ABSTRACT

A study determined the perceptions of 254 high school principals toward integrating vocational education into the academic curriculum in Mississippi. Responses to the Principal's Perception Survey were received from 147 principals (93% males, 75% white) for a 57.9 percent return rate. The results of the one-way analysis of variance and frequency distributions represented the principals' perceptions toward integrating vocational education into the academic curriculum. Results indicated a significant difference between perceptions toward integrating vocational education into the academic curriculum relative to gender (p < 0.05) and race (p < 0.05). White male high school principals' perceptions toward integrating vocational education into the academic curriculum represented a negative difference when compared to those of white female or black high school principals. No significant difference was found relative to highest degree held, salary, age, certification level, administrative experience, or type of school district. On the average, the principals believed that vocational education should be integrated into the academic curriculum, regardless of gender, race, highest degree held, salary level, total years of teaching and administrative experience, and type of school district. (Eleven data tables are provided. Contains 56 references.) (YLB)
The Perceptions of High School Principals Toward Integrating Vocational Education Into The Academic Curriculum in Mississippi

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ABSTRACT

The purpose of this study was to determine the perceptions of high school principals toward integrating vocational education into the academic curriculum in Mississippi. One hundred and forty seven high school principals responded to the Principal's Perception Survey constituting a 57.9% return rate.

The results of the study indicated a significant difference between perceptions toward integrating vocational education into the academic curriculum relative to gender (p < .05) and race (p < .05). No significant difference was found relative to highest degree held, salary, age, certification level, administrative experience or type of school district.

Fifteen Tech Prep pilot high school programs have been implemented in the State of Mississippi. The results of the present study can have significant implications for school administrators and decision makers since one of the basic principles of the Tech Prep initiative in the Carl Perkins Act is the development of a curriculum that combines the strengths of academic and vocational education.
THE PERCEPTIONS OF HIGH SCHOOL PRINCIPALS TOWARD INTEGRATING VOCATIONAL EDUCATION INTO THE ACADEMIC CURRICULUM IN MISSISSIPPI

INTRODUCTION

Commission reports and studies in the 1980's brought attention to American high schools by focusing on the performance of graduates and high dropout rates (National Commission on Excellence in Education, 1983; Carnegie Task Force, 1989; Commission Workforce Quality and Labor Market Efficiency, 1989; William T. Grant Foundation, 1988; National Center on Education and the Economy, 1990). Educators and policymakers proposed a variety of reforms to remedy the perceived problems--some trivial and some that included reconceptualization of the high school.

One advocated reform was the integration of academic and vocational education. Hence, vocational and academic education in high schools separated at the turn of the century amid widespread debate about the proper goals for education. Since that time the two components have become increasingly separate. In
Integrating

general, academic education refers to a sequence of courses including English, history, mathematics, science, foreign languages, and fine arts that prepares students for further education leading to a four-year college degree. Vocational education refers to a sequence of courses that prepares students for employment after graduation by providing them with training in specific occupational skill. Technical courses can be found in both academic and vocational programs. (Bodilly, et al. 1992).

Vocational and academic teacher certification processes have also separated. Hoachlander (1990), states that while most students in high school take some vocational classes, students who are headed directly for the workplace typically take separate sequences of courses in their respective programs.

According to John Dewey (1944, 1971), the concept of integration echoes reform advocated forty years ago. The core of the integration concept is to organize the
best curricular and pedagogical practices of academic and vocational education into a single, "integrated" experience. The objectives of integration to ensure that each student learns both theory and application in chosen subject areas, learns skills that will aid in the workplace, and transition from high school to postsecondary experiences.

While policymakers debated about which reform concept would remedy the problems experienced by high schools, the federal government passed the 1990 Amendments to the Carl D. Perkins Vocational Education Act of 1984 which required that:

funds made available shall be used to provide vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies.

The amendments also demanded that state plans describe how they will provide a vocational program that "integrates academic occupational disciplines".
The federal mandate moved the abstract and sometimes distant debates of national policymakers into the more immediate realm of state and local officials who must implement integration in vocational education as a condition for receiving federal Perkins Act funds. While the directive to spend Perkins funds on some form of integration is clear, the amendments themselves provide little guidance on what is integration. Practitioners are hampered by the lack of information on both integration practices and policy supports that would encourage real change in the classroom behaviors of students and teachers; in short, both what to do and how to do it. This lack of information, combined with the requirement to integrate, could lead to compliance efforts that, while well-meaning, will be ineffective or even detrimental (Benson, 1991).

