocational teachers may not have sufficient exposure to information or role models necessary for transitioning to a personal philosophy based on student need.

Availability of Research on Vocational Teachers

To reach a qualified decision on the effectiveness of alternative certification of vocational teachers a research base is necessary to provide reliable data on which to form a conclusion. Erkson and Barr (1985) questioned whether people who enter vocational teaching through nontraditional means are as qualified to teach as those who follow traditional teacher preparation programs. Voicing their concern for the quality of nontraditional teacher training they stated, “There is little research on whether provisionally certified vocational teachers are as effective as their counterparts who complete a teacher education program” (p. 17).
Camp and Heath (1988) agreed there is a lack of research available on which to make a decision. They believe the research on vocational teacher education is still in its infancy when they stated:

Much has been done to assess the needs of beginning teachers in general, but few studies have been completed in the area of vocational education. While it is a generally accepted premise that non-degreed vocational teachers who enter teaching directly from occupations face many problems, a review of the literature reveals few relevant studies pertain to beginning teacher's problems for this group of new inductees. (p. 76)

Adamsky and Contrell (1978) added support for the argument declaring the need for research addressing vocational teacher preparation when they said, "Research in this field remains sparse overall. There has not been much progress toward establishing vocational teacher education as an intellectual field within the broader area of educational research" (p. 25). Camp and Heath (1988) continued with their concern for the apparent lack of research for vocational teacher induction:

None of that research has been specific to vocational teachers, for research to be potentially effective, it must be discipline-specific. There is a clear and pressing need to examine the induction process, problems, and needs of beginning vocational teachers. (p. 106)

Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) also supported the need for appropriate research on the induction process of vocational teachers when they observed:

In general, research has been limited to the induction process for academic teachers in traditional classrooms. Indeed, there has been negligible attention paid in the educational research literature to the induction process for beginning vocational teachers. Prior to our study, there has been very limited research reported on the induction process for secondary vocational teachers certified on the basis of occupational experience--the traditional trade and industrial model. (p. 10)

Lynch and Griggs (1989) provided additional support for the assumptions of Heath-Camp et al. when they stated:

For the most part what is known about vocational teacher education has to be assumed as a part of or extrapolated from data collected by researchers in other teacher education subject areas.
There does not seem to be at this time any valid, reliable, reasonably comprehensive data collected on the nature, scope, and condition of vocational teacher education. (p.17)

The apparent lack of data to substantiate vocational teacher induction and their transition to professional educator would make judging a new teacher’s philosophical shift difficult to assess. It may be some vocational teachers never change their philosophy due to the lack of studies of the effectiveness of the induction process.

**Personal Factors that may Influence Becoming a Vocational Teacher**

To help understand the philosophical development new vocational teachers are expected to make, it was necessary to examine possible motives that contribute to an individual’s career change decision and how these motives may influence the individual’s change in educational philosophy. Unlike people entering academic teaching who have selected teaching as their primary career, the majority of vocational teachers enter teaching as a second career choice. A review of the literature that addressed preservice activities revealed salient points considered significant in the individual’s decision to enter vocational teaching and how these points affected their transition.

**Personal Decisions for a Career Change**

Wittkamper and Harris (1987) in a study of vocational teacher career change decisions found the transition from a skilled occupation to vocational teaching constituted an important career change. One significant factor was the majority of new-entry vocational teachers were in their mid-years which constituted a mid-life career change, a traumatic experience for some of them. Camp and Heath (1988) described the trauma associated with such a career move when people changed from a previous stable work environment to teaching:
Still another major problem lies in the attitude and commitment of many non-degreed, new vocational teachers. It is a traumatic experience to leave an occupation that has been the mainstay of one’s life to enter the challenging job of teaching. Facing students with varying aptitudes, and interest levels is a major challenge, even for the experienced, professionally trained teacher. The adjustment from occupational worker to teacher is a full-time demanding task.... These and other demands test the commitment of new teachers and may well alter their attitudes toward teaching as a career. (p. 82)

Garcia (1983) indicated additional reasons for a career change at the mid-life point as being a need for more meaningful work, the need for greater security, a need for higher achievement, and a desire for a better fit between personal values and work. Wittkamper and Harris (1987) found the decision to change jobs rested on three categories: economic, as a means of possibly a more stable income; idealistic, based on a desire for self-improvement and working with people; and personal circumstances, the result of dealing with unsatisfactory previous working conditions. Continuing, Wittkamper and Harris related vocational teacher career change to an overall desire among mid-life people to find accomplishment and value in their lives:

- The motivation to change jobs, offered by the vocational teacher was diverse, but not inconsistent with the growing body of literature which suggests the mid-years are a time of coping more directly with the pressures in one’s life and reexamining one’s basic values, particularly the values expressed through work. (p. 11)
- The responses from our study indicated a clear desire to satisfy a sense of achievement, recognition of accomplishment, challenge, increased responsibility, personal development, and contribution towards a goal larger than one’s self. (p. 13)

Based on Wittkamper and Harris’ study, motivation to change from a self-centered to a student-centered philosophy would appear a natural process for new vocational teachers especially in light of the fact the new teacher may have experienced an undesirable previous work experience. Any change, including a philosophical change, necessary to make a new career better for the teacher would appear to take precedence over a previously held philosophy. However, if a new teacher enters service without teacher training the possibility of a shift in their philosophy becomes more remote.
Craftsperson to Teacher—Philosophical Implications

Possibly the most important change for the new vocational teacher is one from being a craftsperson to a teacher. Within this change the new teacher must abandon a previously held philosophy driven by the environmental press of industry experience and expectations, a philosophy based on zero-defect production using limited resources that must result in profit.

Environmental conditions from childhood through a successful career have contributed to the formulation and strength of a philosophy reflecting the beliefs and behaviors of the prospective vocational teacher. As a child, the new vocational teacher’s career model and socioeconomic position has been established by their father. Roe (1966) described such a social inheritance:

There is no society of any degree of complexity in which the father’s position does not in some way influence the child’s socioeconomic position, and in this respect position includes occupation. The amount and sort of education one wants or can get, as well as one’s occupational choice, are very directly influenced. It is more likely than not the child will remain in or near his father’s general socioeconomic group. On the other hand, if he does leave his group, it will be most likely that he will do so through his own occupation. (p. 323)

Roe’s emphasis on a child remaining with a social class may have an impact on novice vocational teachers as they make a significant transition from a social setting of business and industry to the social paradigm of professional teaching. It would appear, the change in social position associated with becoming a teacher will force upon the new teacher a set of attitudes, values, and interests that may be unacceptable, thus affecting a successful transition in their teaching philosophy.

Adding to a new vocational teacher’s social adjustment is the psychological stress of a mid-life career change. Roe (1966) observed such behavior during her study of mid-lifer career changers, “Changes in interests have been studied fairly extensively and interests in youth are fairly well crystallized by age 18, and that very few changes take place after 25” (p. 259). Bailey and Stadt (1973) added emphasis to this apparent reluctance for career change in adults. During what Bailey and Stadt called the “establishment
stage”, adults tend to remain in a career, “Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions” (p. 70). It would appear novice vocational teachers, who traditionally enter teaching between the ages of 25 and 44, make their career change during the “establishment” portion of their working life. Philosophically, a career change to vocational teaching would be difficult due to their entrenched beliefs and behaviors driven by the business and industry environment.

Evidence suggests novice vocational teachers may encounter additional problems with philosophical transition due to psychological factors associated with their career field. Roe (1966) listed personal psychological characteristics of different occupational groups. Of particular interest were the psychological aspects of the business and technology groups. Roe (1966) described the business group as having, “... a dominant interest in personal relations, but the nature of the relationship is quite different, being exploitative rather than nurturant.” They are high in dominance scores on tests, and high Kuder Persuasive scores are particularly characteristic” (p. 316). Roe then described the technology group:

In this group interest in personal inter-actions is generally low, perhaps at the lowest for all the groups. . . . Persons in this group seem to have an object-orientation of interests which has generally characterized them throughout life, and the lack of interest in or necessity for personal interaction in not necessarily defensive. (p. 317)

It would appear from Roe’s psychological descriptions of these two groups, who make up the majority of vocational teachers, they do not exhibit personal characteristics conducive for a philosophy based on learning and applying the attitudes and behaviors for serving student need. Due to environmental conditions they have experienced in their previous careers both groups do not focus on inter-personal relations needed to support learning. Teachers coming from a business background may tend to exploit rather than nurture students. New teachers entering service from a
technology background may not view student need as being superior to their own interest in the latest technical device. Both groups would require careful preservice training and mentoring to ensure their transition into a philosophy suitable for teaching.

In contrast, the same person as a new teacher is expected to adopt a philosophy centered on students, their motivation, success, and expected failures, regardless of the personal resources expended. The new product, fulfilling a human need, may represent a scenario new vocational teachers may not understand due to retaining their industry-based philosophy. Camp and Heath (1988) described the difficulty a new teacher may have in making the change from tradesperson to teacher when they stated:

One of the most persistent transition problems is helping newly employed vocational teachers to change their perception of themselves from being tradespersons to being vocational teachers. Education as a whole has difficulties in distinguishing between tradesperson and teacher when considering the role of the vocational teacher. (p.78)

Lareau (1981) provided additional evidence of new teacher identity problems by stating, “Much confusion and difference of opinion exists in education about whether practicing vocational teachers are tradespersons first or teachers first” (p. 2). Lareau also found vocational teachers and their administrators had difficulty deciding whether they were considered tradespersons or teachers. It would appear this fact alone would have an impact on a new vocational teacher’s expected change in philosophy. Lareau supported this viewpoint, “There is little consensus among vocational teachers concerning whether they view themselves as ‘teachers first’ or ‘tradespersons first’ and administrative-level vocational educators rarely address this question directly” (p. 7). Ereksen and Barr (1985) also addressed this problem in a study of provisionally certified vocational teachers who had experienced difficulties with the transition from worker to teacher. They found that due to a highly developed technical skill most vocational teachers possess they had difficulties breaking down these skills into teachable units students were able to comprehend.
Developing and individualizing these skills became a major task for the new vocational teacher and may have been a contributing factor in either student or teacher failure.

The implication of the problem of personal philosophical change appears evident. If new vocational teachers have difficulty deciding their role as tradesperson or teacher, and find it difficult to make the change, they may also have similar difficulties changing their personal philosophy toward teaching in general and students specifically. Some teachers do and some do not experience the difficulties of transition. Some teachers find assuming the role of a vocational teacher fulfills a desire they have always held. As Little (1992) found, "There are those teachers who bring a passion for their subject and an enthusiasm for the students they teach; and there are those for whom teaching is no more than a job" (p. 4). It would appear teachers who view teaching as only a job have not made the transition in personal philosophy necessary for success.

Vocational Teacher Relations with Colleagues—Philosophical Implications

New vocational teachers may find difficulties in transitioning their philosophy as the result of attitudes expressed or implied by their colleagues. Little (1992) found a professional, and in some cases, social division between teachers of academic subjects and those who taught vocational subjects. Evidence of the division between teachers was found in both interpersonal relationships and working conditions. Little stated:

The language that teachers employ to describe their interests and state their priorities serves largely to separate vocational and academic teachers, and to grant a lesser place to the former. Vocational teachers’ relationships with other faculty members are often congenial, but not collaborative in any meaningful sense of the term. (p. 8) Nothing in the work of teaching itself drives interactions among the general pool of teachers, or between the vocational and academic teachers specifically; a compelling interdependence is virtually absent. (p. 10) Vocational teachers’ participation in various work experience programs may lead to professional ties that are strongest outside
school. Vocational teachers are noticeable for the number of contacts they maintain beyond school walls. (p. 12) In a fashion nearly unique to vocational teachers and departments, links with colleagues and with school may also take the form of public service. Such service may add to the vocational program and to the respect accorded to an individual and a department. (p. 16)

From the preceding it could be assumed new vocational teachers may receive a less than enthusiastic reception from their colleagues in the academic area. If this is the case, there may be little incentive for the new vocational teacher to adopt a philosophy that reflects an educational foundation; but instead retain an industry based philosophy they find more comfortable. In addition, continued strong ties with industry and community service, although notable, may take the place of and prevent a transition to an education based philosophy that is expected of a new teacher. The ramification of the Little study points to potential transitional difficulties a vocational teacher may experience without proper induction assistance from colleagues. A philosophy based on pedagogy or andragogy may be difficult to achieve without support from others who may be trained in these philosophies.

Certification of Vocational Teachers--Philosophical Implications

Another possible traumatic experience for the new vocational teacher may be in fulfilling the requirements for certification. For new and potential vocational teachers who contemplate course work in fulfilment of credential requirements, the courses themselves may represent a traumatic experience in the sense that many of the new teachers may not have attended a formal school setting in many years. To return to school may produce anxiety and fears that prevent the new teacher from taking full advantage of the instruction that can help in their philosophical transition. As Bouchie and Vos (1987) stated, "College and university courses required for state teacher certification, rather than being viewed as sources of help, are perceived as one more obstacle for a new teacher to overcome if he is to remain employed as a
vocational teacher” (p. 4). With an attitude such as this the new teacher may elect to defer teacher training as long as possible.

Prior Career Influence and Preparation for Becoming a Vocational Teacher

Making a decision to become a vocational teacher could be rooted in incentives for the fulfillment of long held personal desires, but may be marked with unanticipated problems. Novak and Knowles (1992) found three reasons for people to change careers and become a teacher, “Individuals chose to pursue teaching as a second career after feeling frustration towards, reduced interest in, and little personal fulfillment from previous careers” (p. 14). As people remain in a career their desire for more challenge and stimulation becomes a driving force that propels them toward a new career. One aspect of accepting the challenge of a new career is a change in philosophy to match. For new vocational teachers a change in their philosophy from a workplace to a school setting would be expected. However, people who make a career change to vocational teaching may find their expectations dashed due to unanticipated problems associated with teaching and may not adopt their philosophy to meet the needs of their students and school. Even a technically competent person may not be able to adjust to teaching and working with students who are not motivated or ready for the level of instruction the new teacher presents.

