THE PERCEPTIONS OF TEACHER-COORDINATORS AND EMPLOYERS OF SENIOR
COOPERATIVE STUDENTS AS TO THE ROLE OF THE EMPLOYER IN
THE FORT WORTH INDEPENDENT SCHOOL DISTRICT'S
VOCATIONAL OFFICE EDUCATION PROGRAM

DISSERTATION

Presented to the Graduate Council of the
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Fulfillment of the Requirements

For the Degree of

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By

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The problem of this investigation was to clarify the responsibilities of the employer participating in the VOE program. Three major purposes were stated: (1) to determine the role expectations of employers of VOE students as perceived by employers participating in the program; (2) to determine the role expectations of employers as perceived by the VOE teacher-coordinators; and, (3) to determine if any significant differences existed between the employer perceptions and those of the teacher-coordinators.

To obtain information, questionnaires were sent to a random sample of fifty employers participating in the VOE program during the 1983-84 school year. An identical survey instrument was administered to thirty VOE teacher-coordinators in Fort Worth. A Chi-square test of independence was applied to the data to test the hypotheses, with the .05 level used as the point of rejection.

Of the seventeen surveyed possible role functions addressed, a majority of the employers responded positively to sixteen, were undecided about one, and responded negatively to none. A majority of the teacher-coordinators responded positively to eleven, were undecided about six, and responded negatively to none.
One significant difference existed between the employer perceptions and those of the teacher-coordinators concerning one training responsibility which resulted in the rejection of one of the stated null hypotheses.

As a result of the study, it was concluded that employers' views are more positive toward their training responsibilities than those of the teacher-coordinators; teachers are more indecisive about the employer responsibilities; employers are more willing to accept responsibility for training—in all areas except basic skills—than teachers are willing to delegate; and, if VOE teacher-coordinators continue to resist allowing employers to take added responsibilities in training students, the VOE program will continue to fail in meeting the demands of the market place.
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CHAPTER I

INTRODUCTION

Vocational educators in public institutions are facing major challenges today. The dominant concern is the increasing gap between the skills of the individuals available for employment and the requirements of the workplace. According to Gene Bottoms, (4) Executive Director of the American Vocational Association, during the next decade vocational emphasis must be on the requirement of the workplace. He contends that if the recession were to end tomorrow, there would still be between two and three million individuals left unemployed, because they lack the necessary skills to fit into available jobs. An economist and consultant for the American Society for Training and Development adds:

... the United States has fallen from second to seventh place in its share of the world's skilled workers. Our ability to adapt our human skills to new technologies... with available workers will be critical in the coming years. (6, p. 24)

Advances in electronics, robotics, and computer applications are demanding a restructuring of curriculum—not only in the maintenance of existing programs, but in the development of new programs to prepare individuals for the changing requirements of the workplace. (4) This impact of technology on the workforce is evidenced in a 1981 study by the Department of Defense. (7) The study projects that by 1987, millions of new jobs will be created. For instance, more than 125,000 engineering
technicians, 40,000 electronic technicians, 37,000 data-processing specialists, 155,620 clerical workers, 600,000 construction craft workers, and more than a million secretaries will be needed in addition to existing workers. Also, the projected growth by occupational groups for 1978-1990 forecasts that clerical occupations will have the greatest increase (a growth of approximately six million positions). (10) Simultaneously, a recent report reveals a critical paradox:

Secretaries are a vanishing breed, because the number of people entering the labor market is dropping by 5 percent each year, a rate that will accelerate to 10 percent between 1985 and 1990. As a result of affirmative action programs and other offshoots of the women's movement, women are choosing careers from a wider range of alternatives, often abandoning female-stereotyped occupations. At the same time, the educational system is turning out graduates less capable of performing clerical and secretarial work, largely because they are deficient in basic skills. (19, p. 36d)

Economists, educational specialists, task forces—both public and private—governmental agencies, employers, and vocational administrators are demanding a review of educational priorities in order to help solve the dismal problems of the labor force. The Executive Vice-President of the Illinois State Chamber of Commerce (1) explains that frequently vocational educators are resistant to change because they are a part of the overall educational system and tied to rigid curriculum, tenure, and inexpedient purchasing requirements. Thus, they are divided between upgrading in-school training which requires expensive equipment that too rapidly becomes obsolete, or relying on business firms to provide on-the-job training.

A national study of 200 institutions conducted in 1981, by the Center for Vocational, Technical, and Adult Education at the University
of Wisconsin-Stout (16) revealed that more than 30 percent of the equipment was obsolete; and to bring its equipment up to date, a typical vocational education institution offering agriculture, business and office, home economics, and trade and industrial programs would require a minimum of $600,000. "The rate at which equipment is becoming obsolete is two-thirds higher than the replacement rate. So even at current support levels, it would be impossible for programs ever to catch up with current technology." (16, p. 41) Bottoms adds:

With the threat of federal funding being reduced, the inadequacy of resources to keep up is leading us to a dangerous form of economizing. It costs less to maintain a vocational program that is no longer needed than to make the investment in new instructional equipment and curriculum..., and many institutions are doing just that. But our nation cannot afford such economizing when it is trying to build a better prepared and more highly skilled work force. (5, p. 9)