Information concerning the changes in policy and the definitive practices of integration would be useful to two groups of policymakers. The first
Integrating group is comprised of policymakers who are making choices among proposals for improving the American high school and who need information to enable them to compare integration to other proposed reforms. The second group includes those who are specifically reliant on funds from the federal Perkins Act for vocational programs and therefore need information to enable them to implement the act successfully (Grubb, 1991).

Integrating academic and vocational course work is a practical way to enrich the educational experience by combining higher order thinking skills with usable applications. Although there are a variety of approaches being attempted, the most successful programs have been developed through local collaboration and planning. Each school knows its local labor market and the needs of its students, each student can compare those needs with state and national expectations (Simmons, 1992).

Over the past several years, the integration of vocational and academic education has become recognized as a major reform in schools across the United States.
Several reasons underlying the widespread interest in integration include recognition that schools must change if they intend to better meet the needs of students and employers, and a legislative mandate to integrate vocational and academic education as specified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. A very significant and parallel reason that vocational and academic education has been accepted relates to its goals. As Schmidt, et al. (1992) indicate, one goal of integration is to provide occupational, academic, and higher order skills for all students, thus enabling them to function effectively in a technology society, information-based economy, and globally competitive marketplace. A second goal relates to the utilization of cognitive psychologists' research findings to enhance students' learning. This goal focuses on teaching on students academic and problem-solving skills simultaneously. Students in integrated settings are encouraged to recognize and solve problems through hands-on learning that reinforces academic skills. As noted by Finch (1990),
Integrating reports such as "A Nation at Risk," "Making the Grades," and "The Unfinished Agenda" have spelled out a need for reform of both vocational and academic education. Reform has impacted schools nationwide and has led to various curriculum changes. Among these changes are increased graduation requirements, articulation between secondary and postsecondary vocational and academic coursework.

Hoachlander (1991) reported that integration is not only included as part of educational reform, in general, but has its own specific set of objectives to increase basic and academic skills. Additionally, integration should make vocational courses stronger academically and make academic courses more applied and relevant for the students. Another objective of integration is to improve the cohesiveness of the entire educational curriculum. Raizen (1989) reported that one recommended approach to meet the demands of today's workplace is the integration of vocational and academic education. Further, Bailey (1990) has shown that today's workplace
Integrating

is changing and the skills of workers must change as well. Increased international competition, a changing consumer demand toward special order goods, rapid innovation, and technological developments are representative of the changes that require an increase and not a decrease in the skill level of the workforce. In addition to the basic communication, mathematics, and science skills, Johnston and Packer (1987) suggested that today's workers need a number of higher order thinking skills. These include the abilities to work in teams, to share information, and to transfer basic skills to new settings. Evidence supported by Stasz, et al. (1990) illustrated there is a declining supply of labor that meets the demands of today's market. Both vocational and academic educators agree that students must learn to think, reason, and solve problems in order to perform in and out of school.

Vocational and academic education in American high schools separated at the turn of the century. Academic education consists of disciplinary courses such as
Integrating English, history, mathematics, science, foreign language, and fine arts. It prepares students for further education at college, leading to the achievement of a four-year academic degree. It might be supplemented by technical education courses designed to familiarize students with the uses of technology but not to provide them with occupational skills. In contrast, vocational education offers students training in occupationally specific skills to prepare them for employment after high school graduation. It might also include technical education. While most students in high school take some vocational courses—for example, typing and keyboarding—academic students typically take different sequences of courses than vocational students. (Stasz, et al. 1990).

Integrating is intended to improve curriculum content in two ways: by enhancing the academic and generic skills content of courses; and by linking courses in coherent sequences that may be related to broad occupational clusters. Enhancing course content would increase students' ability to use higher order
Integrating thinking skills in practical applications. Within courses, curriculum changes might lead to a shift away from teaching specific facts and procedures to teaching generic skills, including complex reasoning abilities and widely useful attitudes and work habits. Linking across courses could prevent students from "milling around," taking unrelated courses. (Stasz et al., 1990).