Anomaly of a Teacher’s Philosophical Transition

During their preparation phase a prospective teacher’s philosophy that has been based on a previous workplace should shift to one centered on student’s needs and systemic development. However, new teachers coming from industry may experience a traumatic shock when student and institutional
activities occur that may be counter to their previously held view of themselves and their philosophy. These occurrences may have a detrimental effect on the expected philosophical adjustment necessary for the new teacher. Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) supported this assertion when they said:

Teachers entering the profession at an older age and from industry or business backgrounds had been accustomed to working with mature adults in a mature setting. They expected to be treated as professionals by a school system that simply does not concern itself primarily with the feelings of its employees. The educational system rightfully centers on students, and, all too often, teachers must simply fend for themselves. They also expected students to understand the importance of vocational preparation and to be interested and self-motivated. The realization that both sets of assumptions were incorrect provided a rude awakening. (p. 162)

In the event a new teacher experiences the situation mentioned above the chances of their adopting a philosophy supportive of both students and school may be impossible due to negative experience. Novack and Knowles (1992) found similar occurrences with new vocational teachers, especially those entering teaching as a second career. For these teaching candidates, the adjustment may be especially difficult due to their age and life experiences that have placed them in a position of authority they may not experience as a teacher. Novack and Knowles also found the second-career teachers were older, more mature, possessed higher motivation, and maintained views of teaching as a profession rather than just a job. For this group, rejection of their authority by students and lack of support from their school may have a serious impact on their philosophical adjustment. Novack and Knowles stated, "Although the second-career teacher entered the classroom with beliefs that their previous experiences would assist them in their teaching, this did not become a reality until they passed through the 'culture shock' often associated with beginning classroom teaching experiences" (p.18).
Influence of Past Experience on Philosophical Transition

In an effort to become successful, the new teacher may draw on past experiences, role models, and sources of preservice training to assist in overcoming the initial shock or trauma of real-life vocational teaching. Novack and Knowles (1992) found second-career teachers had specific perspectives of how to teach based on past experiences. Much of this was based on their experience as a student and the real-world of their previous career. Returning to teach, they had a tendency to draw on these experiences for establishing teaching methods and patterns that formed their philosophical parameters for student behavior, performance, and evaluation. It was discovered that even with preservice training some teachers had difficulty separating their business and industry philosophy from that necessary to accommodate students. This evidence suggested the personal and professional life histories of second-career teachers played a powerful part in the development of their teaching practices and philosophical approach.

Novack and Knowles questioned the impact of pre-service experiences and whether teacher education has an influence in changing the effect prior experiences may have on a teacher’s philosophy when they stated:

To think that prior life histories, prior experiences, do not influence the perspectives of prospective teachers is beyond question. Yet, for the most part we sense that teacher education programs do not seriously consider nor facilitate preservice teacher’s exploration of their prior experiences of schools, classrooms, and teachers—especially as these influence thinking about practice. There is an urgent need for better understanding of the impact of life experiences on the developing teacher as well as a need for the development and subsequent evaluation of teacher preparation programs. (p. 33)

It would appear from Novack and Knowles findings current teacher preparation may not address prior experience as a viable asset in developing a philosophy based on andragogy or pedagogy. Some new teachers with teacher training, and all teachers entering directly from business and industry, may need assistance in developing a philosophy suitable for teaching.
External Factors that may Influence Philosophical Changes

Once the decision to become a vocational teacher has been reached, the prospective teacher should become familiar with employment requirements of the prospective school system. Vocational teachers, and specifically those teaching in California, often enter the teaching profession through various and sometimes precarious ways. A review of the literature reveals different qualifications, standards, and induction processes for new vocational teachers exist depending on the individual institution or level of instruction. In some cases the prospective teacher must possess a clear credential backed up by a college degree. In other cases no preservice training is required and a considerable amount of time is allowed for securing the minimum required pedagogical instruction. Results from these hiring practices range from a relatively smooth transition for the new teacher to a traumatic and shocking experience that may result in negative attitudes and termination of an unsuccessful teaching experience.

To help understand the process of becoming a vocational teacher and possible reasons for the question of philosophy transition, it was necessary to review the origin of vocational teacher certification. Erikson and Barr (1985) related the early concept of business and industry experts becoming vocational teachers as encouraged by the federal Smith-Hughes Act of 1917. Provisions within the act specified that to become a credentialed vocational teacher in a program accepting federal funds the applicant must have a specified amount of work experience in the occupational area. In response, states enacted legislation authorizing the certification and employment of qualified applicants as vocational teachers who did not possess a teaching degree or credential.

Legislation Specific to Vocational Teacher Certification

Although teachers were employed without college degrees, various educational requirements were specified in state legislation. In some
vocational subjects, states permitted candidates up to five years to complete a teacher certification course while candidates in other vocational subjects were required to complete a bachelor’s degree and teacher training. As a current example, information from the California Code of Regulations Title 5, California Education Code part 51, Chapter 2.5 section 53410 declares, “California Community College vocational teachers may qualify for employment in several different ways: a. possession of a master’s degree, b. possession of a bachelor’s degree and two years of professional experience, plus appropriate certification to practice or licensure, c. possession of an associate degree plus six years of professional experience, plus certification or licensure or its equivalent, if available” (Minimum Qualifications for Faculty and Administrators in California Community Colleges, 1994). In addition, local school district governing boards, under California State Education Code 87359, may establish equivalences for minimum qualifications that permit hiring a person who may not possess the minimum degree or stated qualifications for the position. As an example the Chaffey Community College Contract Faculty Academic Selection Policy and Procedures handbook (1992) indicated a person may be hired who submits evidence he possess qualifications that are at least equivalent to the minimum state requirements. Therefore, a person may be hired who may not meet minimum state requirements for teaching in a community college. However, materials must be submitted for review by a committee from the discipline within the college, who then may substantiate the applicant’s qualifications to teach. The apparent effect of these policies is to allow a person with little or no experience or training in andragogy or pedagogy to teach vocational subjects to what may be considered a fragile student population. The result may be a teacher, due to a lack of instructional knowledge, adopting a teaching philosophy based on previous business and industrial experience, a philosophy that may not meet the accepted paradigm for teaching.
As noted before, a philosophy based on production and profit may be unsuitable for student-centered relationships, learning, and success for both the student and teacher.

The New Teacher’s Induction Process

Induction can be the most critical stage of a new teacher’s development process. Camp and Heath (1988) described the process as, “The systematic process of developing in new members of an occupation those skills, forms of knowledge, attitudes, and values that are necessary to effectively carry out their occupational role” (p. 77). During induction, the new vocational teacher should complete a transition in personal philosophy from one based on business or industry to one centered on student need, development, and success. A problem faced by vocational educators, with their special developmental process and needs during induction, is they do not have a current knowledge base to draw from to assist in the induction process. Camp and Heath stated, “The professional literature in non-vocational education is replete with research and theoretical discussions of the induction process, but the unique induction problems and needs of vocational education teachers have received little systematic attention” (p. 1). Talbert, Camp, and Heath-Camp (1992) also described the lack of appropriate research for assisting vocational teachers during induction:

Induction research has shown that the induction process is difficult and lengthy for some teachers and that all beginners require some assistance. However, there is a debate over the best way to provide this assistance. Most researchers seem to agree that specific assistance for beginning vocational teachers is limited or nonexistent. (p. 45)

Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) found similar indications of the lack of research identifying the induction needs of novice vocational teachers when they stated:

In general, research has been limited to the induction process for academic teachers in traditional classrooms. Indeed, there has been
negligible attention paid to the induction process for beginning vocational teachers. There has been very limited research reported on the induction process for secondary vocational teachers certified on the basis of occupational experience--the traditional trade and industrial (T&I) model. (p.10)

Roper, Hitz, and Brim (1985) agreed with the above authors on the subject of lack of induction research when they added:

We did not find any longitudinal research in the U.S. nor many studies that attempted to examine the impact of induction programs on teacher effectiveness. Most relied on self-reports of teacher satisfaction. We did find consensus that the rocky transition period for so many beginning teachers is an important factor in the high attrition rate in the profession. If induction programs are needed for beginning teachers who have completed a four-or five-year teacher education program, imagine the need for beginners who have no background at all in teaching. (p. 5)

**Teacher Induction is Unique in Vocational Education--Philosophical Implications**

Compounding the lack of data for induction management is the unique process found in vocational education of placing new teachers in the classroom without preservice training. Camp and Heath (1988) described the process and possible ramifications of such a hiring policy:

The induction process of non-degreed vocational teachers is unique in that the majority of teachers are recruited directly from business and industry, generally with little or no formal teacher preparation, and without benefit of a college education. All too often the induction process consists of being assigned a group of students, being introduced to colleagues, and being given a sketchy curriculum--should one exist--and a key to the classroom. (p. 75)

Without a research base to guide induction, and a lack of administrative support, induction for the new vocational teacher can be a traumatic experience. New teachers are often left to their own devices to establish a philosophy that relates to students and school.
As a result, some new teachers never transition into a philosophy suitable for a professional educator. As Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) stated:

During the induction period, the novice teacher makes the transition from being a worker to becoming an established teacher. The induction process is not a simple one and it is often painful. It is not defined by a definite set of time lines and does not end until the teacher is firmly established, competent, and confident as a professional faculty member. (p. 6)

Camp and Heath (1988) described a desired induction process and the requirements of not only the new teacher but other staff members who should take an integral part in providing support during the new teacher’s induction and transition:

The induction process, as generally described in educational literature, is a long term developmental process. It involves much more than the traditional “first year teacher course” taught by a teacher educator, or the “orientation” meetings presented by a school administrator. A comprehensive induction program requires the collaborative effort of teacher educators, state departments of education, local education agencies, teacher organizations, and local teachers. (p. 3)

Talbert, Camp, and Heath-Camp (1992) added support for the necessity of assisting the novice vocational teacher during induction when they said:

The transition from worker to teacher has been labeled “reality shock” in the educational literature. Assistance programs for vocational teachers are still things of the future in secondary level vocational education. This need for assistance should be met in a systematic, efficient manner. (p. 36)

The paradigm of the induction process, that will ultimately guide the philosophical transition of the new vocational teacher, can take several forms and degrees of effectiveness. Camp and Heath (1988) described five different paradigms of induction. Each had unique levels of participation for the novice teacher and varying degrees of outside support from school staff. The range of apparent organization and effectiveness of the reported induction processes were from “Laissez faire”, where the emphasis was placed on the absence of formal programming and staff assisted development, to the “Self-directed professional” model that emphasized a self-directed contract format.
leading to an ongoing professional development program served under supervision of dedicated school staff. In each case, it appeared the amount of transition in philosophy for the novice vocational teacher could be predicted based on levels of professional support and influence. To expect the new teacher to make the transition to a professional quality teaching philosophy in the Laissez faire model appeared to be very difficult.

Influence of Past Experience on Teacher Induction

Another factor that should be taken into account during induction is the past experience of the novice teacher and how this experience may affect induction. Talbert, Camp, and Heath-Camp (1992) found that personal beliefs and life history influence a teacher’s classroom teaching, “What is taught and how it is taught are determined somewhat by the teacher’s past experiences” (p. 43). Without preservice training or subsequent induction guidance, a new teacher may not have data to draw from, other than their past experiences from business and industry, when formulating and transitioning to a professional education philosophy. The need for a new and relevant induction experience for novice vocational teachers was clearly stated by Camp and Heath (1988) when they said:

Induction requires much more than a traditional first-year teacher course, the first-week orientation conference offered by school districts, or the most recent fad in our profession. Our programs should be attempting to reduce the trauma, suffering, and floundering that too many beginning teachers experience. (p. 18)

Current Status of the Vocational Teacher Induction Process

Additional opinion on the current status of induction processes for vocational teachers was voiced by Camp and Heath-Camp (1992) when they said:

In the professional life of a teacher, no period is more critical to success, even to professional survival, than the induction phase.
During the induction period, the novice teacher makes the transition from being a student or worker to become an established teacher. The induction process is not a simple one and it is often painful. The experiences they encounter during the induction process surely must be affected by their educational background. Large numbers of novice vocational teachers face additional problems because many of them have been certified based on occupational experience or degrees in technical areas rather than completion of teacher education degree programs. Indeed, many beginning vocational teachers enter teaching with little or no college education of any kind. Vocational teachers entering the profession directly from business and industry with little or no pedagogical training have different types of problems from other beginning teachers. (p. 2)

Continuing, Camp and Heath-Camp found most current teacher induction programs are not serving the needs of novice vocational teachers who enter teaching from either teacher education programs or from business and industry. In particular, they cited the lack of availability of information addressing actual teaching methods:

In spite of the growing recognition of the importance of induction assistance programs for beginning teachers, vocational teachers are generally not being served by such programs. Even the most fundamental induction assistance needs are not being met by an alarming portion of beginning vocational teachers. Provisions of a curriculum guide for organizing a course that one has never taught seems so basic that it is disappointing to find almost a quarter of beginning vocational teachers not receiving one. This indicates that in spite of the obvious differences in their training and or experience, only minor distinctions are being made between teachers entering the classroom from teacher education backgrounds and from industry backgrounds. (p. 17)

**Negative Influences During Vocational Teacher Induction**

Although novice vocational teachers may receive professional assistance during their induction period, problems may occur that hamper their progress. These problems can have an important impact on the transition and philosophical formation of the new teacher.
Camp and Heath-Camp (1989) addressed these negative influences and the lack of appropriate research to deal with them:

A major part of the beginning vocational teacher's life during the induction period is plagued with negative influences. There has been negligible attention paid in the educational research literature to the induction process for beginning vocational teachers. . . . the broader perspective of induction detractors, including but not limited to problems, of novice teachers is completely unaddressed in the literature. (p. 6)

Detractors to a proper induction experience for vocational teachers appear to have specific linkages to vocational education. As Camp and Heath-Camp (1989) stated, "An important finding is that almost one-fourth of all detractors reported by the first year vocational teachers were attributable to the unique characteristics and requirements of vocational education" (p. 15). Specific examples of induction detractors experienced by novice vocational teachers appear to have origins in internal personal problems. Camp and Heath-Camp found such problems to be, "such things as perceptions of self and others, self-confidence, self-concept, personal and professional values, beliefs, and self-control. This category also includes personal skills such as time management, stress management, and personal organization" (p. 9). Of all the aspects affecting the transition in philosophy for the novice vocational teacher, none appear to have more potential for damage than personal problems. These problems may be internalized by the novice and not open for sharing with even close and trusted colleagues.

The critical induction period is when new vocational teachers should make their transition in philosophy. With adequate assistance from knowledgeable staff the transition may be smooth and acceptable for the new teacher. Without assistance, novice teachers may flounder into a philosophy, based on neither acceptable andragogy or pedagogy, that can damage any possibility of their becoming a professional and productive vocational educator. The implications of the reported teacher induction program outcomes appear as an indication of the decline in concern for vocational programs overall and vocational teacher preparation in particular.
New Teacher Transition and Continuing Development

Post-induction activities for the new vocational teacher consist of continued refinement of both teaching skill and professional development. Within professional development, transitional adjustment of a teacher’s philosophy should take place based on exposure to external stimuli from students, peers, and administration. Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) illustrated the transition process for new vocational teachers, a process they based on reflection. They said, “Since well before Dewey advocated a reflective approach to self-improvement in teaching, there has been a widespread acceptance in the educational community that teachers should learn to look at themselves and learn from their own experiences” (p. 9).