Educational specialists and occupational advisors are proclaiming that the solution to the paradox of unfilled jobs and unemployed workers is the formation of a nationwide working relationship between business, industry, and vocational education. "Because the demands for vocational and technical education will increase faster than resources, the emphasis will be on making the maximum, most effective use of every resource." (4, p. 10) According to Economist Pat Choate of Washington, D.C., (7, p. 23) the vocational education community must enter into a true partnership with employers and realize that training for many skills can best be provided by business. Carnevale recommends a "cafeteria" approach as a solution:

We don't need a new delivery system to meet our nation's training needs in the next two decades. What we need is a new approach that rewards effective and fair vocational training and discourages ineffective and unfair training wherever it takes place.... I would propose a 'cafeteria' approach to
allocating training and a healthy dose of capacity building throughout the existing delivery mechanisms. . . . It is quite clear that each of our training providers provides efficient, accountable, and fair training somewhere, but no single provider does it everywhere. (6, p. 24)

Vocational education leaders (21, p. 23) agree that the day is past when one segment of the training community can be responsible for meeting the nation's demand for skilled workers. Collaboration, partnership, and a cooperative effort among all training providers is the solution to vocational education's present dilemma.

In light of the foregoing, and since clerical-secretarial occupations are most drastically affected, an attempt had to be made to articulate classroom instruction and on-the-job training in the Vocational Office Education (VOE) Senior Cooperative programs. Since the role of the employer in cooperative programs continues to be vague, it was felt that collaboration with employers was imperative in order to better determine what they felt their function should be--how much instruction they were willing and able to give student learners, what learning activities and equipment they felt more able and equipped to teach, and how much responsibility they were willing to assume in educating the student-employee.

Statement of the Problem

The problem of this study was to identify the perceptions of employers of VOE Senior Cooperative students and VOE teacher-coordinators concerning the role expectations of employers participating in the VOE Senior Cooperative program in the Fort Worth Independent School District (FWISD) in Fort Worth, Texas.
Purposes of the Study

The purposes of this study were

1. To determine the role expectations of employers of VOE Senior Cooperative students as perceived by employers participating in the FWISD program;

2. To determine the role expectations of employers of VOE Senior Cooperative students as perceived by the VOE teacher-coordinators in Fort Worth;

3. To determine if any significant differences existed between the employer role perceptions and those of the VOE teacher-coordinators.

Hypotheses

To achieve the purposes of this study, the following hypotheses were tested.

1. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to establish and maintain a manual filing system.

2. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to prepare, store, retrieve, code, edit, and restore computer-microprocessed documents.

3. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to compose business correspondence from rough-draft material, handwritten notations, and-or oral instructions.
4. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to compose business correspondence, proofread, edit, and produce final copy using word-processing equipment.

5. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to produce business correspondence from dictation and-or voice-transcribing equipment.

6. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to compose, format, proofread, edit, and produce business correspondence from reference sources.

7. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to function as receptionists.

8. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to perform numerical data calculations using electronic calculators which may or may not possess storage capacities.

9. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to perform accounting activities using electronic calculators which may or may not possess storage capacities.
10. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to post manually to ledgers, journals, and-or accounts.

11. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to calculate, store, retrieve, verify, edit, and restore accounting functions using data processing equipment and-or computers.

12. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to operate single and-or multiline telephone systems and specialized telephone service equipment.

13. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to process incoming and outgoing mail.

14. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to operate reprographic equipment.

15. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in assisting VOE students to understand how the VOE position relates to the workflow of the company and to the world of work.

16. There will be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role
of the employer in assisting VOE students to inventory, evaluate, and set
goals for improvement of personal work habits and human relations skills.

17. There will be no significant differences in the perceptions of
VOE teacher-coordinators and those of the employers regarding the role
of the employer in counseling VOE students to assess and make plans for
improvement of job-related skills and abilities in order to progress in
career and-or job.

Background and Significance of the Study

The VOE Cooperative programs in America's comprehensive high schools
have evolved from two sources—the apprenticeship system and commercial-
clerical instruction. According to Jorgensen, (14) office education has
been a part of American educational curriculum since 1635 when students
were given commercial instruction. In his discussion of the advantages
of cooperative education, Evans contends that:

While the sharing of time between education and work is some-
times thought to be a new idea, it had its origins in England
in the nineteenth century, when children employed in factories
were required to attend school on a half-time basis. Factory
children learned as much as ordinary children, though they re-
ceived instruction for only half as long each day. (12, p. 193)

During the latter years of the nineteenth century, preservice educa-
tion programs for training bookkeepers and clerical workers were organized
in proprietary school and academies, because the apprenticeship agencies
failed to meet the training needs of these workers. At the same time,
however, most public school authorities saw little need for commercial
courses, and as a result, few public secondary schools offered them. (20)

During the early years of the twentieth century, the rapid expansion
of business and its ensuing demand for more stenographers, bookkeepers,
and office clerks prompted an expansion of the business education curriculum and its inclusion in public secondary schools. The National Education Association's constant studies and recommendations, from 1901 through 1919, emphasized a more enriched program that would include specific job objectives and goals in addition to bookkeeping and stenography. (14) With the Smith-Hughes Act of 1917, commercial education received additional support and some federal funding in the establishing of vocational schools offering classes and instruction in commercial pursuits. (20)

In an effort to serve two roles in high school—the vocational as well as personal-use needs of students—the business education program was not clearly identified with vocational education until the Vocational Education Act of 1963 authorized federal funding for gainful occupations. Cooperative office education was then added to the curriculum to provide realistic preparation and to develop strong ties with the business community. (12)