Integration is proposed to improve the teaching of all subjects by replacing didactic classroom instruction with activity-based instruction that links abstract concepts with real-life events and the solving of useful problems. Changes in pedagogy involve modifying academic teaching methods to draw on strengths generally associated with vocational instruction and vice versa. Favorable pedagogical techniques in vocational courses include project-oriented methods, student-initiated activities, group work, teaching of abstract or general principles in the context of specific principles, specific applications, and an emphasis on tutoring or
Integrating apprenticeship methods rather than lecturing (Stasz and Grubb, 1991; Collins et al., 1989). From the academic side, integration reform favors greater emphasis on writing, use of focused discussion, and the "whole language" principle of exploring several representations of a single idea (e.g., through projects that incorporate written, oral, and physical components) (Adelman, 1989; Grubb et al., 1991).

Curriculum and pedagogical changes are expected to be supported by new relationships between academic and vocational teachers that foster the exchange of knowledge and lead to improved communications between discipline (Adelman, 1989; Grubb et al., 1991; Little, 1982; Little and Threatt, 1992). Coordination and collaboration between academic and vocational teachers should be provided through activities such as teaming, joint curriculum development, joint planning, and classroom observation.
Integrating

Integration aims to improve the practices of high schools that enable students to make the transition from high school to further education and productive careers. Providing better counseling, increased career planning and job experiences in high school would prevent students from experiencing long lapses between graduation and employment or wasting time pursuing careers for which they are ill-suited. Integration sometimes translates into changes in counseling, career exploration, increased career information and planning, and even changes to credentials or certification. (Benson, 1991; Grubb et al., 1991).

Adelman, (1989); Grubb et al. (1991) observed that for the part, integration has been undertaken by vocational schools that are facing falling enrollments and trying to improve their course offerings. Because of the long-standing separating between academic and vocational education in this country, integration has often been understood as primarily an attempt to reform vocational education programs—for example, by adding...
academic competencies or courses to the vocational education curriculum or smoothing the transition from school to job (Grubb et al., 1991).

Purpose of the Study

The purpose of this study was to determine the perceptions of high school principals toward integrating vocational education into the academic curriculum in Mississippi as measured by the Principal's Perception Questionnaire. Data for this study were collected from high school principals in the state of Mississippi. Specific demographic characteristics of gender, race, highest degree held, salary, age, certification, total years of teaching and administrative experience and type of district were examined to determine their relationship to the perceptions of the principals toward integrating vocational education into the academic curriculum in Mississippi.

Method

Population

The population for this study consisted of 254 high school principals identified by the Mississippi State Department of Education. These principals were mailed a questionnaire explaining the purpose of the study and solicited their participation. The 15 pilot
Integrating high schools and community colleges participating in the Tech Prep Program also were included in the population.

The responses were prepared for analysis using the SPSS/PC statistical program by Norusis (1990). The results of the one-way analysis of variance and frequency distributions represented the principals' perceptions toward integrating vocational education into the academic curriculum. The .05 level was used to establish statistical significance.

Instrumentation

The Principal’s Perception Questionnaire developed by the researcher was used to collect data for the study. It was modeled after one used in a study conducted by Dr. Sara Margaret Barnett (1984) in which she studied secondary school principals' attitudes toward vocational education programs in Texas.

The questionnaire measured the overall perceptions of principals based on responses to items 1-14 and were analyzed using one-way analysis of variance. Questions 15-19 measured current trends and were presented as frequency distributions.
Integrating

Design of the Study

The data are presented in three parts. The first part represents the demographic characteristics of the 147 high school principals who responded to the questionnaire. The second part presents a discussion of the research questions formulated to determine the overall perceptions based on 14 items regarding the principals' perceptions on integrating vocational education into the academic curriculum in Mississippi. Part three presents the principals' perceptions toward current trends regarding integrating vocational education into the academic curriculum.

Results

One hundred forty seven principals responded to the questionnaire. The responses answered the eight research questions formulated for the study and provided the demographic characteristics and trends information sought in the study. Based on the analysis of data for questions 1-14 and a tabulation of responses to questions 15-19 a significant difference was found in perceptions of high school principals toward integrating vocational education into the
Integrating academic curriculum based on gender and race in the direction of the white male. The remaining demographic characteristics of highest degree held, salary level, age level, certification, total years of teaching and administrative experience and type of school district revealed no significant differences in the perceptions of high school principals regarding integrating vocational education into the academic curriculum.