Positive Impact of Past Experience on Transition

During transition, new vocational teachers entering the profession as a second career may possess business and industry skills that enable them to reflect on their past experiences and form philosophies for teaching that are rooted in real-life knowledge—knowledge that may not be an integral part of an established curriculum. Novak and Knowles (1992) noted the value of second-career teachers as they brought real-life experiences into their teaching philosophy:

This group of individuals, commonly known as second, or mid-career teachers, make up an increasing proportion of teacher candidates in programs across the United States. As a group, these new teachers promise much to the profession, particularly in their potential to invigorate the teaching of their subject, while bringing to bear on the problems of teaching their unique “other” professional expertise. Second career teachers possess a range of personal and professional experiences which make them qualitatively different from younger, less life-experienced, individuals who select teaching as their first profession. Typically, they possess heightened motivations to pursue meaningful careers in education, maintaining views of teaching as a profession rather than a job. These differences shape second-career teachers’ perspectives of what it means to “be a teacher” and,
ultimately, their teaching practices. We sense that these experiences, elements of life histories, shape and inform the perspectives and practices of these new teachers. (p. 3)

Not only do these new teachers bring personal experience that can be valuable for daily classroom use, but they may also provide additional motivation for other staff and students within their school. Novak and Knowles described the effect some second-career teachers had on both students and staff:

Attempts to more clearly understand the impact these teachers have on their students and colleagues, particularly as related to their decisions to enter teaching in the first place and on their teaching-related decisions after entering the classroom need to be carried out. There is evidence, for example, that due to their previous work experiences in organizations of various kinds, second-career teachers may have heightened abilities to deal with certain aspects of teaching, such as bureaucracy surrounding schools and some on the day-to-day classroom routines, including paperwork and record keeping. They may also have a greater understanding of human behavior due to their wider range of life experiences, and they may facilitate the development of relationships in their new setting. This suggests, quite obviously, that second-career teachers may draw upon the skills and knowledge acquired in previous careers to assist them in their new career of teaching. (p. 7)

**Negative Impact of Past Experience on Transition**

As good as second-career teachers may appear, their success may not always be the case. Initially, some new teachers develop an excellent philosophy of teaching, however, with time and the reality of teaching, with associated frustrations and disappointments, beginning strength and enthusiasm may wear thin. Novak and Knowles (1992) stated:

Second-career teachers seem to possess clear and distinct characteristics with regard to their reasons for entering the classroom—and many of these appear to be potentially powerfully productive for enthusiastic and progressive teaching practices. It is not clear, however, if the strength of these characteristics continue as second-career individuals settle into their roles as vocational teachers. (p. 9)

A possible explanation for the loss of enthusiasm may be the new vocational teacher did not make a complete transition from a business and industry
based philosophy to a philosophy needed for coping with the demands of teaching. Another possible explanation may be a relationship adjustment the second-career vocational teacher may find difficult. Camp and Heath-Camp (1989) reported three areas of induction and subsequent professional development that frustrated novice vocational teachers. First they cited, “Relationships with and between students are the most important source of frustration for beginning vocational teachers” (p. 18). Next they found, “The educational system itself contributes a major share of the detractors experienced by beginning vocational teachers. Purchasing, evaluation, reporting, and the heavy workload are sources of much frustration” (p. 19). And finally they stated, “Novice, vocational teachers experienced more frustration from learning to operate within the school system and adjusting to the less structured way of doing things as compared to the work world. These teachers must learn the ‘tricks of the trade’ for the school system” (p. 19). Camp and Heath-Camp also found novice vocational teachers may experience different adjustment problems than teachers in academic disciplines. They stated:

We also wondered whether beginning vocational teachers experienced a different set of detractors from those experienced by other teachers. We found that a major portion of the detractors were indeed unique to vocational education. Therefore, induction assistance and professional development programs should be tailored to meet the unique needs of the beginning vocational teachers in addition to the generic needs of all beginning teachers. (p. 19)

Although people making a mid-career change to vocational teaching appear to have exceptional skills and knowledge to draw from and apply to teaching, not all novices found complete success. Novak and Knowles (1992) reported:

There is evidence that perspectives held by second-career prospective teachers which are inappropriate for classroom contexts can have seriously detrimental effects on the progress towards becoming teachers. Research reported the experiences of a second-career student or practice teacher who “failed”—and this prospective teacher’s inability to perform at acceptable levels was largely embedded in her personal history, and rested on issues that neither the school or programmatic contexts addressed adequately during her formal preparation. And, this kind of outcome may be more widely occurring
than is first obvious. As a group, these individuals either perform exceptionally well or exceptionally poorly in the classroom as student teachers and beginning teachers--there seems to be little middle ground in the quality of their practices within the classroom. Also relevant is the notion that these people need just as much preparation to teach as their younger counterparts, a notion that goes contrary to many people's thinking. (p. 11)

Adjustment to teaching was not as easy as some new vocational teachers may have anticipated even in light of the fact these people entered teaching with solid backgrounds in technical and interpersonal skills. Teaching, with its own paradigm of behaviors for both teacher and student, may have provided the novice vocational teacher with a culture shock directly related to the philosophical difference between previous career behaviors and new behaviors needed for teaching. Novak and Knowles found evidence for and concluded:

In general, the experiences which these teachers had during their previous careers provided them with a solid foundation for dealing with elements of the classroom environment. Still, they needed an adjustment period, just like any new teacher, to adapt to the roles and responsibilities associated with daily, ongoing, classroom teaching. Although they entered their classrooms with beliefs that their previous experiences would assist them in teaching, this did not become a reality until they passed through the "culture shock" often associated with beginning teaching experiences. (p. 18)

Certainly, past experience cannot be ignored by a new teacher when faced with forming a philosophy to cope with a new experience such as vocational teaching. Drawing on skills and proven approaches for satisfying needs and goal attainment in the business and industry world is only natural for the new teacher. Negative as well as positive experiences from the past are used by the majority of new vocational teachers as a basis for forming their teaching philosophy. It may be that a negative experience can have as much or more impact on a new teacher's philosophical formation. Novak and Knowles (1992) observed as much:

It is evident that these second-career teachers entered into the first year of full-time teaching with well-developed perspectives of their roles and responsibilities as teachers--they possessed definite ideas of the meaning associated with "being a teacher". Based on their own
experiences as students and on their “experiences in the real world”, they constructed certain views as to how they should set up, organize, and manage their classrooms. Some of this was based on prior negative experiences which they had with schools, such as bad teachers they had encountered during their own years as a student, or poor examples they had witnessed during their years working. Taken together, this kind of evidence suggests that the personal and professional life histories of these second-career teachers played a powerful part in the development of their teaching practices. (p. 31)

Peer Attitudes and Their Effect on New Teacher Philosophy

Unique to some areas of vocational education is a recruitment and placement process for new teachers that allows their entry into service without possessing a college degree or teacher training. During their subsequent professional development, some vocational teachers may perceive negative feelings and attitudes from their peers. These feelings and attitudes may result from being stereotyped as less prepared or qualified to teach by their degreed colleagues. Supporting this concept is The Unfinished Agenda (1981) that stated:

In addition to problems of recruitment and retention, teacher preparation programs vary in strength and rigor, even within a given state. The quality of preparation also varies across vocational areas. Some require a baccalaureate degree with the three standard components: general education, occupational speciality, and professional teacher education. Additionally, work experience may be required. Other teachers are certified by work experience in their field and have limited formal teaching experience. Both paths have problems. . . . teachers with expertise in their occupational area have greater need for access to educational programs that will enhance their teaching skills and help them obtain their baccalaureate degree. The degree can be important to the image of these teachers. While respected for their occupational expertise, if their credentials are different from those of other vocational and academic teachers, they may become stereotyped as being lesser. (p. 15)

The impact of being stereotyped as a lesser individual for the new vocational teacher may have serious consequences on their formation of a suitable teaching philosophy.
It would appear new teachers, if they sense stereotyping has taken place, may tend to shun advice or assistance from colleagues who try to assist in their development of a teaching of philosophy.

"Reality Shock” of Becoming a Vocational Teacher

During their first year of teaching, novice vocational teachers may encounter “shock” associated with the philosophical transition from business and industry into teaching. During this first year, the new teacher should adjust behavior, attitude, and personality to accommodate a philosophical change compatible with serving the needs of their students and school. This shock may also be rooted in the reality of teaching, a reality that may be different from expectations held about teaching before actually assuming the role as a vocational teacher. Marso and Pigge (1987) described reality shock experienced by novice vocational teachers:

The transition from worker or student to first-year teacher is traumatic for many and is frequently labeled “reality shock” in the educational literature. The symptoms of beginning teacher reality shock identified by various researchers have included an unusually high number of problems encountered in the first year as compared to subsequent years of experience, changes in teaching behavior, shifts in attitudes, and changes in personality. Appropriately addressing these concerns during preservice and early inservice training should reduce the feelings of reality shock experienced by beginning teachers while increasing their feelings of adequacy. The teaching profession, itself, lacks a codified body of knowledge and skills which further complicates a beginning teacher’s sudden transition into a complex and demanding profession. Learning by doing rather than formal training is seen by the profession as the more important aspect of professional development. (p.53)

Learning by doing, as a norm within professional education, may produce extra “reality shock” for the new vocational teacher who enters the classroom without preservice training. Their philosophical foundation may not match the needs of their new profession and trauma may result when they are unable to adjust to the demands of their institution.
It seems imperative, that new vocational teachers have professional, experienced help from understanding colleagues in order to lessen the potential damage due to reality shock, damage that can impact the new teacher as well as their students.

Peer Bonding for New Vocational Teachers—Philosophical Implications

Outside influences provided by teaching colleagues, school staff, and administrators can have a major influence on shaping the novice vocational teacher’s philosophy. It appears, input received from seasoned academic instructors, who may not share similar convictions with the novice teacher, of the worth of vocational education may produce irreversible harm to the attitudes, dedication, and formulation of an appropriate teaching philosophy of the new vocational teacher. Little (1992) found an implied, and in some cases an actual, separation between vocational and academic teachers that may have an influence on the quality of assistance the novice vocational teacher receives while forming their philosophy for teaching:

Teachers designated “vocational” and “academic” are joined by a common interest in the general maturation of the students whom they teach, but are divided by the more specific priorities they pursue. Vocational and academic teachers share certain realities that demarcate the occupation of teaching from other work. Both rely on the ebb and flow of life in a classroom to yield a sense of “craft pride.” Among both groups, there are those who bring to teaching a passion for their subject and an enthusiasm for the students they teach. There are also those for whom teaching is no more than a job. However, one can detect considerable variations in the nature and extent of teachers’ professional and personal relations with one another. Some individuals and groups exude openness, others stiff reserve. Some colleagues supply one another primarily with a warm and congenial personal environment; others provide professional advice, ideas, or collaboration on new ideas or projects. Friendships (and occasionally feuds) may span decades, and extend well beyond the school walls. Teachers may be united or divided by the priorities they express and the views they hold. Vocational teachers more often are set apart by their concerns for preparing students for work. On the surface, at least, the language that teachers employ to describe their
interests and state their priorities serves largely to separate vocational and academic teachers, and to grant a lesser place to the former. Vocational teachers’ relationships with other faculty members are often congenial, but not collaborative in any meaningful sense of the term. (p. 3)

From the foregoing, it may be assumed serious consequences in interpersonal relationships between vocational and academic teachers can lead to an uncertainty of the vocational teachers’ status and their perceived self-worth. Little (1992) illustrated an example of their status as perceived by one vocational teacher:

Industrial arts teacher Ed Gordon lists among the “subtle messages” that discredit his subject expertise “what people ask me to do without even thinking about it. It’s never reciprocal. It’s like I always have time because I teach woodshop and I don’t have anything else on my prep, so I must have time to remodel the whole damn school.” He views such requests to provide help with considerable distaste; whether he is being treated as a colleague or a custodian. (p. 17)

Vocational teachers may become painfully aware of their perceived status as providing a “service” to the school that may be looked upon as more valuable than their teaching expertise. Little (1992) commented on the perception some vocational teachers had on their personal and subject matter status when compared to other subject offerings:

Whatever pride vocational teachers display in their own work, and however they describe their contributions to students and to society at large, most are conscious that their subject areas occupy a relative peripheral place in the social organization of the school. Some teachers dwell little on such matters, while others seem preoccupied with them.

But the basic reality appears clear throughout. 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’re doing.” (p. 24)

Not only did academic teachers distinguish a status difference between themselves and vocational teachers, other staff members including administrative-level personnel made a distinction. Little (1992) described such an occurrence:
The difference in status accorded to vocational and academic teachers is reflected in 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 differential status the two groups enjoy, she adds, "I suppose that most of our teachers would view themselves as college track teachers as opposed to vocational instructors, almost viewing those terms mutually exclusive." The difference between "teacher" to signify academics and "instructor" for vocational classes stands out. (p. 25)

These examples reflect multiple events that can have a powerful influence on a novice teachers' philosophy. In particular, prior-to-teaching experiences from business and industry, induction phase influence from colleagues, teacher training, and real-life teaching experiences received from peers, staff, and students shape personal philosophy direction. The quality of these influences can drive significant formation patterns, both favorable and unfavorable, for a new teacher's philosophy. Careful and professional guidance of the novice teacher's experiences during these phases can assist in their forming a lasting philosophy based on andragogy and pedagogy that can ensure both student and teacher success.