The present VOE Cooperative programs in Texas are a direct outgrowth of the Vocational Education Act of 1963 (Public Law 88-210). As a result of this far-reaching legislation, Fort Worth was one of the fifty-six Texas schools to implement VOE Cooperative during the school year 1965-66. (11) Since the Amendments of 1968-1976, which were aimed at specific target groups, VOE Cooperative has flourished. (22) For instance, the Vocational and Technical Education Annual Report from the United States Office of Education (8, p. 349) in 1965, showed an enrollment of 731,000 in VOE programs. Contrastingly, the 1982 Vocational Education Data System report from the National Center for Educational Statistics listed an enrollment of 3,400,057. (8, p. 349)
The majority of VOE programs today are in the administrative support area including general office, clerical typewriting, secretarial, stenographic, word-processing, accounting, computing, and business data-processing occupations. (14) Even though new VOE programs are being implemented annually, and excellent follow-up reports hail the nationwide success of VOE, media reports claim that such programs continue to fail in meeting the demands of the workplace. (23; 24; 25) Santos offers the following explanation for the negative publicity:

Vocational education as well as the high school itself is under intensive scrutiny by everyone from prestigious national panels to small-town school boards. The comprehensive high school is the biggest tax-supported vendor of vocational coursework in the nation today. . . . Since taxpayers are footing the bill, they want to be certain they are buying the best product possible. (21, p. 23)

Typical complaints and ominous warnings directed at educators are evidenced by such statements as Senator Claiborne Pell of Rhode Island expressed at an American Vocational Association meeting:

Too often vocational education courses are not relevant at all. . . . the sad irony is that each year. . . we graduate far too many vocational students who have learned obsolete skills and who have no idea about the job market they face. I have seen programs in which vocational educators neglected to coordinate their efforts with other state programs, with employers, with academics, or with community programs. There was more effort spent in those areas in maintaining fiefdoms than spent in doing what was best for the student. (18, p. 24)

Agreeing with Senator Pell, an executive secretary and staunch supporter of vocational office education revealed alarm at the apathetic attitude of vocational educators:

Training programs in business and office education still have the same problem they had in 1962. . . not providing the skills needed to meet the requirements of employers in the
clerical-secretarial field. . . . Today with funded programs, training is one of the greatest opportunities, but those involved in providing the training have not taken advantage of the opportunity. Too many training programs lack updated methods, formats, and skill requirements. Public relations and rapport with the business community have not been built. In many cases, research indicates that the real problem is not lack of dollars, but apathy on the part of the teachers. (9, p. 44)

Beaumont (2) charges educators to accept the challenge of today's market place and prove that secondary office-occupations programs can meet the demand for providing well-trained office personnel. He contends that since the business world has implemented word-processing, office-education teachers must immediately make necessary changes in curricula and teaching procedures that will prepare students for the automated systems they will encounter in modern business offices.

Accepting Beaumont's challenge, fifty Fort Worth employers of VOE Senior Cooperative students were personally interviewed by this researcher to determine employer needs in that city. On October 4, 1983, Mr. Ralph Beaver, President of Bevex Corporation, stated:

Don't send me any student-employees who have been trained on your school computers. They are nothing like our system, and besides I have to unteach and then reteach. Just send me a student with a good attitude, a willingness to work, a knowledge of typing and telephone courtesy, and I'll teach the rest. You teachers sell us short--we should be the people to teach the computers because we have the real thing. (3)

The late Bill Heaton of Heaton, Hill, and Combes Accounting Agency, noted in November, 1982, that in altering the emphasis in office education to meet technological innovations, the VOE teacher-coordinators should stress language skills, editing, proofreading, effective business communications, working with rough drafts and hard-to-read copies. Also, he
was adament in his belief that students must be helped to understand word-processing terminology and the function of word-processing as it relates to the workflow. He stated further that:

If this can all be learned in school, then we can teach them the equipment and applications. The schools try to do it all and spread themselves too thin. As a result, I end up with a student who can input and retrieve information on a simple computer, but can't compose a simple business letter, much less punctuate it. What I'm trying to say is that I can teach one to operate a computer or a word-processor, but I can't teach grammar, spelling, and composition. (13)

Several employers admitted during the interviews that they were not real sure exactly what their function was in the program, nor how they were to go about their duties as a training sponsor. They felt their major responsibility was just to make employment available to the student and use them where they could. Even though a training plan was on file, if the students were weak, they were just used for running errands, filing, and pick-up work. Not only is such practice unjust to the student, but extremely detrimental to the VOE Senior Cooperative program in Fort Worth.

As a result of the foregoing, this study was based upon the need to establish a role definition for participating employers in the VOE Senior Cooperative program of FWISD. Hopefully, clarifying the employer's role and establishing better communication between the school and business community will lead to revising curriculum, reevaluating priorities in the classroom, eliminating discrepancies between students' individual training plans and actual on-the-job training, improving training for future office workers—both in school and on the job—more adequately supplying demands of the workplace, eliminating unfavorable publicity concerning vocational education, combating the possibility of removing VOE
from the high school curriculum, influencing purchasing of only necessary office equipment, prioritizing basic skills, saving time and tax dollars, and strengthening collaboration and public relations between business, industry, and education.

Definition of Terms

For the purpose of this study, the following definitions were used.

1. Comprehensive High School--a secondary school in which both vocational and non-vocational courses are taught, and students may be enrolled in a college-preparatory, a general, or a vocational education program.

