A Study to Identify the Influence of Factors Other Than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs. Abstract.

University of Southern Mississippi, Hattiesburg.

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*Correlation; Data Analysis; Occupational Mobility; Post Secondary Education; Secondary Education; Social Factors; *Student Characteristics; *Student Mobility; *Success Factors; Technical Education; *Vocational Education

Mississippi

The results are briefly summarized of a study to investigate the relationship of factors other than job skills (such as social skills, life style, mobility, family relationships, and contextual factors) to the long range success of vocational and technical training programs. Data were gathered about students in secondary and postsecondary vocational institutions in nine geographic regions of Mississippi. Information was supplied by center directors, teachers, and questionnaires given to students. Findings relating to the students' plans for living and working location, their need for social change, and the factors tending to affect their mobility patterns are mentioned. (Author/EC)
A Study to Identify the Influence of Factors Other than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs

L. C. Welker, Jr. Clyde N. Ginn

Research Project in Vocational Education Conducted Under Part C of Public Law 90-576

Bureau of Educational Research University of Southern Mississippi Hattiesburg, Mississippi
A STUDY TO IDENTIFY THE INFLUENCE OF FACTORS OTHER THAN THE ATTAINMENT OF JOB SKILLS AFFECTING THE LONG RANGE SUCCESS OF VOCATIONAL AND TECHNICAL TRAINING PROGRAMS

The project reported herein is being performed utilizing funds made available to the State of Mississippi under provisions of Part C of Public Law 90-576 administered by the Office of Education, U. S. Department of Health, Education, and Welfare.

Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

L. Conrad Welker, Jr.
Project Director

Clyde N. Ginn
Project Coordinator

ABSTRACT

A Research Project
Sponsored by
Vocational-Technical Division
Mississippi State Department of Education and
University of Southern Mississippi

August, 1973
ABSTRACT

A Study to Identify the Influence of Factors Other Than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs

The long range affect of any vocational and technical program is determined by the degree to which that program enables its students to make use of new skills to become more productive citizens both from the standpoint of contribution to society and capacity to provide for personal and family needs. It has long been known that factors other than the skills of the trade enter into this concept of success.

This study attempted to look at the influence of some such factors. Its purpose was to provide information that could aid in defining instruction, student selection considerations and program organization that would lead to a higher degree of program success. Social skills, life style, mobility, family relationships and contextual factors are included, as shown in the objectives of the study, which are as follows:

Objectives

The specific objectives of the study were:

(1) To determine the level of mobility among vocational and technical students in the several
geographical areas of the state.

(2) To relate these findings concerning mobility to life style.

(3) To relate findings concerning mobility to the degree to which the student has responsibility for other persons.

(4) To obtain indications of the likely influence of age, sex, and particular life style factors on plans to use vocational and technical training.

The study made use of data gathered from each of the nine selected geographical regions within the state, which were selected by a committee within the Vocational Division, State Department of Education. A secondary vocational institution and a post secondary vocational institution was represented in each of the nine geographical areas of the state, as shown in Figure 1. The study made use of data gathered in three ways: (1) supplied by Center Directors (2) gathered by teachers through observation and conversation (3) furnished by students through questionnaires.

General Conclusions

As shown in Table I, thirty-one per cent (548) of 1781 secondary vocational students indicated that they intended to live and work in the community; 24 per cent (542) of 2243 post secondary students indicated that they intended to live and work in the community, and a total of 28 per cent (1126) of both secondary and post secondary vocational students intended to live and work in the community. Twenty-three
# Table 1

A State Composite of Mobility Factors for Post Secondary & Secondary Vocational & Technical Students

<table>
<thead>
<tr>
<th>Mobility Factors</th>
<th>Secondary N</th>
<th>Secondary %</th>
<th>Post-Secondary N</th>
<th>Post-Secondary %</th>
<th>Composite N</th>
<th>Composite %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will live and work in the community</td>
<td>548 (31)</td>
<td>542 (24)</td>
<td>1126 (28)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will commute but will not move</td>
<td>408 (23)</td>
<td>635 (28)</td>
<td>1043 (26)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will move away but plans to return</td>
<td>369 (21)</td>
<td>395 (18)</td>
<td>764 (19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will relocate</td>
<td>456 (25)</td>
<td>671 (30)</td>
<td>1127 (27)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1781</td>
<td>2243</td>
<td>4024</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
per cent (408) of 1781 secondary students indicated that they were willing to commute to work but would not move outside of the community to live; 28 per cent (635) of 2243 post secondary students indicated that they were willing to commute but would not move outside of the community to live, and a total of twenty-six per cent (1043) of secondary and post secondary indicated that they were willing to commute but would not move outside of the community to live. Twenty-one per cent (369) of the 1781 secondary vocational students indicated that they would move away from the community to work but planned to return at a later date; 18 per cent (395) of the 2243 post secondary vocational students indicated that they planned to move away from the community to work but planned to return at a later date. A total of 19 per cent (764) of secondary and post secondary vocational students indicated that they planned to move away from the community to work but planned to return at a later date. Twenty-five per cent (456) of the 1781 secondary vocational students indicated they would relocate as employment demanded; thirty per cent (671) of the post secondary students indicated that they would relocate as employment demanded. A total of 27 per cent (1127) of secondary and post secondary vocational students indicated that they would relocate as employment demanded.