A Personal Philosophy of Education

Adopting a philosophy consistent with the goals of vocational education is essential for the success of a novice teacher. Failure to make a transition in personal beliefs, attitudes, and practices—the foundation of a personal philosophy for teaching—consistent with student and institutional demands can have detrimental affects on both teachers and students. Responsibility for transition rests on both the teacher and school. Without preservice training and appropriate induction experience, new teachers may be left to their own devices in formulating a philosophy for dealing with the responsibilities of a new career. Heath-Camp, Camp, Adams-Camus, Talbert, and Barber (1992) related past transition processes and needed support for new vocational teachers:
The transition from novice to established teacher is too critical a process to be left to chance as it has been in the past. What is needed is a structured, well-conceived, collaborative approach to induction assistance based on research, educational theory, experience, and the best thinking we can bring to bear on the problem. (p.166)

The Philosophy of Vocational Education

In direct relation to Heath-Camp's call for further development of the induction process, and as a corner-stone for the process, understanding the philosophy of vocational education is necessary for observing and assisting a new teacher's philosophical transition during their preservice and induction experience. Lynch and Griggs (1989) described a philosophy for vocational education based on beliefs of what vocational education is and what it does for students and society:

The basic beliefs—the philosophy—undergirding vocational education and vocational teacher education regularly needed to be examined to ensure that they remain viable in complex, dynamic educational and societal contexts. By beliefs, we include those concepts, ideas, and notions that are used to describe and fix in thought and language what vocational education is and what it does. As with most disciplines, they emanate from the perceived ideal, tested opinion, and common experience rather than solely from hard data or empirical research. Nevertheless, it is the philosophy or basic beliefs that undergird practice. (p. 4)

Continuing, Lynch and Griggs noted beliefs that support curriculum and practice in vocational teacher training, beliefs that may form the contents of vocational education as a whole. Several of their listed beliefs should be applied directly to the formation of personal philosophical assumptions of the new vocational teacher:

1. Education for employability, broadly conceived and for the long term and as generally and specifically provided through vocational education, is in the purview of public education at secondary, postsecondary, and adult levels.
2. Pedagogy is important in the preparation of vocational teachers.
3. Vocational teaching, and, thus, vocational teacher education, should be client specific, but relevant to the changing nature of work, changes in the workplace, new and emerging technology, and the needs of the employment community.
4. Learning to teach is a long term, developmental process.
5. Teaching and learning to teach should be done within a context of inquiry.
6. The public schools, community colleges, and vocational and technical schools can accommodate instructors with varying levels of occupational and educational preparation and experiences.
7. Vocational education classrooms should be staffed with teachers from a broad array of clientele appropriate to the subject matter to be taught and congruent with the egalitarian goals of society. (p. 5)

Paramount to philosophical beliefs of vocational teachers, and a critical component of a new teacher's induction, is the assumption that vocational education must remain a dynamic process responsive to learner as well as business and industry's needs. Lynch and Griggs described these requirements for vocational education:

... vocational teaching, and thus vocational teacher education, must not only be responsive to the learner's needs and characteristics, but must also be relevant to the changing nature of work, changes in the workplace, new and emerging technology, and the needs of the employment community. This belief speaks to the challenge of educating the learner--regardless of his or her academic, sociological, cultural, or economic situation--for meaningful employment acceptable within the infrastructure of the contemporary workplace. (p. 7)

Potential Failure of the Induction Process

Although the basic philosophy for vocational education has been described, the transition and acceptance of a new philosophy may not be easy for the novice vocational teacher. During the new teacher's induction process, any failure by supervising staff in understanding the importance of vocational education philosophy may preclude the novice teacher from experiencing important ideas, beliefs, and concepts during transition. The literature cited several such examples of failed induction. Roper, Hitz, and Brim (1985) noted problems associated with unsuccessful induction processes:
The most obvious impact of inadequate or non-existent induction programs in education is on the beginning teacher. One-third of the teachers studied said they had no orientation to their first teaching position. One-half said they received no orientation to their particular assignments. This finding is particularly distressing given the reports of beginning teachers of their first year in teaching. Descriptions range from strong feelings of inadequacy to "blind panic"... There was no disagreement in the literature that beginning teachers need support and most are not getting it. (p. 4) We did not find any longitudinal research in the U.S. nor many studies that attempted to examine the impact of induction programs on teacher effectiveness. Most relied on self-reports of teacher satisfaction. (p. 5) If induction programs are needed for beginning teachers who have completed a four- or five-year teacher education program, imagine the need to beginners who have little or no background at all in teaching. (p. 6)

Based on Roper, Hitz, and Brim's study, without induction it would appear the novice vocational teacher may not have the opportunity nor make a transition to a philosophy necessary for teaching. Faced with such a situation, and realizing they may lack knowledge necessary for their success, novice vocational teachers themselves should contribute effort toward transition and not rely completely on outside help for induction. Roper, Hitz, and Brim stated:

Teachers tend to be surprisingly unreflective about their work... They need educational experiences that develop the reflective thinking necessary for effective planning. A good theoretical background could prepare teachers to be more reflective and to better cope with the diversities of settings and the inevitable uncertainties of teaching, they should be encouraged to think critically and solve their own problems. (p. 12)

From Roper, Hitz, and Brim's observations, new vocational teachers entering teaching from business and industry should already have skills necessary to cope with transition and philosophy change. However, based on other literature sources it appears such may not be the case. New teachers reported their initial teaching experiences have resulted in feelings ranging from apprehension to trauma during their adjustment to new career demands.
Perhaps a solution for overcoming such undesirable experiences may be found in new induction processes based on data derived from future studies that could reveal expressed needs of new vocational teachers.

**Indications of Philosophical Transition**

An indication of philosophical change may be signified and measured by a new teacher’s participation in professional development activities. Within professional development are goals and objectives that, when accomplished by the novice teacher, serve as evidence a transition in teaching philosophy has taken place. Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) outlined the process on continuing professional development for new vocational teachers, “Professional development is a continuing process which begins during preservice, encompasses the induction process, and extends throughout the career of the teacher” (p.170). Within their stated development process were found goals and objectives to provide a flexible and adaptable procedure to facilitate a smoother transition into the field of teaching for beginning vocational teachers. Specifically, Heath-Camp et al. suggested an environment that can provide support and encouragement during the rigor of induction. Some of the objectives of their induction assistance program were:

- To assist the beginning teacher to orient to the school and school system, its operations and procedures, and to the field of teaching.
- To provide an environment for interaction with other new teachers.
- To assist noncertified teachers to become certified.
- To provide the skills and opportunities for beginning teachers to reflect on their teaching and professional responsibilities.
- To assist beginning teachers in establishing their own goals and objectives. (p. 167)
Reflective Self-Examination

Primary to their concept of new vocational teacher developmental processes, Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) stressed the qualities of reflective self-examination as a means for new vocational teachers to improve their approach and delivery of instruction. Any subsequent change in their teaching style may also carry a complimentary change in their teaching philosophy. In addition, the amount of their change may be measured by their participation in reflective self-examination. During their study of new vocational teachers in the induction process, Heath-Camp et al. found:

\[ \ldots \] there was a repeated emphasis of the value of thinking about what they had done and about how to improve their teaching and other behaviors in their roles as teachers. It was also clear in the early stages of their careers, they had little idea where to begin the process.

Mechanistic reflective teaching strategy provides an apparatus that would be useful in a preservice setting to promote self-critique as a means of improving one’s teaching skills. It is not so clear that his [sic] approach holds promise for the fledgling teacher who is alone and new to the classroom. The educational literature suggests, and our own research supports the importance of reflective self-examination for the beginning teacher of vocational education. Indeed, the participants in our research indicated that the opportunity to think about what they were doing and how it affected them was of great benefit to them. Even though this was an unintended outcome of the research, it was important nonetheless. Beginning teachers should be given guidance and encouragement in the process of reflective self-examination of their behaviors. (p. 180)

Outcomes from new teachers following reflective self-examination revealed their highest ranked needs during their critical induction process. These needs, measured by Heath-Camp et al. at the beginning of their induction and one year later, may have an affect on their philosophical transition.

Particular needs of the new teachers were:

- A mentor in the same or related instructional area and a support group, perhaps a list of resource teachers who are compensated for their help, opportunities to brainstorm with other faculty, and a new teacher’s network.
- A thorough orientation of procedures, policies, and the workings of the system prior to the school year. An orientation on the goals and standard operation procedures of the school,
organizational skills, setting priorities, teaching skills, time and stress management, and personal control. Expectation and timelines for new teachers should be spelled out. (p. 172)

These needs reflect their desire for information to assist novice teachers in transition into their philosophical base of teaching. New vocational teachers who may not have support available to fulfill the listed needs may find the transition difficult at best and impossible at the worst. If this is the case, some vocational teachers who have experienced problems during transition or were unable to secure help during transition may be reluctant to venture into any form of additional professional development.

**Professional Development—Its Effect on Philosophical Transition**

Hall (1990), in a study of professional development for vocational teachers, identified demographic factors that may have affected their participation in professional development and possible affects on philosophical transition. Factors listed as having particular importance were: spouse and children, costs or personal expenses, time constraints, gender, work constraints, place of residence, degree status, and pursuit of advanced degrees (p. 26). Hall continued by relating participation in professional development to a teacher’s attitude, “Social scientists recognize that in western cultures there is often an inconsistency between attitudes and actions, yet they point to the role of attitude in explaining behavior. They frequently assume a consistent relationship between attitude and behavior” (p. 27). Hall also stated, “Attitudes were measurable and suggested that the attitudes measured were strongly associated with professional behavior. Further analysis concluded that behavioral data supported validity of, and suggested that, respondents did indeed practice what they had verbalized” (p. 28). In addition, Hall listed five theoretical dimensions of professionalism that may be measured by attitude, they were, “Using the professional organization as a major referent, belief in public service, belief in self-regulation, sense of calling to the field, and autonomy” (p. 28).
By applying these concepts of attitude as a measurement of professionalism, and then using a correlation of these attitudes to a teacher's philosophical foundation, it may be possible to link attitude, professionalism, and philosophy as a measurement of transition success or failure for a new vocational teacher.

Membership in Professional Organizations and Teacher Attitude

Hall (1990) reported a study of the attitudes displayed by members and nonmembers of a professional organization—the American Vocational Association—and concluded there was a significant difference between the two groups. Hall stated:

... there was a significant difference between the attitudes of these two groups. ... research yielded the following conclusions: Members of the American Vocational Association had significantly different views of some issues concerning professional organizations than nonmembers. Professional organizations should take public stands on important issues. Professional organizations should help improve the image of the teaching profession. Members of the American Vocational Association had significantly different views toward dedication to education. (p. 29)

The implications of Hall's study of teacher attitudes and their affect on professional development were stated as:

... teacher's attitudes toward their profession very definitely relates to their participation in professional development activities. ... attitude is a multidimensional factor that is formed differently in each person. ... the complexity of attitude relationships to behavior suggested that attitudes are long lasting, complex, difficult to change, and would most likely influence a person's participation in development activities. (p. 77)

In addition to Hal's findings, Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) indicated similar conclusions of the potential affect professional organization membership might have in the development of the philosophy for new vocational teachers. They stated:

Finally, in a comprehensive induction assistance program for vocational teachers the relevant professional organizations should be
involved. In the case of vocational teachers, that means the American Vocational Association (AVA), through its affiliated divisions and its state associations. In addition, the discipline specific professional organizations should accept responsibility for assisting the induction of new teachers into the profession. If these are to be professional organizations that work for the improvement of the profession, what better way than by improving the process by which new teachers are brought into the nation's classrooms? (p. 182)

It appears teacher attitudes, both expressed and implied, may reveal a successful or unsuccessful transition into a philosophy for teaching.

**Attitude--an Indication of Philosophical Transition**

Erekson and Barr (1985) also found attitude was a significant indicator of satisfaction or distress for new vocational teachers. Their comments, centered on alternate certified vocational teachers stated in part:

- Having a commitment to and an enthusiasm for the occupational specialty also must be considered when employing provisionally certified vocational teachers. Teachers who have a negative attitude toward their occupational field or who want to teach to get away from the boredom and drudgery of a job can produce disastrous results in the classroom. Teaching is not an easy job. Having a commitment to teaching is an essential prerequisite to effective performance and it must be considered as a prerequisite to employment. (p. 18)

Erekson and Barr also related how prior business and industrial experience of novice vocational teachers impacted their expectations and attitudes toward teaching and the needs and demands placed on them in transitioning their philosophy:

- Finding candidates with a flair for teaching is critical for all areas of education. In the private sector many employees are trained on the job by other workers. The training can be through a formal apprenticeship program. Candidates who train apprentices have already experienced teaching and some of its successes and failures. This type of experience is valuable to prospective provisionally certified vocational teachers. But, because this type of teaching experience is generally one-on-one, provisionally certified vocational teachers often have difficulty adapting to large group instruction situations.
Also, provisionally certified vocational teachers may not be aware of the needs for upgrading and improving their technical and pedagogical skills. Required inservice and renewal credit is commonly something new to them. (p. 18)

Without preservice or inservice training there is a potential for these new teachers to experience difficulty in adopting a philosophy and related teaching methods centered on student success. As in Erekson and Barr’s study, negative attitudes expressed by novice vocational teachers may signal a lack of philosophical transition and ultimate failure of the new teacher. Equally distressing, due to a lack of transition, is the potential for damage to fragile vocational students during their learning experience.

**Level of Assistance During Transition**

Teachers’ attitudes appear to reflect their satisfaction or disappointment with their new career. Assisting them in making the transition into teaching, and especially those entering teaching from business and industry as a second career, is of the upmost importance. However, the literature appears to be silent on supporting new vocational teachers during their transition. Current vocational teacher training programs appear to offer abundant information for preparing teachers in pedagogy and andragogy, but fail to ensure their transition in philosophy actually takes place. As previously stated, teacher attitude expresses after entering service indicated a lack of transition had taken place due to their negative feelings toward teaching. Heath-Camp, Camp, Adams-Casmus, Talbert, and Barber (1992) addressed the apparent lack of transitional support for new vocational teachers:

Teaching is one of the most difficult of all professions to master. Yet those who are responsible for the education, induction, and continued professional development of teachers have generally done little to assist beginning teachers to successfully negotiate their transition into the profession. Traditionally, very little has been done after graduation by teacher education programs to provide positive support for novice teachers. That situation has been further confounded for the beginning vocational teacher who enters the classroom directly from industry without teacher education. With the expansion of
alternative certification programs in the last several years, the number of novice teachers facing similar problems has increased. Organized induction assistance programs can help to make the transition into full-time teaching less traumatic. They can also help in the retention of promising beginning teachers, many of whom leave teaching in frustration after only their first year on the job. Not only can induction support and assistance programs be valuable to novice teachers, but their students will benefit from better instruction, and the experienced teachers who provide the assistance will gain in professional stature, self-confidence, and morale. (p. 182)

Indications of a Successful Philosophical Transition

Little (1992) cited similar findings but from a slightly different perspective. Little's concept was derived from his view of colleagues who have been both successful and unsuccessful in transitioning their philosophy:

In the subtle enthusiasm for teaching—the intricate effects woven in each configuration of students and topics, of time of day and time of year—a teacher's sheer liking for the subject looms large. To say so is not to invoke a simplistic form of the prevailing stereotype. To label high school teachers simply as "subject centered"—in implicit contrast to the "student centered" teachers who inhabit elementary classrooms—is an overstatement in many ways. Secondary teachers view with ambivalence colleagues who "know their subject" but who "can't connect with kids" or "don't really like kids." The pleasure of the subject cannot always compensate for troubles with students, or always engage students in school. Nor do subject enthusiasms and subject commitments ensure teaching that is substantively lively or pedagogically inventive. Nor, finally, do all teachers evince genuine interest in the subjects they teach, or invest equally in extending their subject expertise. Many construct their teaching tasks in terms of supporting the general maturation of young people—"helping them become independent." Such teachers paint the subject as a medium, not an end in itself. Teacher's subject commitments and subject philosophies are thus distinctly those of the teacher, subject concerns are separated only with difficulty from concerns for students. Teachers typically place subject commitments amid broader conceptions of what it means to be a "teacher." Nonetheless, subject enthusiasms and expertise remain a central piece of the success and satisfaction equation.
When students describe teachers who have inspired them or enabled them to learn, the teacher's capacity to engage the student with their subject is one major contributor. (p. 30)

Little's example of a positive transition has a polar example in teachers who do not make a successful transition. Teachers who harbor poor attitudes toward students and teaching can transmit these attitudes directly from their teaching philosophy. If a positive transition has not taken place, a continuing downward spiral of student/teacher relationships and teaching effectiveness may result. Teachers coming directly from business and industry are especially vulnerable to this syndrome. Without induction assistance these teachers may be doomed to a failure for both themselves and their students.