2. Cooperative Vocational Education--a program of vocational education for persons who, through a cooperative arrangement between school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in an approved occupational field. (15)

3. Follow-Up--a survey to determine whether or not students trained in office occupations remain employed in these or related occupations.

4. On-The-Job Training--instruction received at the student's place of employment, commonly referred to as a training station. The instruction provides students with a knowledge of specific tasks and is given by the supervisor and-or employer.

5. Role Expectation--refers to a cluster of tasks or activities that are believed to be the function, or responsibility, of a person in a particular position.
6. **Teacher-Coordinator**—a licensed vocational teacher who teaches, supervises, and coordinates all phases of the cooperative program. This is the school's representative who, in addition to being a classroom instructor, works with local employers to place students in a learning situation and coordinates the in-school and on-the-job instruction.

7. **Training Plan**—a plan developed by the teacher-coordinator, the employer and-or training supervisor, and the student indicating what is to be learned by a specific student and whether it is to be learned in the classroom or at the training station. The training plan is a non-binding contract that is to be developed following a careful analysis of the student's career objective and training-station occupation.

8. **Training Station**—the business establishment where the student receives on-the-job instruction and training through part-time employment.

9. **Vocational Office Education Senior Cooperative**—a one-year program for senior students who have occupational objectives in the field of office occupations. Students attend regular classes, including one period of VOE, for one-half day and are employed for on-the-job training one-half day. Special help for on-the-job problems is provided by the supervising teacher-coordinator. (17, p. 8)

10. **Word Processing**—a system of processing information communications using standardized procedures, electronic processing equipment, and specialized, systematic employee responsibilities to produce quality communications at rapid speeds and low costs. (26, p. 68)
Delimitations of the Study

The subjects in this study were delimited to VOE teacher-coordinators and representative employers in Fort Worth, Texas. The data obtained were from responses on a mailed questionnaire and consequently, were subject to those delimitations in such an instrument.

Basic Assumptions

It was assumed that the employers chosen by random sample for this study were representative of employers in Fort Worth and that they responded openly and sincerely to the items on the questionnaire. Further, it was assumed that the instrument was comprehensive and included the major responsibilities of employers which allowed the respondents to adequately express their perceptions.


3. Beaver, Ralph, Personal Interview, Fort Worth, Texas, October 4, 1983.


23. Tiede, Saralee, "Vocational Education Gets Failing Grade," Fort Worth, Texas, Fort Worth Star Telegram, (March 21, 1984) 1A.


CHAPTER II

REVIEW OF RELATED LITERATURE

As was revealed in Chapter I, vocational education is under careful scrutiny from both private and public sectors. Vocational leaders and consultants advise that the basic solution to the major challenge facing vocational educators is the immediate implementation and operation of flexible, top-quality programs. According to Benson, the attributes of such programs are three: "... comprehensiveness and depth of instruction; closeness to business and industry; and, flexibility in responding to local labor market demands." (3, p. 24)

An in-depth review of business and office occupations literature revealed some of the major factors preventing quality programs. The first factor concerns the failure on the part of educators to evaluate curriculum as to its relevancy to the office environment found in business and industry today. This was evidenced by the foregoing warnings to educators. Consequently, studies to determine tasks presently being taught in the classroom as compared with those tasks that are actually being performed on the job reveal considerable differences. (5; 8; 9; 20)

A second factor is that curricula are not moving rapidly enough to reflect technical advancement and integrate all phases of the office programs in an attempt to move toward the information-management system now common in today's offices. Isolated skills are still being taught. (14)
Specialization, which in the past contained much merit, now is detrimen-
tal in the preparation of office workers. Setting up "subject kingdoms" 
must give way to transdisciplinary training if office education is to 
meet the demands of the labor market. (2; 7; 11; 13) The reluctance of 
educators to respond to the demands of the market place is reported by 
Bottoms:

A recent (1981) national study conducted by the Center for 
Vocational, Technical, and Adult Education at the University of 
Wisconsin-Stout found close to a third of the 200 participating 
institutions not even offering word-processing. (4, p. 10)

A third, and extremely controversial, factor in maintaining qualtiy 
VOE programs is equipment. Some proponents call for purchasing equipment 
for the classroom; others claim that students should learn the basics and 
leave hands-on training for the employers. According to Wood:

A simple survey will reveal a discrepancy between the 
office-education equipment found in schools and that in busi-
ness. Since schools are frequently supported by public funds, 
it is unrealistic to expect this discrepancy to be absent.  
(21, p. 302)

In addition, Lee Beaumont, a well-known business education consultant from 
Wallingford, Pennsylvania, adamently opposes the purchasing of sophisti-
cated word-processing equipment for secondary office-occupations programs 
because of the cost and diversity of such equipment on today's market:

There are more than 100 word-processing equipment vendors in 
the United States producing very expensive machines of widely 
different characteristics and capabilities. These machines 
change or become obsolete very rapidly. It would be almost 
impossible for most high schools to select one or even two 
pieces of such equipment which are representative of all word-
processing equipment found in the office. (1, p. 68)

In support of Beaumont, Tull brings out the fourth factor hampering 
quality VOE programs--the need to return to teaching basic skills:
Students should gain information on word-processing equipment through field trips, local business firms, slide presentations, vendor demonstrations, and on-the-job training. More important than equipment, is the need to develop skills in oral and written communications, letter-writing, editing, reading, proofreading, rapid typing from rough-draft copy, transcribing, telephone techniques, records management, keyboarding, and human relations. (17, p. 364)

Further emphasizing the skills priority is the study conducted by Gregg-McGraw-Hill (16) to determine the top ten skills necessary for today's secretaries. Help-wanted advertisements in newspapers throughout the country were surveyed. The top-ten skills mentioned in the advertisements and the percentages of each skill's appearance were: typewriting, 82 percent; shorthand, 51 percent; telephone, 20 percent; accounting, 19 percent; organization, 16 percent; clerical functions, 11 percent; ability to communicate, 11 percent; filing, 9 percent; editing-proofreading-spelling, 6 percent; and word-processing, 6 percent.