The demographic data revealed that 93% of the respondents was males; 7% was females; 75% was white; 66% percent held masters degree; 71% salary level was 40 to 49 thousand dollars; 63% was 45 to 54 years of age; 59% held AA certificates in administration; 44% had 21 to 25 total years of teaching and administrative experience and 56% was working in county districts.

On the average, the 147 principals believe that vocational education should be integrated into the academic curriculum regardless of gender, race,
highest degree held, salary level, age level, total years of teaching and administrative experience, and type of school district. Ninety to 100% of the principals stated that their district makes vocational education courses available to high school students. Fifty percent of the principals stated that their district help locate employment for students graduating from vocational education programs. Over 60% of the principals stated that their vocational teachers worked cooperatively with academic faculty members. Eighty to 90% stated that the vocational teachers at their school work cooperatively with administrators. Ninety to 100% believed that vocational education should be integrated into the academic curriculum.

Discussion of Research Questions

1. Are there differences in perceptions due to gender when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that
there were significant differences in the perceptions due to gender.

2. Are there differences in perceptions due to race when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that there were significant differences in the perceptions due to race.

3. Are there differences in perceptions due to highest degree when comparing principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that there were no significant differences in perceptions due to the highest degree.

4. Are there differences in perceptions due to salary when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that there were no significant differences in perceptions due to salary.
5. Are there differences in perceptions due to age when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that there were no significant differences in perceptions due to age.

6. Are there differences in perceptions due to level of certification when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that there were no significant differences in the perceptions due to level of certification.

7. Are there differences in perceptions due to total years of teaching and administrative experience when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that there were no significant differences in the perceptions due to total years of teaching and
Integrating
administrative experience.

8. Are there differences in perceptions due to type of school district when comparing high school principals' responses to integrating vocational education into the academic curriculum? The results of this study indicate that there were no significant differences in the perceptions due to the type of school district.

The following represents responses to questions related to current trends in principals' perceptions:

1. One hundred percent of the males and 90% of the females felt their district makes vocational courses available to high school students. All other demographic characteristics showed consistency with this perception.

2. There was consensus among the principals who responded that their school locates employment for students graduating from vocational education programs. However, 60% female indicated no to the question with Blacks, the lower salary range, and fewer years of experience responding at or above 50%.

3. Eighty four percent of males and 40% of the
females felt the vocational teachers at their school work cooperatively with academic faculty members.

4. Ninety one percent of the males and 70% of the females felt that vocational teachers at their school work cooperatively with administrators.

5. Ninety two percent of the males and 90% of the females believe that vocational education should be integrated into the academic curriculum.

Conclusion

There was a significant difference in high school principals' perceptions toward integrating vocational education into the academic curriculum relative to gender. White male high school principals' perceptions of integrating vocational education into the academic curriculum represented a negative difference when compared to white females.

There was a significant difference in high school principals' perception toward integrating vocational education into the academic curriculum relative to race. White high school principals' perceptions of integrating vocational education into the academic curriculum represented a negative difference when
compared to black high school principals.

The analysis of data indicated there was no significant differences in high school principals' perceptions toward integrating vocational education into the academic curriculum relative to degree, salary, age, certification, type of school district and total years of teaching and administrative experience.

These findings indicate a need for the State Department of Education in Mississippi to expand the Tech Prep Program. This would enable all principals to gain a broader insight into integrating vocational education into the academic program. Further, staff development activities should be mandatory for current Tech Prep Programs teachers. As educators continue to plan programs that prepare students for the 21st century, the integration of vocational and academic programs will no doubt figure prominently into those plans. When we consider that 80% of the workforce in America is educated only through high school, it is critical to the success of American education that those who do not see college as an option be fully prepared for whatever career they choose as possible.
### Table 1 - Demographic Characteristics of High School Principals