A teacher's attitude has a major effect when teaching values. It is imperative a teacher projects a positive attitude and philosophy to prevent damage to student's values acquired during their learning experience. Toupin (1988) emphasised the importance of attitude and a connected philosophy when teaching values in the prison environment. Toupin stated, "In this process of teaching values to inmates, the teacher's attitude is of the utmost importance. The important role that the attitudes of the teaching staff plays on the learning process is well known and documented" (p. 109). "The teacher of the vocational sector sees himself more as the representative of the values of society. As such, he must serve as a model to the students and demand that they conform to this pattern" (p. 113).

A Teacher's Influence on Students—Philosophy Must be Appropriate

As can be seen from the above illustration of attitudes and values, a novice vocational teacher must be aware of the powerful influence they will have on their students. It may come as a surprise to the new teacher the affect they have on shaping the philosophical outlook of their students. It is important the teacher uses a philosophy, attitude, and value system based on acceptable standards of society and ensure their students understand the importance of adopting a similar set of values and philosophy.
Without induction assistance, the new teacher may not understand the ramifications of not transitioning philosophy and the potential damage to students that may result from displaying a negative philosophy of teaching and society.

**Finding a Comfortable Position—Outside Induction Assistance**

Preservice assistance can have an important and lasting impact on the novice teacher in finding an appropriate teaching position and environment. Professional help during induction can provide a match for teacher interest, ability, and values with job expectations. These two important phases in a teacher's professional development may prevent an unpleasant situation that could hinder philosophical transition. Roper, Hitz, and Brim (1985) found:

> Teachers are most likely to succeed if they match their own interest and abilities to the nature of the system in which they work. A realistic view of teaching could prevent some people from entering the profession in which they do not feel comfortable. Realistic job expectations will not compensate for poor job environments. However, they may improve the employee's ability to cope with the job. (p. 11)

The above example of transition of personal philosophy indicated the nature of the shift required of new teachers. For some, it is a relatively easy process if aided by professional and dedicated mentor teachers. For others, who may be left to their own devices, the transition, if it does take place, may be the result of fragmented information from teachers who may not have been successful themselves in adopting a philosophy based on values acceptable to society, realistic pedagogy, and proven educational practice.

It appears the literature supports the later example of teachers still casting about in transition; their plight being a product of their school, or possibly their teacher training, not providing induction assistance.
An understanding of educational philosophy is necessary before a judgment or measurement of a new vocational teacher’s transition can be made. Ozmon and Carver (1990) described what they believe to be the philosophy of education:

In one basic sense, we can say that philosophy of education is the application of philosophical ideas to educational problems. We can also say with equal force that the practice of education leads to a refinement of philosophical ideas. From this viewpoint, educational philosophy is not only a way of looking at ideas but also of learning how to use them in the best way. A philosophy of education becomes significant at the point where educators recognize the need to think clearly about what they are doing and to see what they are doing in the larger context of individual and social development. . . . traditionally, the word philosophy has meant the pursuit of wisdom. This is not to imply that philosophy provides answers; rather, it offers an avenue for serious inquiry into ideas and traditions. (p. xii)

Ozmon and Carver applied philosophical concepts to education:

One of the roles of philosophy has been to examine critically the intellectual tools of any given era. Another role has been to suggest alternative methods of thinking. Still another has been to develop sensitivity to the logic and language we use in constructing solutions to problems in education and society. . . . it could be said that to think philosophically is to reflect upon who we are, what we are, what we are doing, why we are doing it, and how we justify all these things. . . . in order to behave intelligently in the educational process, the educator needs the things philosophy can provide; that is, an understanding of thinking processes and the nature of ideas, the language we use to describe education, and how these may interact with practical affairs. For the educator, philosophy is not simply a professional tool but a way of improving the quality of life because it helps us gain a wider and deeper perspective on human existence and the world around us. (p. xiii)

Ozmon and Carver recommend using philosophical based thinking when making a decision about educational processes and developing a personal philosophy for education:

Philosophers have often recommended certain “basics” and “values”. Philosophical systems and recommendations are part of many of the “working ideas” and traditions of our society today. . . . we may blindly accept a large number of educational recommendations without
knowing whether they are justified or not. The student who seeks to become an educator needs to be informed about these ideas and traditions in order to sift through rhetoric and argument and to reach a more intelligent understanding of the current scene. . . . they must translate philosophical ideas and thought patterns in ways that can lead to more consciously directed activity. (p. xv)

New Teachers Developing a Philosophy

In developing a personal philosophy for new teachers, Ozmon and Carver (1990) stated:

A philosophical perspective for a new teacher helps one see the interaction among students, curriculum, administration, and goals; thus, philosophy becomes very practical. This is not to say that they must have a particular philosophical perspective; instead, educators must think deeply about what they do. (p. xvi)

Once a new teacher has developed a philosophical perspective they should internalize a process whereby they continue to update their educational philosophy. Ozmon and Carver related:

When a person becomes deeply engaged in philosophical activity, there is usually a continuous reassessment and reevaluation of one’s value system, social mores, authority constructs, and educational beliefs. It is this internal-external process in which personal values and beliefs are held up against other philosophical perspectives that enables us to begin to readjust and modify, or strengthen our ideas. (p. xviii)

When a novice vocational teacher is able to understand educational philosophy as it relates to vocational education, they should be able to evaluate the usefulness of their previous philosophy which may be based on business and industry. If their previous philosophy appears to be in conflict with educational philosophy an adjustment should be made to ensure their thinking, beliefs, and actions will be appropriate for their new career.
The Pragmatic Philosophy of Education—Implications for Philosophical Change

The literature suggests vocational education is based on a pragmatic philosophy in which students are taught using real-life situations that encourage problem solving ability in a practical setting. Within a pragmatic based setting, the teacher serves primarily as a resource person concerned with helping students achieve the maximum educational advantage. Ozmon and Carver (1990) stated:

In some respects, the method of learning is as important as what is learned. Pragmatists feel that if one knows how to go about solving a problem then one is equipped to handle more remote things with which school may not be able to deal since the school does not know what kinds of life problems a person may face in the future. (p. 141)

Thus, a valid measurement of novice vocational teacher transition would be a change in their philosophy from one based on direct control of students to one of assistance and supporting students, not ordering, but correcting. Pragmatists pride themselves on allowing the student to fail as an integral part of the learning process; certainly different from the philosophy of business and industry which holds beliefs of 100% accuracy and quality to ensure production quotas and profit.

Philosophy and Ethics for the New Teacher

New vocational teachers entering service from either school or occupational settings are faced with developing their personal teaching philosophy. To be a teacher carries with it a commitment to develop and maintain a personal philosophy of education and a code of ethics to be used as a guide in formulating beliefs, attitudes, and values as a teacher. Direction for forming such a philosophy for new vocational teachers was presented in the module for professional teacher education, Develop an Active Personal Philosophy of Education (1987) the module stated:

A philosophy is a set of beliefs and attitudes. It is likely that what you believe will affect how you act, but this is not stated. A code of ethics
deals with the concepts of good and bad, right and wrong; it deals with
duties one must perform based on moral position. Most conscious
decisions you make in life are based on your fundamental beliefs and
standards. What you believe affects how you will act in a given
situation. It is absolutely essential that you be aware of your personal
beliefs. A clear set of ethical principles is a necessary foundation for
your day-to-day decisions and actions. Your teaching must not only be
educationally sound but also morally right. Educational philosophy
and ethics are mutually interdependent. The philosophy and the
ethical standards you choose will not be developed apart from your
inner-most beliefs, attitudes, and values, nor will they remain
constant once developed. (p. 3)

The basis for this educational philosophy is the promotion of rational
thinking rather than spontaneous expression or feeling. Once a new teacher
sees the advantage of adopting a philosophy modeled after rational thinking
they will also see why they should make every effort to match their
philosophy of teaching with their school. If they do, their induction
transition and subsequent career will be far more satisfactory. In addition,
new vocational teachers should match their beliefs and philosophy to
established tenets of the teaching profession. As a profession, teaching has
criteria established as points of service to students and institutions of learning
as found in the module for professional teacher education Develop an Active
Personal Philosophy of Education. Criteria for the teaching profession listed
were:

A profession provides a unique, definite, and essential social service.
A profession emphasizes intellectual techniques in performing its
service. A profession requires a long period of specialized training.
Both the individual practitioners of the profession and the
occupational group as a whole have a broad range of autonomy. The
practitioners of the profession accept broad personal responsibility for
judgements made and acts performed within the scope of the
profession. In a profession there is an emphasis upon the service
rendered rather than on economic gain to the practitioners.
Dedicated teachers feel they emphasize service rather than economic
gain. (p. 7)

Once new vocational teachers understand and then establish their philosophy
for teaching they should make every effort to maintain their philosophy
current with the standards of their profession and society.
Periodic revision of their philosophy, based on changing attitudes and society dictates, may be done best by following guidelines found in the professional teacher education module Develop an Active Personal Philosophy of Education (1987). The module listed four specific elements to be followed in maintaining a philosophy for education:

- Work toward an increased understanding of yourself—your values, beliefs, and attitudes. Keep abreast of societal trends. Keep abreast of research that has implications for education. Maintaining a functional professional philosophy involves the process of examining your philosophy and revising it periodically. (p. 9)

As a measurement of a new vocational teachers maintenance of their philosophy, and a critical portion of their induction process and professional development, new teachers should become involved in activities that help keep them up-to-date professionally. Keeping up with changes in teaching and their field of expertise can be challenging for the new teacher. Keeping current requires a conscientious effort, not a one-time event, but should be a continual and gradual practice of revision and reevaluation of current practice. Outside sources of information should be used to inform new teachers of changing technology in both teaching practice and subject content.

The professional teacher education module Keep Up-to-date Professionally (1986) listed activities for new vocational teachers that contribute to keeping their philosophy current:

- Growing professionally can be achieved by joining professional organizations, interacting with other educators, visiting businesses and industries, attending professional meetings, and enrolling in advanced study. Utilize these sources, continually strive to learn, evaluate new knowledge in relation to current theories and practices, and implement new technology and skills in the classroom and laboratory. (p. 3)

In addition, when revising their philosophy the module instructed new teachers to view themselves as three persons, “You are an educator, you are an expert in a particular subject matter area, and you are an individual who interacts with other individuals” (p. 6).
Involvement in Professional Development Activities

Reviewing professional development activities of new vocational teachers can be an indication of their philosophical transition. The level and amount of involvement may be expected to vary between individuals but activity can be an indicator that a transition has taken place. Resistance to participation may also indicate the new teacher does not have the philosophical beliefs basic to educational practice. It would appear participation in professional development practices are critical to induction and the formulation of philosophical beliefs for the new vocational teacher. A new vocational teacher’s transition of philosophy may be indicated by their service to the teaching profession. Teachers today must not only provide instruction for their students, but also have a responsibility to stay abreast of new developments requiring individual and group support, leadership, and action for the protection and betterment of education and the profession. Teachers should support organizations, represent the profession, work on committees, support legislation affecting the profession, and provide publicity for new ideas, problems, issues, and concerns. The teacher must be a professional, represent the profession, and serve it. The professional teacher education module *Serving Your Teaching Profession* (1978) listed items considered as indicating the professional qualities expected of a teacher, qualities that may also indicate a transition in philosophy has taken place:

A professional teacher is a person who has a service to perform, and that service is needed by society, provides this service after following a specific course of study for a period of years, follows acceptable and prescribed methods of gaining admittance to the profession, continually researches, learns, and applies new knowledge, shares knowledge with others using specific acceptable techniques, supports and practices the code of ethics that is recognized by the entire profession, and supports the organizations which have been developed to protect and improve the profession. (p. 6)

Vocational teacher support for professional teaching organizations can be a strong measurement of a new teacher’s philosophical change. Organizations, of which a teacher’s membership and service in, that are considered professional teaching organizations can be: the National Education
Association, its committees and local chapters, the American Vocational
Association with its five major area goals of program leadership, professional
development, public relations and legislation, union organizations such as
American Federation of Teachers, and the American Association of
University Professors. These organizations support teacher training,
professional development, and legislative action concerning professional
education concerns (Serving Your Teaching Profession, 1978).
The level of commitment a vocational teacher displays for these professional
organizations can indicate their development and maintenance of attitudes
and beliefs commensurate with expected professional growth and behavior.
Nonparticipation may indicate the teacher has not been exposed to the
potential benefit derived from association with these professional
organizations; or else the teacher has rejected the philosophy these
organizations represent in favor of a previously held philosophy.

**New Teacher Support From the Vocational Teaching Profession**

As noted in the literature, a vocational teacher's induction philosophy,
dedication to the profession, and teaching effectiveness have not been a
central focus of the vocational teaching profession. Lynch and Griggs (1989)
commented on the current status of teacher evaluation methods as a
measurement of the items listed above:

Current evaluation tests do not measure what is important to know
and be able to do to demonstrate effective teaching. The education
profession itself has yet to agree on a reasonable codification of
teacher's professional knowledge. . . . there is a much larger body of
knowledge that must be learned to teach effectively. Furthermore, say
the critics of teacher tests, no standardized test can actually measure
such essential qualities as dedication, motivation, perseverance,
caring, and sensitivity. Thus, teachers, administrators, and researchers
who have examined currently-used teacher tests do not consider them
to be valid measures of potential nor actual teaching effectiveness. (p.
13)
Lynch and Griggs indicated their concern for a lack of teacher training; training they believe is necessary for vocational teachers to be effective teachers. It would appear from their comments, vocational teachers they observed may not have received adequate instruction to help them make a transition in their philosophy. They stated: Teachers need to be able to transform their action research, understandings, desired attitudes, and values into pedagogical representations and action or, more simply stated, use good methodology. Teacher education students have been given inadequate grounding in how to organize a course, how to arouse interest and motivation, how to ask various kinds of questions, how to react to students' responses, how to give helpful correction and feedback, how to avoid unfair biases in interaction with students— in short, how to teach. (p. 27)
If graduate vocational education teachers lack adequate training in how to teach, what is the plight of new vocational teachers entering service directly from business and industry with no preservice training?
Summary of the Literature Review

The literature described a philosophical transition vocational teachers should make as part of their induction into teaching. During a new vocational teacher's induction they should make a transition from their previous philosophy that was based on entrenched childhood models and the environmental press of business and industry to one necessary for dealing with the needs of the teaching profession. In some cases, even though teacher training was an integral part of their induction, the philosophical change remained the responsibility of the new teacher and was not driven or supported by sound educational practice. In other cases, where no teacher training was offered or required, new teachers were left to their own devices for transitioning their philosophy. The literature indicated vocational teachers experienced traumatic induction problems from being placed into teaching service directly from business and industry with no preservice training. Due to the lack of a legally mandated process for training and certification, their induction took place with little or no professional support.