The Labor Market Information Network (LMIN) in New York is a non-profit, city-funded research program devoted exclusively to gathering information as a basis for improving existing employment-preparation programs or initiating new ones. Through the utilization of special task forces, LMIN (10) found, in 1981, some facts that are quite pertinent to occupational training for future office workers. In regard to graduates of vocational programs, the task force found some lacking in skills, but more frequently, they reported:

... it is more the behavior and attitudes toward work, ability to communicate with and relate to others, and interest in business and a career that employers say they have much difficulty finding. ... and would like to see more attention paid in vocational training to these job-applicant deficiencies than to specific technical-information skills. (10, p. 93)
A further complaint the task force reported was:

Teachers, for example, shift a trainee from the typewriter to the word-processor which not only promotes underutilization of the expensive equipment's capability, but also the continued practice of having a worker operate a single piece of equipment full-time. This continues to focus on a single skill rather than multiple skills required of today's office workers. What we want is people who understand a system, its logic, its limitations, and how information can be organized. We would then train them in the specifics. (10, p. 96)

The task force concluded that office managers and business educators must work closely to construct programs aimed at developing office-systems skills. Further, LMIN would "endorse training only if educators can be found who believe in the value of general understandings and who understand that they can only teach those basics." (10, p. 106) According to Daggett, within the next eight years, "if traditional business education does not become known as information-processing and reach every single student enrolled in school, employers will find alternative training vehicles." (6)

The survey of literature not only revealed the major shortcomings of VOE programs, but also resulted in a myriad of information concerning specific responsibilities of VOE teacher-coordinators. Some sources were detailed to the point of setting up a calendar of suggested activities for a month-to-month operation of the program listing the teacher-coordinators' responsibilities. Employer responsibilities, however, were depicted in extremely general terms. It appears that authors who address employers' responsibilities directly tend to emphasize the same attributes that are used in selecting training stations. For example, the following responsibilities of the training sponsor were listed in a curriculum bulletin (15) for cooperative educators in Fort Worth:
1. Understand the goals of the training program
2. Know units being studied in the classroom
3. Know enough about student to be able to teach him effectively
4. Take time to be a teacher
5. Provide on-the-job experiences
6. Support the club program
7. Teach specific job skills
8. Teach values and human relations
9. Teach technical information
10. Teach ethics and responsibility
11. Teach policies, systems, and methods of training agency
12. Help student develop judgment and a mature outlook

South Carolina's state manual (10, pp. 9-10) for cooperative office education did not list duties or responsibilities of employers participating in the VOE program. Instead, it suggested that the employers make the following provisions for VOE students:

1. A proper office environment
2. Adequate supervision
3. Planned office experiences related to student's capabilities
4. An understanding of program objectives
5. A wage-scale for student that is comparable to that for other part-time workers performing similar tasks
6. A minimum of 10 hours of employment per week
7. Periodic visits by coordinator for observing student on the job
8. Work appraisals of student's performance
9. Conferences with coordinator concerning student's progress
10. A variety of training experiences
11. Safety measures for the welfare of the student

The Wisconsin Department of Public Instruction provides its cooperative coordinators a guideline for implementing VOE programs. (19, pp. 17-18) The following rationale for employers' responsibilities was identified in that guideline:

1. Development of personality
2. Opportunity for social experiences
3. Development of emotional stability
4. Assistance in selection of vocation
5. Provision of general occupational training
6. Provision of wages equitable to other part-time employees
7. Assistance in periodic appraisals of student's work and progress

Meyer (12) identifies similar responsibilities and emphasizes provision of adequate supervision and worthwhile occupational assignments, which require effective planning and management support. The latter, as the majority of publications, are written from an educational view, and the employer's role remains general and vague.

The extensive review of related literature and three separate computer searches of the Educational Resources Center (ERIC) failed to reveal the existence of a study designed to determine the perceptions of teacher-coordinators and employers as to the role of the employer in VOE. As was stated previously, this study was based on a need to clarify that role and to establish how much responsibility the participating employers are willing to assume.
CHAPTER BIBLIOGRAPHY


CHAPTER III

METHODS AND PROCEDURES

Survey methodology was utilized in gathering data pertaining to the responsibilities of the employer as perceived by VOE teacher-coordinators and by employers participating in the VOE program. To provide a reference for a comparison of the role perceptions, an identical questionnaire was provided for employers and teacher-coordinators.