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>137</td>
<td>93%</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>75%</td>
</tr>
<tr>
<td>Black</td>
<td>37</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Highest Degree Held</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>97</td>
<td>66%</td>
</tr>
<tr>
<td>Specialist</td>
<td>34</td>
<td>23%</td>
</tr>
<tr>
<td>Doctor</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Salary Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$20,000 - 29,999</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>30,000 - 39,999</td>
<td>25</td>
<td>17%</td>
</tr>
<tr>
<td>40,000 - 49,999</td>
<td>105</td>
<td>71%</td>
</tr>
<tr>
<td>50,000 - 59,999</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Age Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 - 34</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>35 - 44</td>
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<td>25%</td>
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<td>45 - 54</td>
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<td>63%</td>
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<td>55 - 64</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Highest Administration, Certification</strong></td>
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<td></td>
</tr>
<tr>
<td>AAAA</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>AAA</td>
<td>38</td>
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</tr>
<tr>
<td>AA</td>
<td>87</td>
<td>59%</td>
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<tr>
<td>Not Indicated</td>
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<tr>
<td><strong>Years of Teaching and Administrative Experience</strong></td>
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<tr>
<td>0 - 5</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>6 - 10</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>11 - 15</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>16 - 20</td>
<td>23</td>
<td>16%</td>
</tr>
<tr>
<td>21 - 25</td>
<td>65</td>
<td>44%</td>
</tr>
<tr>
<td>Above 26</td>
<td>47</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Type of District</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>83</td>
<td>56%</td>
</tr>
<tr>
<td>Consolidated</td>
<td>20</td>
<td>14%</td>
</tr>
<tr>
<td>Municipal</td>
<td>40</td>
<td>27%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>3%</td>
</tr>
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Table 2 - Analysis of High School Principals' Perceptions Toward Integrating Vocational Education into the Academic Curriculum by Gender

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>.8411</td>
<td>5.4913</td>
<td>.0205*</td>
</tr>
<tr>
<td>Within</td>
<td>145</td>
<td>.1532</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total*</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < 0.05.

Table 3 - Mean Scores of High School Principals' Perceptions Toward Integrating Vocational Education into the Academic Curriculum by Gender

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>137</td>
<td>3.9567</td>
<td>.3907</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>4.2571</td>
<td>.4015</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>3.9772</td>
<td>.3973</td>
</tr>
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</table>
### Table 4 - Analysis of High School Principals' Perceptions Toward Integrating Vocational Education Into the Academic Curriculum by Race

<table>
<thead>
<tr>
<th>Source</th>
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<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
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<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>2.5585</td>
<td>18.1031</td>
<td>.0000*</td>
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<tr>
<td>Within</td>
<td>145</td>
<td>.1413</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

*p < 0.05.

### Table 5 - Mean Scores of High School Principals' Perceptions Toward Integrating Vocational Education Into the Academic Curriculum by Race

<table>
<thead>
<tr>
<th>Group</th>
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<th>M</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>110</td>
<td>3.9006</td>
<td>.3774</td>
</tr>
<tr>
<td>Black</td>
<td>37</td>
<td>4.2046</td>
<td>.3716</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>3.9772</td>
<td>.3973</td>
</tr>
</tbody>
</table>
Table 6 - Mean Score of High School Principals' Perceptions Toward Integrating Vocational Education into the Academic Curriculum by Gender and Race

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Males</td>
<td>105</td>
<td>3.8776</td>
<td>0.367</td>
<td>-3.05</td>
<td>.003</td>
</tr>
<tr>
<td>White Females</td>
<td>5</td>
<td>4.3857</td>
<td>0.275</td>
<td></td>
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</tr>
<tr>
<td>White Males</td>
<td>105</td>
<td>3.8776</td>
<td>0.367</td>
<td>-4.60</td>
<td>.000</td>
</tr>
<tr>
<td>Black Males</td>
<td>32</td>
<td>4.2165</td>
<td>0.357</td>
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</tr>
<tr>
<td>White Females</td>
<td>5</td>
<td>4.3857</td>
<td>0.275</td>
<td>1.01</td>
<td>.340</td>
</tr>
<tr>
<td>Black Females</td>
<td>5</td>
<td>4.1286</td>
<td>0.496</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Males</td>
<td>32</td>
<td>4.2165</td>
<td>0.357</td>
<td>0.49</td>
<td>.629</td>
</tr>
<tr>
<td>Black Females</td>
<td>5</td>
<td>4.1286</td>
<td>0.496</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The means of high school principals were approximately 3.88, 4.38, 4.22, and 4.13 respectively for white males.
Table 7 - MY DISTRICT MAKES VOCATIONAL COURSES AVAILABLE TO HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>137</td>
<td>0</td>
</tr>
<tr>
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REFERENCES


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