The literature described detractors to the transition process that were considered specific to vocational teachers. These detractors began with a mid-life career change for teachers entering service from business and industry. Due to psychological factors of disturbing entrenched philosophical beliefs and behaviors developed from childhood through career stability, mid-life career change can produce problems of teacher identity and philosophical difference between themselves and their students. Other detractors such as positive influence from vocational colleagues while at the same time experiencing negative relationships with academic teachers, staff, and administrators, had a profound affect on new vocational teacher thinking and beliefs that in turn had a significant impact on their philosophical transition. Graduates of vocational teacher training programs had similar difficulties.
Factors that contributed to their problems of philosophical transition came from entering the classroom for the first time with little real-world experience and unrealistic expectations of instant success.

Certification of new vocational teachers was reported as haphazard in both intent and process, especially in California. Some areas of vocational concentration required a college degree and teaching credential, while others stipulated work experience and a minimum of teacher preparation. The result was a differential in teacher quality and pedagogical skills which can be a significant factor in student learning problems. In California the potential exists, due to lenient hiring practices, an unqualified teacher could be placed in the classroom with no teaching experience or preparation and allowed up to five years to complete their certification. The literature stated vocational teachers placed in service with no pedagogical skills would have little opportunity or information on which to base their transition of philosophy into the teaching paradigm, to say nothing of the potential emotional damage to themselves and their students.

As the literature pointed out, the induction process for most vocational teachers should consisted of professional development and supervised training. However, experience from a new vocational teacher’s previous career appeared to influenced their attitude and behavior toward professional development. Due to entrenched philosophical beliefs based on childhood experience and solidified to meet the demands of their business and industry career, some new vocational teachers resist the need for professional teacher training, certification, and induction. The literature related these induction detractors toward professional development as personal philosophical problems and outside influences associated with the new teacher’s certification. In contrast, other new vocational teachers capitalized on their previous career experience and used it to enhance both their own and their student’s learning enjoyment. The literature was specific about induction detractors unique to vocational teaching and the lack of research data for
comprehending a solution for the problems. In California, new vocational teacher induction processes were reported as lacking structure and support from both administrators and supervisory staff. In addition, the content of the induction process specific to monitor philosophical transition was not provided nor mandated by law. As a result, a new teacher’s philosophy developed during their induction experience would not instill in them rationale for their continuing professional development.

The dynamic character of vocational education necessitates a mandated and structured induction process that will lead to continual professional development for all vocational teachers regardless of their preservice training or prior experience. The literature warned that due to a failed induction process new vocational teachers were unaware of the need for professional development; and they may never develop a philosophy capable of dealing with student and school demands.

Specific methods for measuring a vocational teacher’s transition to a philosophy for vocational teaching were clearly described in the literature. Measuring a teacher’s reflective self-examination of their teaching methods and outcomes, their attitudes toward professional development, their membership and service in professional organizations, and their service to the teaching profession were evidence they have developed the philosophy of a professional vocational educator. If a successful transition has taken place the teacher’s pragmatic based philosophy will promote a way of thinking and behaviors based on values, beliefs, and a code of ethics that will place their students at the apex of the learning process and the teacher as a resource person providing nurture, support, and guidance. The literature stipulated new teachers should make every effort to match their teaching philosophy with that of their institution, if not the press of their teaching environment can hinder their professional growth and transition to the expected philosophical beliefs and behaviors.
The literature was clear on the point that philosophical transitions were necessary for all vocational teachers regardless of their preservice preparation and induction process. Those who failed to make the transition experienced difficulty with student and staff relations, securing certification, and often left the teaching profession. Those who did make the transition continued their professional growth and reported personal satisfaction and pride of accomplishment with their teaching career.
CHAPTER THREE

Research Design and Procedures

Theoretical Base of the Study

Theoretically, the expected change in vocational teacher philosophy is driven by the environmental press of vocational teacher training, induction, and professional development as shown in Figure 1. The study identified and measured a change in beliefs, feelings, and behaviors that indicate the strength of vocational teachers' transition in their teaching philosophy. Respondents were randomly selected vocational education teachers serving in secondary and post-secondary areas. A survey instrument was used to gather data for establishing the extent of relationship between selected variables of a respondent's demographics and the strength of their teaching philosophy.

To test the theory, this study measured the change in vocational teachers' personal philosophy from one established by the environmental press of childhood, school, career choice, and business and industry to one conditioned by the paradigm of vocational teaching. Variables identified by the study as significant to an individual's philosophical transition were the amount and quality of influence from their preservice teacher training and the subsequent induction experience provided within their school setting.
Factors Affecting Teacher Transition

Renewal of Philosophy
Self-Actualization
Ethics
Beliefs
Philosophical Transition
Professional Development
Reflective Self-Examination
Induction Experience
Supervised Teaching
Positive Colleagues
Preservice Training
Career Change Decision
Work Experience
Career Choice
Education
Socioeconomic Position
Childhood Experience

Vocational Teacher

Induction
Transition and Career Change
Worker

WORKING Environment
Career Choice

CHILD Environment
Child

Negative Factors Affecting Teacher Transition

Lack of State Mandated Vocational Teacher Training
Direct Entry Into Classroom Without Supervision or Mentoring
Lack of Mandated Certification, Training, and Induction in California
California Discriminatory Tenure Laws
Negative Colleagues
Negative Student Experiences
Negative Administration

Figure 1. Conceptual Model of the Study
Research Questions

The two research questions guiding the study were:
1. Do secondary and post-secondary vocational teachers make a transition in their teaching philosophy from one based on business and industry to one based on education?
2. Is there a relationship between selected demographic variables and the degree of change in the educational philosophy held by the teachers?

Questionnaire

A letter of transmittal (see Appendix A) and survey instrument (see Appendix B) consisting of open-ended questions, and modified Likert scale responses were used to solicit vocational teacher demographics of:
- age
- gender
- educational level
- socio-economic status
- teacher training
- grade level
- subjects taught
- terms of employment
- school service beyond the teaching assignment.

Demographic data were used to determine individual characteristics, teaching service areas, and the teaching environment for each respondent. The questionnaire established a teacher's strength of educational philosophy by measuring their level of belief, feeling, and behavior held for vocational teaching. The questionnaire was designed to minimize confusion, completion time, and ambiguity for the respondents but still allow flexibility in response choice to reflect their beliefs, feelings, and behaviors.
Population Sample and Description

The population was a cross-section of secondary and post-secondary vocational teachers from Riverside and San Bernardino counties in California. Respondents were teaching in high schools, regional occupational programs, and community colleges. Some respondents taught more than one level or more than one subject area. The 103 participants included vocational teachers enrolled in teacher training and concurrently employed as probationary teachers, teachers enrolled in a Bachelor of Vocational Education program, teachers enrolled in a Master of Education program, and tenured vocational teachers within the above service areas.

Methods and Treatment of Data

For statistical purposes, a quantitative, survey-based procedure was selected to answer the research questions. A questionnaire was designed to solicit respondents’ demographics and measure the strength of their teaching philosophy. A modified Likert scale was used based on its consistency for data collection and frequent use in educational surveys. Survey data were processed using the Statistical Package for the Social Sciences (SPSS) computer program. The program calculated a Pearson product-moment correlation coefficient to determine the relationship between respondent demographics and their teaching philosophy (see Appendix C).

Questions 1 through 23 sought information to established the respondent’s demographic profile. Each question and its measurement rational follow:

Question 1--Gender--indicated the percentage of males/females within the study.

Question 2--Age when you started teaching vocational education classes--indicated the number of mid-life career changers within the study, mid-life being considered as age 40.
Question 3—Your present age—established the mean age of the study group and as a cross-check on the reported number of years teaching.

Question 4—Father’s occupation—was used to calculate a correlation between the father’s and respondent’s occupation and philosophical influence of the father on the respondent. These data also established the respondent’s socioeconomic position during their formative years. A numerical scale was used to indicate the similarity of occupations and socioeconomic status.

Question 5—Father’s highest grade level—established the father’s influence on the respondent to achieve an educational level at least equal with his own. A numerical scale was used for grade level similarity.

Question 6—Mother’s occupation—indicated the same data as found in question four.

Question 7—Mother’s highest grade level—presented data similar to that found in question five.

Question 8—Your highest education completed—measured the mean educational level of the respondents. These data also indicated the teacher induction experience of each respondent.

Question 9—What type of teaching certificate do you hold—was use to determine the percentage of respondents currently teaching without a certificate. This data indicated the number of respondents who had not been involved in a teacher induction process.

Question 10—What occupational subject areas(s) do you teach—determined the similarity of a respondent’s craft and subjects they teach. These data were used to establish a relationship between the respondent’s teaching subject and their parents careers. A numerical scale was used to indicate the degree of similarity.

Question 11—What is your teaching contract—was used to establish a correlation between the type (full or part-time) of the respondents’ contract and their philosophical strength for vocational teaching.
Question 12—Do you have tenure—was used for a correlation between the respondents’ permanency and the strength of their philosophy for vocational teaching.

Question 13—How long have you been teaching—was used for correlation between a respondents years of service and strength of teaching philosophy. These data also revealed if respondents had been continuously employed as teachers.

Question 14—What student population level(s) do you teach—indicated the mean teaching level of the respondents of the study and those who teach a split-population load.

Question 15 (a)—When you began teaching were you involved in a teacher training program—measured a respondent’s involvement in a teacher induction process either before or concurrent with the beginning of there service. Part (b) of the question indicated the delay time a respondent experienced before participation in teacher training. A correlation between delay of teacher training and induction experience with the strength of a respondent’s teaching philosophy was the outcome of this question.

Question 16—Are you currently enrolled in an educational experience—measured the relationship between a respondent’s enrollment and the strength of their teaching philosophy.

Question 17—What was your craft before you started teaching—indicated the relationship between a respondent’s previous craft and present teaching assignment with the strength of their teaching philosophy. A numerical scale was used to measure the level of similarity between their previous craft and their present teaching assignment.

Question 18—Did you serve an apprenticeship in your craft—indicated the relationship between the influence of apprenticeship and craft philosophy with the strength of each respondents’ teaching philosophy.

Question 19—How many years did you serve in your craft—established the correlation between respondents’ craft philosophy and teaching philosophy strength.
Question 20—Educational organizations you belong to—was used to indicate the amount of professional involvement of respondents and the correlation between their professional involvement and teaching philosophy strength. Question 21—Subject associations you belong to—part (a) data was used to indicate the respondents' involvement with craft associations and the correlation between their craft involvement and teaching philosophy strength. Part (b) information was used to establish the correlation between union membership and the respondents' teaching philosophy strength. Question 22—committees you serve on—analyzed four different committee structures that provide either direct or indirect support for the respondent's school program. These data were used to establish a correlation between the amount of committee service and the respondent's teaching philosophy strength.

Question 23—Do you maintain an advisory committee—provided data on the respondents' level of involvement with their subject area advisory committee. These data were used for a correlation between their advisory committee participation and the respondent's teaching philosophy strength.

Demographic data from questions 1 through 23 had a numeric scale for each variable to determine respondent value choice or participation. A mean, median, and standard deviation were computed to determine the population distribution. These data were used in calculating the correlation between respondents' demographics and strength of teaching philosophy. A demographic profile representing all respondents was also constructed from these data.

The following questions constituted the data necessary for measuring the strength of each respondents' teaching philosophy:

Question 24—How often do you do the following—measured the respondents' behavior frequency. Behaviors were based on attendance at knowledge and skill building opportunities, interaction with other educators, use of outside resources, and reading vocational information. These variables are significant components of the philosophy of vocational education.
A numeric scale was used to indicate the frequency of a respondent’s involvement with each variable.

Question 25—the intensity of your belief—measured the strength of a respondent’s belief in student responsibility, teaching professionalism, and periodic revision of their personal teaching philosophy. The strength of their belief for each variable was measured using a numeric scale.

Question 26—the intensity of your agreement or disagreement—indicated the respondent’s attitude toward selected variables of student responsibility, and a match of the respondent’s teaching philosophy with that established by their school. The intensity of their attitude for each variable was measured using a numeric scale.

Question 27—the frequency you would do the following—was a measurement of future behavior the respondents’ would exhibit toward variables of program modification for special needs students, individualized learning, listing their own beliefs regarding vocational education, and their behavior processes used during decision making. These data were used to determine the strength and flexibility of each respondent’s philosophy for planning vocational education learning experiences and their own thought process. A numeric scale was used to measure the individual’s frequency of using each variable. These data were used for determining the correlation between a respondent’s demographics and their teaching philosophy. The mean, median, and standard deviation were calculated to establish a distribution of the population.

For each survey question a Pearson product-moment correlation procedure determined the relationship between a respondent’s demographics and philosophical strength variables. Using a .05 significance level, a correlation matrix established relationships considered significant between the variables.
Pilot Study

A pilot study of the research instrument was conducted using five respondents who were not included in the study population. Respondents were asked to evaluate individual question construction, clarity, and the ability of each to yield appropriate data. They were instructed to evaluate response choices for their ability to provide useful data. Respondents also provided an informal critique of the perceived effectiveness of the survey instrument.

After the pilot study was completed, modifications to both questions and response choices were made to increase the usefulness of the instrument. Specifically, wording in several questions was changed to remove vagueness and promote better understanding of the intent of the question. The yes-no response choice in the behavior frequency section was changed to a modified Likert scale to improve respondent choice. This change also increased the validity for measuring the strength of vocational teachers' philosophical beliefs.
Demographic Findings

Survey questions 1 through 23 were used to construct a demographic profile of the study population. The data was applicable to all respondents unless otherwise noted. As shown in Figure 2, the respondent population of N=103 was 58% male and 42% female, with an average age of 44.

![Pie chart showing gender distribution](image)

Figure 2. Respondents by Gender (N=103)

The data indicated that a majority of the respondents held either an Associate degree (26%) or Bachelor’s degree (40%). Seventeen percent held a Master’s degree, 12% graduated from a trade school, and 5% were high school graduates only (see Figure 3).
Sixty-four percent of the respondents were currently involved in an educational experience while 36% were not (see Figure 4).

Figure 3. Respondent’s Highest Educational Level

Figure 4. Respondents by Current Enrollment in an Educational Experience
Teaching certificates were held by 86% of the respondents, 12% did not hold a certificate, and 2% were working toward a certificate (see Figure 5).

![Figure 5. Type of Teaching Certificate](image)

Of 94 responses, 64% taught full-time while 36% were part-time (see Figure 6).

![Figure 6. Type of Teaching Contract](image)
Of 96 respondents, 35% had tenure while 65% did not (see Figure 7).

![Pie chart showing tenure vs. nontenure with 35.4% tenure and 64.6% nontenure.]