Instrument

Since a thorough search of the literature did not provide an appropriate survey instrument for this study, a questionnaire was developed from a comprehensive review of literature concerning office-related tasks, a collection of training plans previously formulated through collaborative efforts of various Fort Worth employers and VOE teacher-coordinators, and from selected curriculum guides (1; 2; 3; 4) for office occupations. The resulting questionnaire (Employer Role Questionnaire) contained seventeen possible role functions, or training responsibilities, of employers who participate in the VOE Senior Cooperative Program. It was designed to obtain responses on a five-point Likert-type scale. The alternatives from which the respondents could select were as follows:

1. Strongly disagree—was interpreted as a role function that must not be performed by employers;
2. Disagree—was interpreted as a role function that should not be performed by employers;

3. Undecided—was interpreted as a role function that may or may not be performed by employers;

4. Agree—was interpreted as a role function that should be performed by employers;

5. Strongly agree—was interpreted as a role function that must be performed by employers.

Upon completion, the questionnaire was presented to a panel of experts for validation. Members of the panel were selected because of their expertise in office occupations and were selected with the approval of the doctoral advisory committee. The panel members evaluated each item of the questionnaire as to clarity, appropriateness, and value of information that could be obtained from responses to the item. Revisions of the instrument were made following the evaluation by the panel, and their suggestions were incorporated into the final instrument.

The validated questionnaire was then administered to a pilot group of VOE teacher-coordinators and employers of VOE Senior Cooperative students in order to test the reliability of the instrument. The internal consistency of the instrument was calculated using the split-half correlation. The Spearman-Brown prophesy formula was used to correct the reliability coefficient obtained.

Population

The population for this study consisted of two groups associated with the Fort Worth Independent School District's VOE Senior Cooperative
Program. One group consisted of the VOE teacher-coordinators, and the other group was comprised of employers, or training sponsors, of VOE students enrolled in the program during the 1983-84 school year.

Procedures

On May 1, 1984, Dr. Robert McAbee, Associate Superintendent of FWISD, was contacted for permission to administer the study in the district. Dr. Bettye Herring, Vocational Director, and Dr. Annice Elliott, Consultant in the Vocational, Technical, and Office Occupations Department, were also contacted and presented with a proposal for conducting the study. Permission was granted, and a list of the thirty VOE teacher-coordinators' names and addresses was supplied. At the same time, Mr. Tom Loftin, Area One VOE Consultant for the Texas Education Agency, was contacted requesting a list of Fort Worth employers of VOE students during the 1983-84 school year. A table of random numbers was then used to identify the names of the fifty employers to be included in the study.

On May 18, 1984, each teacher-coordinator and selected employer was mailed a questionnaire (See Pages 72-73), an accompanying cover letter (See Pages 74-75), and an instruction sheet (See Page 76), explaining the purposes of the study, directions for completing and returning the questionnaire, and an explanation of how the results of the study were to be used. Follow-up letters and an additional copy of the questionnaire were sent to the non-respondents on June 10, 1984. Of the total questionnaires mailed to employers, thirty-five, or 70 percent, were completed and returned to the researcher by July 1, 1984. Of the total mailed to the teacher-coordinators, 70 percent, or twenty-one questionnaires, were completed and returned by July 5, 1984.
The returned questionnaires were computer scored at the North Texas State University (NTSU) Computer Center on July 13, 1984. The responses of both groups (teacher-coordinators and employers) were tabulated, and a Chi-square test of independence was used to determine perceptive differences at the .05 level of significance for each item on the questionnaire.

For the purpose of this study, if an item received a majority of positive responses (agree and strongly agree) from both surveyed groups, it was considered a function for which employers should be responsible when training VOE students. The items that received a majority of negative responses from both groups were considered functions for which employers should not be responsible. The items receiving a majority of positive responses from one group only were considered to be functions that might or might not be the responsibilities of employers participating in the VOE program.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF DATA

The findings of the present investigation were based upon an analysis of research data gathered from the survey instrument (Employer Role Questionnaire). The questionnaire was administered to fifty employers participating in the VOE Senior Cooperative program of the FWISD during the 1983-84 school year. Thirty-five, or 70 percent, of the employers completed and returned their questionnaires. An identical survey instrument was administered to thirty VOE teacher-coordinators in Fort Worth. Twenty-one, or 70 percent, of the teacher-coordinators responded. The returned surveys were tabulated and computer scored in the NTSU Computer Center, and a Chi-square test of independence was administered to determine differences at the .05 level of significance.

Hypotheses, presented in the null form were stated for each of the seventeen items composing the Employer Role Questionnaire. An analysis of each of the hypotheses follows.

Analysis of Hypothesis 1

Hypothesis 1 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to establish and maintain a manual filing system. The first item on the Employer Role
Questionnaire was aimed at determining if the function of training students to establish and maintain a manual filing system was perceived to be the responsibility of the employer. There were fifty-five responses to this item (twenty by teachers and thirty-five by employers). Table I (See Page 33) depicts the resulting responses to Questionnaire Item 1.

As shown in Table I, 50 percent, or ten, of the teachers and twenty-four, or 77.1 percent, of the employers responded positively to the first item. Negative responses were received from 40 percent, or eight, of the teachers and from 20 percent of the employers. Only 2.9 percent of the employers were undecided about the statement, while 10 percent of the teachers indicated that they were undecided if the function should be the responsibility of the employer. A statistical analysis of the data produced a Chi-square of 6.65785 with 4 degrees of freedom and a probability of 0.1551 which was not significant at the .05 level. Thus, the null hypothesis was retained. The majority of the total population perceived the function to be an employer responsibility with 67.2 percent responding positively, 27.2 percent responding negatively, and 5.5 percent submitting responses of indecisiveness. The collected data indicate that the function should be performed by the employer.