Basically 54 per cent of the secondary vocational
students are not mobile; 52 per cent of the post secondary students are not mobile, and a composite of secondary and post secondary vocational students indicates that 54 per cent of the total number of secondary and post secondary students are not mobile.

In view of social factors as shown in Table II, 1667 responses were recorded for secondary vocational students and 2106 responses were recorded for post secondary vocational students. Forty-five per cent (746) of the secondary students needed little or no social change; forty-eight per cent (1005) of the post secondary students needed little or no social change. Forty-two per cent (708) of 1667 secondary students needed some social change, and 41 per cent (866) of the post secondary students needed some social change, and a total of 42 per cent (1574) secondary and post secondary vocational students needed some social change. Thirteen per cent (213) of the 1667 secondary vocational students needed extensive social change, and 11 per cent (235) post secondary students needed extensive social change, and a total of 12 per cent (448) of secondary and post secondary vocational students needed extensive social change.

The general conclusions for the relationship of social competency to mobility of vocational students are taken from Table III. The totals for this section were taken from the
TABLE II

A STATE COMPOSITE OF SOCIAL FACTORS FOR POST SECONDARY & SECONDARY VOCATIONAL & TECHNICAL STUDENTS

<table>
<thead>
<tr>
<th>Social Factors</th>
<th>Secondary N</th>
<th>Secondary %</th>
<th>Post Secondary N</th>
<th>Post Secondary %</th>
<th>Composite N</th>
<th>Composite %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no social change needed</td>
<td>746 (45)</td>
<td></td>
<td>1005 (48)</td>
<td></td>
<td>1751 (46)</td>
<td></td>
</tr>
<tr>
<td>Some social change needed</td>
<td>708 (42)</td>
<td></td>
<td>866 (41)</td>
<td></td>
<td>1574 (42)</td>
<td></td>
</tr>
<tr>
<td>Extensive social change needed</td>
<td>213 (13)</td>
<td></td>
<td>235 (11)</td>
<td></td>
<td>448 (12)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1667</td>
<td></td>
<td>2106</td>
<td></td>
<td>3773</td>
<td></td>
</tr>
</tbody>
</table>
A total of 3982 students were represented in this section of the study. Basically 1035 of the 3982 students indicated that they were willing to live and work in the community; 536 of the 1035, students needed some social change, and 132 of the 1035 students needed extensive social change. Approximately 1052 students of the 3982 students represented in this segment of the study were willing to commute out of the community to work but will not live outside of the community. Approximately 721 of the 3982 vocational students were willing to move away from the community to work but planned to return to the community at a later date; 288 of the 721 students needed little or no social change; 369 of the 721 students needed little or no social change; 369 of the 721 students needed some social change, and 64 of the 721 students needed extensive social change. Approximately 1174 of the 3982 students indicated that they were willing to relocate as employment demanded; 608 of the 1174 students needed little or no social change; 401 of the 1174 students needed some social change, and 165 of the 1174 students needed extensive social change. Approximately 2087 (total) of the 3982 students represented in this study indicated that they would not move their residence out of the community to live.
### TABLE III

**RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS**

**STATE COMPOSITE**

<table>
<thead>
<tr>
<th>Social Change needed</th>
<th>Degree of Mobility</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Will live and work in community</td>
<td>Will commute but will not move</td>
</tr>
<tr>
<td>Little or no social change needed</td>
<td>536</td>
<td>531</td>
</tr>
<tr>
<td>Some social change needed</td>
<td>367</td>
<td>425</td>
</tr>
<tr>
<td>Extensive social change needed</td>
<td>132</td>
<td>96</td>
</tr>
<tr>
<td>Totals</td>
<td>1035</td>
<td>1052</td>
</tr>
</tbody>
</table>
The personal and contextual factors that tended to affect the mobility patterns of secondary vocational students were: (1) parental attitude toward the career for which the students were training, in that those students whose parents did not feel that the career for which the students were training, were, to some degree, more mobile than those students whose parents had a positive attitude about the career for which the students were training.

The personal and contextual factors that tended to affect the mobility patterns of post secondary vocational students were: (1) single students tended to be slightly more mobile than the married students; (2) active membership in a club or lodge tended to decrease mobility; (3) a special interest in hunting and fishing tended to decrease mobility in students.