**Figure 7. Tenure vs. Nontenure**

Data indicated that of 97 respondents, 33% teach in a community college, 23% teach in a combination of assignments, 19% teach in ROP/ROC, 11% teach in a high school, 6% teach in a private trade school, 4% teach in an adult school, and 4% teach in an incarcerated population setting (see figure 8).

![Pie chart showing teaching assignment by level with various percentages for each level.]

**Figure 8. Teaching Assignment by Level**
Of 99 respondents, 48% were involved in teacher training when they began service and 52% were not, as shown in Figure 9.

![Figure 9. Respondent Preservice Enrollment in a Teacher Training Program](image)

The average age when the respondents first started teaching was 37 with a range from 21 to 62.

The affect a father's or mother's educational and occupational backgrounds had on the respondents' philosophical strength did not produce a significant correlation. These data were used to establish the possibility of socioeconomic influence on the respondents philosophical strength. There appeared to be very little relationship between the parents' demographics and the respondents' educational demographics or philosophical strength.

Before becoming vocational teachers, respondents had spent an average of 16 years in their trade with a range from 1 to 42 years. Thirty-four percent of the respondents had served an apprenticeships in their craft while 63% had not. There was a match between 87% of the respondent's previous craft and their teaching assignment. From 99 responses, 89% teach in a subject area that is the same as their previous career while 11% serve in an unrelated teaching assignment.
Ninety-three respondents have been teaching an average of 8.5 years with a range from 1 to 29 years.

Sixty-eight respondents were members of at least two educational organizations while 35 were not. Thirty-eight respondents belonged to an average of 2 craft organizations while 65 did not. Twenty respondents belonged to a craft union while 83 did not. From all respondents, 39 served on an average of 2 school based committees, 32 belonged to an advisory committee maintained by administration, 15 belonged to a business or industry based committee, and 17 belonged to an advisory committee maintained by teachers. From 100 respondents, 56% maintained an advisory committee and 41% did not.

**Philosophical Strength Findings**

Questions 24 through 27 of the survey were used to determine the extent respondents have made a transition in their philosophy from one based on business and industry to one based on vocational education. One hundred percent (N=103) of the study population completed the four questions.

Teacher response to each question variable was indicated on a scale of 1 to 4. A choice of 1 indicated minimum respondent philosophical strength held for the variable and 4 the maximum strength for the variable. A mean score for each variable and a mean-of-means for the question determined the overall response to the question.

**Philosophical Behaviors—Frequency of Occurrence**

The means (based on a 1 to 4 response scale) for the variables of question 24—how often you do the selected philosophical behaviors—were as follows: How often per year respondents visited business or industry sites in their subject area had a mean of 3.2 and interaction with other educators in their subject area, 3.6.
Their frequency per year of attending meetings on their subject area was 3.2, and attendance at meetings that focus on teaching had a mean of 3.0.

Respondents attending classes for a credential or degree had a mean of 2.6 times per year and for attending inservice teacher training 2.7. For attending retraining in their subject area, respondents had a mean of 2.4 times per year and attending seminars to update their craft skills a mean of 2.8.

Respondents read journals or magazines specific to teaching a mean of 3.5 times per year and specific to their subject area a mean of 3.7. Outside experts were used by the respondents for classroom presentations a mean of 2.6 times per year. The American Vocational Association code of ethics was used by the respondents a mean of 2.4 and they met with their advisory committees a mean of 2.2 times per year. The mean-of-means for question 24 was 3.2.

**Intensity of Belief Toward Philosophical Statements**

The means (based on a 1 to 4 response scale) for the variables of question 25—your intensity of belief about selected philosophical statements—were as follows:

The respondents' intensity of belief for students responding positively to responsibility for their own development had a mean of 2.8. Teaching as practiced today is a profession, had a respondent mean of 3.3. The respondent means for both the importance of keeping abreast of societal needs and periodically revising their teaching philosophy was 3.5. Professional concerns related directly to students taking priority over personal employment concerns had a respondent mean of 3.0. The mean-of-means for question 25 was 3.2.
Intensity of Agreement Toward Philosophical Statements

The means (based on a 1 to 4 response scale) for the variables of question 26--the intensity of your agreement or disagreement with selected philosophical statements--were as follows:

The respondents' agreement with students being taught to take responsibility for their own decisions and actions had a mean of 3.7. The respondents' mean for teachers helping students mature through assuming responsibility was 3.5. Vocational students deserve the opportunity to develop leadership, solicited a mean of 3.4. Respondents agreement with matching their teaching philosophy with that of their school had a mean 2.9. The mean-of-means for question 26 was 3.4.

Indication of Future Philosophical Behaviors

The means (based on a 1 to 4 response scale) for the variables of question 27--the frequency you would do selected philosophical behaviors--were as follows:

The data indicated a mean of 2.8 for respondents initiating a program to enroll more male/female students into their vocational classes. The frequency they would redesign laboratory facilities to accommodate physically handicapped students had a mean of 3.1.

The frequency respondents would develop individualized learning assignments to accommodate student cognitive differences had a mean of 2.4. Respondents indicated a mean of 2.4 for advising students on developing their own learning plans and progress schedules.

Respondents demonstrated their commitment to vocational teaching by the frequency they would list their beliefs in vocational education. The mean for this variable was 1.9. Asking the respondents whether they use rational thinking or "feeling" when making decisions resulted in a mean of 2.9. Being "politically correct" solicited a mean of 2.1 from the respondents. The mean-of-means for question 27 was 2.6.
Findings That Address Research Question 1

Do secondary and post-secondary vocational teachers make a transition in their teaching philosophy from one based on business and industry to one based on education? An indication of the study population's philosophical transition came from the 29 variables of questions 24 through 27. These questions numerically measured each respondent's philosophy for vocational teaching. The maximum possible philosophical strength was indicated by a score of 171 points. The respondents' scores ranged from 49 to 138 points.

A mean, median, and standard deviation were calculated to determine the population distribution. The population mean was 101, median 103, and standard deviation of 18.2, N=103. The mean of 101 ranks within the 59th percentile of the distribution. This statistic suggests vocational teachers in the study have made a transition in their philosophy and hold a moderate level of philosophical strength for vocational teaching.

The relative strength of each philosophical question was indicated by a mean of the respondents' reaction to each variable. For question 24, the mean was 2.9, question 25, 3.2, question 26, 3.4, and question 27, 2.6. A mean-of-means for the four philosophical questions was 3.02. When based on individual variable response, this statistic, when compared with the 1 to 4 choice scale for each variable, also suggests the subjects in the study population have made a philosophical transition and hold a vocational education oriented philosophy.

Findings That Address Research Question 2

Is there a relationship between selected demographic variables and the degree of change in the educational philosophy held by the teachers? To determine the extent of this relationship, a Pearson product-moment correlation was calculated by comparing data from each demographic question and a composite "score" from the philosophical strength questions.
A correlation coefficient matrix was produced to detect significant relationships between the questions. One relationship was identified as having a moderate correlation.

Question number 16--are you currently enrolled in an educational experience?--and the “score” from the four philosophical measurement questions had a correlation coefficient of \( r = -0.3381 \) with \( n = 102 \) and a two-tailed significance level of 0.001 (see Appendix C). This statistic represents a moderate correlation and suggests a relationship exists between this teacher demographic and the extent of their philosophical transition.

**Supplementary Findings**

Additional investigation of the data resulted in relationships that were not apparent from the original statistical analysis. The study reported philosophical transition and strength for the total population rather than individual respondents. This may be due to the broad nature of the statistical procedure used to assess the relationships of the variables. To gain further understanding of the relationships between the respondents environment and philosophical strength, an examination of the data from the extremes of the population distribution was conducted to determine the influence of demographics and teaching assignment on individual philosophical strength. It appears that influence from the environmental press of teaching and personal variables may have had more impact on philosophical transition.

To investigate this assumption, the seven highest and seven lowest scores from the philosophical strength population distribution were compared to determine if there were differences between the two groups’ demographics. The two groups of seven each were identified as the high and low score groups. A comparison of the high and low groups demographic scores revealed the following:
The high score group was predominantly female and the low group male. The high score groups' fathers worked in skilled and low-skilled jobs while the low groups' were employed as professionals. These findings appeared to indicate that they had little impact on the respondents' strength of philosophical transition.

The high group held full-time teaching contracts while the low group taught part-time. There was also no significant difference between the groups regarding their having tenure. The high score group did not hold college degrees while the low group did. This finding appeared to be in contrast to what would be an expected relationship. Within the high group, 87% taught a subject directly related to their craft while 50% of the low group did not. This finding is not consistent with accepted vocational or educational management. Additional study may reveal more direct relationships between these variables, especially those detailing the duration of the respondents teaching assignment, teacher preparation, educational background, and craft background.

The high group was currently enrolled in an educational experience while the low group was not. This finding was consistent with the correlation coefficient calculated for the total population between their current enrollment in an educational experience and the "score" for philosophical strength. Additional study using a different statistical method that focuses on these two variables may tease out other relationships not observed from traditional correlation data.

Membership or service in organizations supporting the learning process appears to have had a significant affect on vocational teacher philosophy. Within the high group, all respondents were members of an educational organization, a subject area association, served on a school and industry based committee, and maintained an advisory committee from their craft. The low score group fell well below the high group in all categories of committee membership and service.
This suggested the possibility that respondents may be more inclined to adopt a vocational philosophy by their direct contact with business and industry and support from colleagues within the school setting.

Since the thrust of the study was to determine a specific relationship between vocational teacher demographics and their strength of philosophical transition, other relationships were not addressed. Through examination of all correlation coefficients, additional relationships emerged as possibly significant and may warrant additional study. Specifically, demographic relationships discovered during construction of the correlation coefficient matrix may prove valuable as predictors for vocational teacher philosophical transition and ultimate teaching success. The following demographic pairings from the study may have merit when analyzed as teacher performance predictors.

A correlation coefficient of .488 (p=.01) between type of teaching contract (full-or part-time) and holding tenure may warrant additional investigation. This is due to the potential this pair represents for motivating the novice teacher to perform in a manner that earns tenure. A negative coefficient of -.556 (p=.01) came from pairing the length of time vocational teachers have been in service and receiving tenure. As a possible explanation for this relationship, a significant number of the study population were teachers serving in the ROP/ROC areas. These teachers are not granted tenure and their reaction to the question may have contributed to the correlation. Additional studies regarding this questionable practice of not granting tenure to full-time vocational teachers may have an affect on current discriminatory teacher employment practices in California.

Another relationship that may be an indicator of vocational teacher motivation was found between their current enrollment in an educational experience and the length of time before they enrolled. These variables had a correlation coefficient of -.334 (p=.05). This coefficient suggested that teachers may have been motivated to enter teacher training as a perceived benefit to their career. A similar relationship was found between the respondents’ craft
and the length of time they took to enroll in an educational experience. A correlation coefficient of \(-0.338\) (\(p=0.05\)) suggests that a moderate relationship existed between a teacher's trade and their enrolling in a teacher education program. Additional study of this relationship may reveal specific trade areas that are related to whether or not a vocational teacher chooses to enroll in a teacher education program.

Membership on a business or industry-based committee appeared to prompt respondents to enrollment in an educational experience. A correlation coefficient of \(0.491\) (\(p=0.05\)) indicated the possibility that respondents were more likely to enroll based on committee membership. Further study may reveal which areas of business or industry promote respondent enrollment. From these additional data observations, relationships are apparent that may lead to further understanding of the formation of vocational teacher philosophy, their transition process, and factors that may be used as predictors for teacher success.

Discussion of the Findings

Population Demographics

With 58% males and 42% females, it appears there is a gender balance within the study to reduce sex bias of the data. The balance also suggests a more desirable vocational teacher gender ratio in what has been considered a male dominated career field.

The average age of beginning teachers in the study was 37. These data suggest teachers entered service as mid-life career changers. The literature (Whittkamer and Harris, 1987) described mid-life career changers as having difficulty adjusting their philosophy to one needed for vocational teaching. The findings of teacher philosophical strength in this study suggest this may not be the case. Additional research with a more diverse population may reveal there was a population bias in this study that accounted for the strong philosophy measurement.
Although the occupation and educational backgrounds of the respondents' parents were solicited, those data were only used to establish the respondents' socioeconomic position. Those data were not used as part of the respondents' educational demographic profile.

The respondents' educational background appears to have contributed to their philosophy for teaching. With 83% of the respondents holding a college degree, their experience in higher education may have contributed to a better understanding of pedagogy when compared to novice teachers entering service directly from business and industry. Again, additional study with a more diverse population may reveal different philosophical holdings.

The question paring that did have a significant correlation coefficient came from the percentage of respondents (63%) who were currently involved in an educational experience and their philosophical strength. The data suggest there is a relationship between the variable of involvement in an educational experience, and their strength held for vocational teaching philosophy. The majority of the respondents (86%) held a teaching certificate. As found in the previous data concerning the relationship of educational involvement and philosophy strength, there could be a relationship between teacher training and the respondents strength of teaching philosophy.

Although 89% of the respondents teach within their career field, 11% serve in a subject area that is not the same as their previous career. No significant correlation was found for this paring. However, the affect an unrelated teaching assignment may have on a vocational teacher's philosophical transition may merit additional study. Likewise, the percentage of part-time (36%) and nontenured (65%) respondents, that did not produce a significant relationship with philosophical strength, could be due to a suppression of variance that masked their true philosophical holdings. Additional research using a different statistical treatment of the data may yield different results.
The population average of 8.5 years of teaching experience indicates the majority of the teachers were seasoned veterans, especially when considering their service of 1 to 29 years. A study population containing more novice teachers may reveal a significant difference in their transition to vocational teaching philosophy.

The wide diversity in service area could be a factor in the philosophical strength held by the study population. With 33% of the population teaching in the community college system, and may not have been required to have a teaching certificate, could represent a significant portion who hold varied philosophies for vocational education. Polar, are the 26% teaching in high schools and other service areas that require teacher training and certification. Due to certification, this group may hold a strong philosophy for vocational education. Finally, those serving in ROP/ROC areas, due to no preservice certification requirement, may not hold a significant philosophical strength for vocational education. Although the study population had an average of 16 years experience in their craft, influence from their previous careers did not appear to have a significant impact on their transition to the philosophy of vocational teaching.

**Philosophical Strength of the Population**

Respondents demonstrated a significant behavior frequency for variables considered foundational for vocational education. Examples such as visiting business and industry, attending meetings that focus on their subject area and teaching skills, and interacting with other educators in their subject field had strong involvement responses. These behaviors indicate the respondents continue interaction with business and industry for updating program relevancy as well as remaining current in pedagogical methods.

Utilizing outside resources were strategies frequently used by the respondents to maintain program currency. These strategies took the form of reading journal articles and magazines as well as soliciting outside experts for
class presentations. Again, these behaviors indicated a significant respondent strength for vocational teaching philosophy.