Analysis of Hypothesis 2

Hypothesis 2 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to prepare, store, retrieve, code, edit, and restore computer-microprocessed documents. The second item on the Employer Role Questionnaire was aimed at
TABLE I
RESPONSES TO QUESTIONNAIRE ITEM 1*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-</td>
<td>5</td>
<td>25.0</td>
<td>3</td>
<td>15.0</td>
<td>2</td>
</tr>
<tr>
<td>Coordinators</td>
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<td>5.7</td>
<td>5</td>
<td>14.3</td>
<td>1</td>
</tr>
<tr>
<td>Employers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>14.5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chi-square 6.65787  Degrees of freedom 4  Probability 0.1551

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to establish and maintain a manual filing system.
determining if the function of training students to prepare, store, retrieve, code, edit, and restore computer-microprocessed documents was perceived to be the responsibility of the employer. There were fifty-six responses to the item (twenty-one by teachers and thirty-five by employers.) Table II (See Page 35) depicts the resulting responses to the second item on the Employer Role Questionnaire.

Table II indicates that 71.4 percent of the total population perceived this function to be an employer responsibility. Only two teacher-coordinators and eight employers responded negatively to the second item, while two teachers and four employers were undecided. The Chi-square of 2.87179 with 4 degrees of freedom and a level of significance of 0.5795 showed no significant differences in the perceptions of the two groups. As a result, the second null hypothesis was not rejected. The data indicate that a majority of both groups, 80 percent of the teachers and 65.8 percent of the employers believed that this function should be performed by the employers of VOE Senior Cooperative students in Fort Worth.

Analysis of Hypothesis 3

Hypothesis 3 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to compose business correspondence from rough-draft material, handwritten notations, and-or oral instructions. The third item on the Employer Role Questionnaire was designed to determine if the function of training VOE students to compose business correspondence from rough-draft material, handwritten notations, and-or oral instructions was perceived to be the responsibility
### TABLE II
RESPONSES TO QUESTIONNAIRE ITEM 2*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td>1</td>
<td>4.8</td>
<td>1</td>
<td>4.8</td>
<td>2</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>7</td>
<td>20.0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3.6</td>
<td>8</td>
<td>14.3</td>
<td>6</td>
</tr>
</tbody>
</table>

Chi-square 2.87179 Degrees of freedom 4 Probability 0.5795

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to prepare, store, retrieve, code, edit, and restore computer-microprocessed documents
of the employer. Fifty-six of the total population responded to the third item (twenty-one teachers and thirty-five employers). Table III (See Page 37) portrays the resulting responses to Questionnaire Item 3.

The data in Table III indicate that 58.9 percent of the total population (65 percent of the employers and 47.6 percent of the teachers) perceived the item should be a responsibility of the employer. Ten, or 47.6 percent, of the teachers responded positively while 65 percent of the employers submitted positive responses to the third item. Only 10.7 percent, or six individuals, of the total population were undecided. Also, 33.3 percent of the teachers responded negatively as compared to 25.7 percent of the employers. A Chi-square of 3.61692 with 4 degrees of freedom and a probability of 0.4603 resulted in a failure to reject the null hypothesis.

Analysis of Hypothesis 4

Hypothesis 4 stated that there would be no significant differences in the perceptions of teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to compose business correspondence, proofread, edit, and produce final copy using word-processing equipment. Item 4 on the Employer Role Questionnaire was aimed at determining if the function of training VOE students to compose business correspondence, proofread, edit, and produce final copy using word-processing equipment was perceived to be the responsibility of the employer. There were fifty-six responses to the item (twenty-one by teachers and thirty-five by employers. Table IV (See Page 38) depicts the resulting responses to the fourth surveyed item.
## TABLE III
RESPONSES TO QUESTIONNAIRE ITEM 3*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Coordinators</td>
<td>4 14.3</td>
<td>4 19.0</td>
<td>3 14.3</td>
<td>5 23.8</td>
<td>5 23.8</td>
</tr>
<tr>
<td>Employers</td>
<td>2 5.7</td>
<td>7 20.0</td>
<td>3 8.6</td>
<td>14 40.0</td>
<td>9 25.7</td>
</tr>
<tr>
<td>Total</td>
<td>6 10.7</td>
<td>11 19.6</td>
<td>6 10.7</td>
<td>19 33.9</td>
<td>14 25.0</td>
</tr>
</tbody>
</table>

Chi-square 3.61692  Degrees of freedom 4  Probability 0.4603

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to compose business correspondence from rough-draft material, handwritten notations, and/or oral instructions
### Table IV

Responses to Questionnaire Item 4*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td>4</td>
<td>19.0</td>
<td>4</td>
<td>19.0</td>
<td>1</td>
</tr>
<tr>
<td>Employers</td>
<td>2</td>
<td>5.7</td>
<td>4</td>
<td>11.4</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>10.7</td>
<td>8</td>
<td>14.3</td>
<td>8</td>
</tr>
</tbody>
</table>

Chi-square 4.95906 Degrees of freedom 4 Probability 0.2915

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to compose business correspondence, format, proofread, edit, and produce final copy using word-processing equipment.
As revealed in Table IV, only eight of the twenty-one teacher-coordinators and six of the thirty-five employers responded to the item negatively. Both responding groups (62.9 percent of the employers and 57.1 percent of the teacher-coordinators) perceived that the function should be performed by the employer, while only 14.3 percent of the total population was undecided. A Chi-square of 4.95906 with 4 degrees of freedom and a probability of 0.2915 resulted in retaining the null hypothesis.