Respondent participation in advisory committee meetings that are considered a foundation activity for all vocational programs, and their use of the American Vocational Education code of ethics, fell slightly from the average frequency of the previous behaviors. Possible explanations for the reduced behaviors may be the majority of the respondents were unaware of the code of ethics or the reluctance of some teachers to participate in advisory committee meetings. The large percentage of the study population (36%) who are part-time teachers, and sometimes excluded from committee membership, may have contributed to the low participation rate in advisory committee meetings.

The respondents held a significant belief in philosophical statements that focused on both student and teacher responsibility for personal development. Respondents strongly believe students have a responsibility for their own cognitive development. Likewise, the respondents believe they have a personal responsibility to keep abreast of the changing needs of society by continually updating their teaching philosophy. To a lesser extent, the respondents believe student needs come before their personal employment concerns. The strength of belief exhibited by the respondents suggests they have made a transition to a philosophy consistent with the paradigm of vocational education.

Their future use of vocational-based philosophy was indicated by the respondents' willingness for change. Specifically, the respondents would make changes to their programs to attract more males/females, to help reduce sex discrimination in targeted career fields. They would modify laboratory facilities to accommodate physically challenged students and support the concept that all students are "able" in vocational education. Individualized learning plans and progress schedules to assist students with different learning styles were supported by the respondents. In defense of high cost programs in an educational arena that does not realize or appreciate their
importance, decision making driven by rational thinking instead of "feeling" was strongly supported by the respondents. To a lesser extent, the respondents appeared to lack strong behaviors for listing their beliefs in vocational education. This appears to be either a lack of knowledge of the philosophical premise of vocational education or an indication that the strength of vocational philosophy held by the respondents may be false.

Research Question 1

Do secondary and post-secondary vocational teachers make a transition in their teaching philosophy from one based on business and industry to one base on education?

The data collected for answering this question indicated a philosophical transition has taken place in the population studied. From a response scale of 1 to 4, with 1 indicating the minimum strength and 4 the maximum strength held for the variable, respondents had a mean for all variables of 3.02. Specifically, respondents most often read their subject area and teaching journals, followed by interaction with other educators in their subject area.

The respondents attend meetings that focused on both teaching and their subject areas. They also believe keeping abreast of societal needs and demographic changes within their student population is necessary to ensure student success. Their need to frequently review and change their personal philosophy for teaching was important for their currency in pedagogical skills.

The respondents view student-assumed responsibility for decision making and learning methods as paramount in returning teaching to a competency-based experience mandated by the needs of today's business and industrial environment. Future-looking teachers within the study indicated there willingness to change programs and facilities to accommodate student diversity in skill, cognitive, and physical abilities.
These behaviors were indicative of teachers who are responsive to the changing worlds of their subject area and teaching practice.

The respondents were aware of the tenuous position vocational education has in California when they strongly support the need to use rational thinking and the “politically correct” decision when relating to others within their school setting. These behaviors signify a teacher who is following the philosophical paradigm of vocational education. The paradigm stipulated that currency in subject matter and cognitive practice as well as futuristic thinking are the key stones that support vocational education.

Research Question 2

Is there a relationship between selected demographic variables and the degree of change in the educational philosophy held by the teachers? From the data analysis, there appears to be a moderate relationship between one demographic variable and the respondents’ philosophical transition.

A relationship was indicated between current enrollment in an educational experience and the respondents’ philosophical transition. This relationship may be due to the study population percentage (64%) who were currently enrolled in an educational experience and their exposure to information and practices based on andragogy and pedagogy. Additional study using the same combination of variables and a population not connected to vocational teacher training may reveal a stronger relationship between preservice teacher training and philosophical transition. The next section of this study will address these findings and make recommendations for appropriate changes specific to California vocational teacher training and certification.
CHAPTER FIVE

Conclusions and Recommendations

Conclusions

Vocational teachers have made a philosophical transition to vocational teaching. There appeared to be a relationship between current enrollment in an educational experience and their transition. Initially, based on a literature review, assumptions were made about variables that may affect vocational teacher philosophy. Data was generated that addressed these assumptions regarding philosophical strength held by the respondents and the relationships between the variables and philosophical strength.

Based on the findings, environmental influences affecting respondents' philosophical transition appeared to be insignificant. The respondents consistently expressed agreement with variables that are fundamental to a philosophy of vocational education. Those assumed relationships between the respondents' demographic profile and teaching philosophy were not evident. Specifically, socioeconomic position of the respondents' parents did not influence their decision for becoming a vocational teacher nor did it affect their philosophical transition. It was also found that a business and industry philosophy did not hamper a teacher's transition to a vocational education philosophy. The lack of statistical support for these relationships may be due to the nature of the process selected for data analysis.

Although the respondents indicated a transition to a vocational teaching philosophy, individual differences in philosophical strength may have been influenced by other factors. As the data suggested, these factors may be gender, father's occupation, type of teaching contract, possession of a college degree, teaching assignment, current enrollment in an educational course, length of service in a trade, and membership in organizations that support
the teaching process. The data suggested that service beyond normal classroom assignment such as membership in trade and advisory committees, school based advisory committees, and maintaining a teacher based advisory committee, may have had the most affect on determining the strength of philosophical transition experienced by the individual teacher. Although the correlation coefficients between demographics and philosophical strength did not indicate multiple relationships, additional unexpected findings raised questions for additional study. These findings that were not addressed by the study merit further investigation.

An investigation of those respondents who had the lowest vocational transition scores indicated the direct affect of environmental press on individual respondents. It was apparent that male respondents with a college degree, who had professional parents, who were teaching part-time without tenure, and not currently enrolled in a teacher training program were the least likely to make a philosophical transition. As the data indicated, this group scored the lowest in terms of transition to a philosophy for vocational teaching. Due to the environmental press of background variables and teaching assignment, these teachers had little incentive to change their philosophy. It was also apparent that these teachers held a negative attitude toward teaching. Vocational teaching was viewed as being a lesser position. They continued to see themselves as a business or industry professional and not a teacher.

California’s current economic climate may have also contributed to this attitude as displaced professionals were forced to seek employment in positions such as teaching. These respondents saw teaching as a short-term situation that provided an income until they could return to their original choice of employment. As a result, they made little effort to assume the philosophy of vocational education, learn the pedagogy needed to motivate students, or become a part of support committees for their programs.
California's lack of mandated vocational teacher training and certification also contributed to the low transition of these respondents. Without required preservice training and demonstrated competency, these teachers had no incentive to develop a philosophy or skills needed for vocational teaching. During their induction they were left to their own devices to develop their pedagogical and andragogical skills needed to motivate students to a level where students could compete in the global labor market. However, all of the respondents' transitional problems were not totally personal.

Much of the problem was due to a lack of leadership at all levels in California's vocational education system. With the demise of a doctoral level program in vocational education, California has reduced the pool of qualified people needed to plan, administer, and revise all aspects of vocational education. Until this situation is rectified, California will continue its downward spiral of vocational teaching effectiveness and remain at its low point in producing a workforce that is competitive in the global marketplace.

California represents the seventh largest economy in the world. However, from the amount allocated in the state budget for vocational education it appears there is little regard for educating the workforce that contributes the most to that economy. Based on current funding, leadership, and teacher training, vocational education in California does not appear as a priority for maintaining the state's economic stability. Necessary changes to the structure, philosophy, and funding for California's vocational education system is desperately needed if California expects to remain economically healthy.

Recommendations

The purpose of this study was to determine whether vocational teachers in California have made a transition in their philosophy to one based on the paradigm of vocational education and to what extent environmental conditions contribute to the transition.
After analysis of the data, both statistically and observational, it is recommended that additional study be conducted using a statistical process focusing on multivariant analysis to determine if there are additional relationships that may have contributed to the respondents' low philosophical transition score.

The current practice in California of hiring vocational teachers and placing them in a classroom without a requisite background in pedagogy or andragogy has contributed to the downward spiral of teaching effectiveness and student performance. The fact that California now allows these people to enter the classroom without any vocational teacher training classes or courses in effective school supervision is astounding. To add to this unbelievable induction process, these new vocational teachers have five years before they must complete any university coursework leading to the Standard Designated Subject Credential. Therefore, it is recommended that California institute legislation mandating that all vocational teachers pass an occupational competency test of both knowledge and skills in their trade area and be admitted to a university vocational teacher education program prior to employment in a secondary school or community college. University faculty must also be available to provide field supervision of all new vocational teachers.

A lack of leadership is apparent in California vocational education. A means of providing leadership that is cognizant of the needs, methods, and goals of vocational education is an absolute must. Therefore, it is recommended that the University of California system offer a doctorate in vocational education as soon as possible.

It is apparent that California does not have a system of accountability for vocational teacher education. Therefore, it is recommended an accountability system be implemented at all levels of vocational teacher preparation to promote and assign responsibility for teacher selection, development, and recurrent training.
Vocational education is an integral part of California’s economic plan. Therefore, it is recommended a maximum effort be expended by the responsible segments of state government to ensure all people who can benefit from vocational education are given the opportunity to become educated in their chosen career field. Those who benefit most from vocational education are the people who also contribute the most to the economic foundation of the state. They must be educated in a manner that allows them to become productive citizens and able to provide for their own well being.
APPENDIX A

Letter of Transmittal
Dear Vocational Teacher:

As a graduate student in vocational education at California State University, San Bernardino, I am conducting a study to determine to what extent vocational teachers change their personal philosophy from one driven by business and industry experience to one based on teaching. It is hoped that results of the study will help improve vocational teacher training and teaching effectiveness for all vocational teachers in California.

Your response to the questionnaire is a very important source of data for providing a cross-section of vocational teachers in Riverside and San Bernardino counties. You may be assured your responses will be strictly confidential and no identifying information will be released to anyone. Responding should take less than ten minutes of your time. Your response will be critical to the success of the study. Please complete the questionnaire and return it in the enclosed envelope by March 15, 1994. The study has the endorsement of the Department of Vocational Education at California State University, San Bernardino, as an integral component for determining vocational teacher training effectiveness. Your cooperation is greatly appreciated.

Sincerely,

Charles H. Stark
APPENDIX B

Demographic Survey Questionnaire
Vocational Teachers: Industry to Education Transition
Survey Instrument

Please respond to the following with a brief statement, number or check mark that represents your honest belief, feeling, or behavior toward the question or statement.

1. Gender: Male ___ Female ___

2. Age when you first started teaching vocational education classes? ___

3. Your present age ___

4. Father's occupation ___________________________

5. Father's highest grade level _____________

6. Mother's occupation ___________________________

7. Mother's highest grade level _____________

8. Your highest education completed: (please check one)
   ___a. High School
   ___b. Vocational/Technical/Trade School
   ___c. Associate Degree
   ___d. Bachelor Degree
   ___e. Master Degree
9. What type of teaching certificate do you hold? (please describe below)

10. What occupational subject area(s) do you teach? (please list below)

11. What is your teaching contract?
   ___a. Full-time
   ___b. Part-time

12. Do you have tenure?
   ___a. Yes
   ___b. No

13. How long have you been teaching? (please indicate below)
   ___

14. What student population level do you teach?
   ___a. High school vocational
   ___b. ROP/ROC
   ___c. Community college
   ___d. Private trade school
   ___e. Adult high school
   ___f. Incarcerated population
   ___e. Any combination from the above (please list by letter below)
15. When you began teaching were you involved in a teacher training program?
   ___a. Yes
   ___b. No
   If no, how long after you started teaching did you enroll in teacher training? (check one)
   ___c. Within the first year
   ___d. Within the second year
   ___e. Within the third year
   ___f. Within the fourth year
   ___g. Within the fifth year

16. Are you currently enrolled in an educational experience?
   ___ Yes
   ___ No

17. What was your craft before you started teaching? (please describe below)

18. Did you serve an apprenticeship in your craft?
   ___ Yes
   ___ No

19. How many years did you spend in your craft? (please indicate below)
   ___
20. In the space below, indicate all **educational organizations you belong to** such as:

___a. American Vocational Association
___b. California Teachers Association
___c. National Education Association
___d. International Technology Education Association
___e. California Vocational Association
___f. Other (please list below)

21. In the space below, indicate all **subject area associations you belong to**.


b. Union affiliations or craft guilds

22. In the space below, indicate any **committees you serve on**.

a. School based committees (other than advisory committees)

b. Advisory committees maintained by school administration

c. Business or Industry based committees
d. Craft advisory committees maintained by teachers

23. Do you maintain an advisory committee?
   ___a. Yes
   ___b. No

24. Please select the number that represents *how often you do the following* and place it at the left of each question.
   1) Never  2) Once per year  3) Twice per year  4) More than twice per year

How often do you:
   ___a. visit business or industry sites in your subject area?
   ___b. interact with other educators in your subject area?
   ___c. attend meetings that focus on your subject area?
   ___d. attend meetings that focus on teaching?
   ___e. attend classes for a credential or degree?
   ___f. attend inservice training for teaching?
   ___g. attend retraining for your subject area?
   ___h. read teaching journals/magazines?
   ___i. read your subject area journals/magazines?
   ___j. use outside experts to present material in your class?
   ___k. attend classes to up-date your craft skills?
   ___l. use the American Vocational Association code of ethics?
   ___m. meet with your advisory committee?
25. Please select the number that represents the intensity of your belief about each statement and place it at the left of each statement.

1) Do not believe 2) Believe with reservation 3) Believe 4) Strongly believe

___a. Students respond positively to responsibility for their own development and education.

___b. Teaching, as structured and practiced today, is a profession.

___c. It is important to keep abreast of societal needs regarding work, women, the handicapped, and the environment.

___d. It is important to examine your teaching philosophy and revise it as conditions change.

___e. Professional concerns related directly to students must take priority over your personal employment concerns.

26. Please select the number that represents the intensity of your agreement or disagreement with each statement and place it at the left of each statement.

1) Strongly disagree 2) Disagree 3) Agree 4) Strongly agree

___a. Students should be taught to take increasing responsibility for their own decisions and actions.

___b. You can help students to mature by giving them as much responsibility as they can handle.

___c. All vocational students deserve the opportunity to develop the qualities of leadership.

___d. Your teaching philosophy matches the established philosophy of your school.
27. Please select the number that indicates the frequency you would do the following and place it at the left of each question.

1) Never    2) Sometimes    3) Most of the time    4) Always

___a. How often would you initiate a program to enroll more female/male students into your vocational class?

___b. How often would you redesign your laboratory facilities to permit physically handicapped students to benefit from your program?

___c. How often would you individualize learning assignments to give students responsibility according to their individual learning style and level of achievement?

___d. How often would you set up an advisement program for students so they can develop their own training plans and progress schedules?

___e. How often do you write out a list of your beliefs regarding vocational teaching?

___f. How often do you use rational thinking instead of “feeling” during decision making?

___g. How often do you make the “politically correct” decision?
APPENDIX C

Pearson Correlation Coefficient Matrix
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REFERENCES


The Unfinished Agenda (1981). Columbus: Ohio State University, National Center for Research in Vocational Education.