Analysis of Hypothesis 5

Hypothesis 5 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to produce business correspondence from dictation and-or voice transcribing equipment. The fifth item on the Employer Role Questionnaire was aimed at determining if the function of training VOE students to produce business correspondence from dictation and-or voice-transcribing equipment was perceived to be the responsibility of the employer. Fifty-six of the total population responded to Item 5 (twenty-one teacher-coordinators and thirty-five employers). Table V (See Page 40) portrays the resulting responses to Questionnaire Item 5.

Data in Table V show that only 38 percent, or eight, of the surveyed teacher-coordinators responded positively to the item as compared to 51.4 percent, or eighteen, of the employers. Of the total population, 46.6 percent submitted positive responses, while 21.4 percent were undecided. A Chi-square of 9.54043 with 4 degrees of freedom and a probability of 0.0489 reveals a significant difference in the perceptions of the two
### TABLE V
RESPONSES TO QUESTIONNAIRE ITEM 5*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td>6</td>
<td>28.6</td>
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<td>9.5</td>
<td>5</td>
</tr>
<tr>
<td>Employers</td>
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<td>2.9</td>
<td>9</td>
<td>25.7</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>12.5</td>
<td>11</td>
<td>19.6</td>
<td>12</td>
</tr>
</tbody>
</table>

Chi-square 9.54043 Degrees of freedom 4 Probability 0.0489**

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to produce final copy of business correspondence from dictation and-or voice-transcribing equipment

**Significant at the .05 level
groups as to whether or not this function should be a responsibility of the employer; therefore, the function may or may not be performed by the employer of VOE students.

Analysis of Hypothesis 6

Hypothesis 6 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to compose, format, proofread, edit, and produce business correspondence from reference sources. Item 2 on the Employer Role Questionnaire was designed to determine if the function of training VOE students to compose, format, proofread, edit, and produce business correspondence from reference sources was perceived to be the responsibility of the employer. Fifty-six of the total population responded to the sixth item (twenty-one teacher-coordinators and thirty-five employers). Table VI (See Page 42) portrays the resulting responses to Questionnaire Item 6.

Data in Table VI indicate that 42.9 percent of the total population (52.3 percent of the teacher-coordinators and 37.1 percent of the employers) responded positively to this item. Of the surveyed groups, 28.5 percent submitted negative responses, and 28.6 percent was undecided. A larger percent of the teacher-coordinators responded positively to the item than did employers. A Chi-square of 3.89818 with 4 degrees of freedom and a probability of 0.4200 proved insignificant at the .05 level. Thus, the null hypothesis was retained. The collected data indicate that the function might be a responsibility of the employer.
### TABLE VI
RESPONSES TO QUESTIONNAIRE ITEM 6*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Coordinators</td>
<td>3 14.3</td>
<td>2 9.5</td>
<td>5 23.8</td>
<td>7 33.3</td>
<td>4 19.0</td>
</tr>
<tr>
<td>Employers</td>
<td>2 5.7</td>
<td>9 25.7</td>
<td>11 31.4</td>
<td>9 25.7</td>
<td>4 11.4</td>
</tr>
<tr>
<td>Total</td>
<td>5 8.9</td>
<td>11 19.6</td>
<td>16 28.6</td>
<td>16 28.6</td>
<td>8 14.3</td>
</tr>
</tbody>
</table>

Chi-square 3.89818  Degrees of freedom 4  Probability 0.4200

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to compose, format, proofread, edit, and produce business correspondence from reference sources*
Analysis of Hypothesis 7

Hypothesis 7 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to function as receptionists. The seventh item on the Employer Role Questionnaire was aimed at determining if the function of training VOE students to function as receptionists was perceived to be a responsibility of the employer. There were fifty-six responses to this item (twenty-one by teacher-coordinators and thirty-five by employers). Table VII (See Page 44) shows the resulting responses to Questionnaire Item 7.

Table VII data reveal a majority (76.2 Percent) of the total population responded positively to this item. Only 21.4 percent, or five teachers and seven employers, responded negatively. Of both groups, only 5.4 percent were undecided. A Chi-square of 7.56040 with 4 degrees of freedom and a probability of 0.0191 was not significant at the .05 level; therefore, the null hypothesis was not rejected. The data indicate that both groups perceived this function should be an employer responsibility.

Analysis of Hypothesis 8

Hypothesis 8 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to perform numerical data calculations using electronic calculators which may or may not possess storage capacities. The object of Item 8 on the Employer Role Questionnaire was to determine if this training function was perceived to be an employer responsibility. Table VIII (See Page 45) portrays the resulting responses to Item 8.
### TABLE VII
RESPONSES TO QUESTIONNAIRE ITEM 7*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-</td>
<td>3</td>
<td>14.3</td>
<td>2</td>
<td>9.5</td>
<td>0</td>
</tr>
<tr>
<td>Coordinators</td>
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<td>2.9</td>
<td>6</td>
<td>17.1</td>
<td>3</td>
</tr>
<tr>
<td>Employers</td>
<td>4</td>
<td>7.1</td>
<td>8</td>
<td>14.3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>7.1</td>
<td>8</td>
<td>14.3</td>
<td>3</td>
</tr>
</tbody>
</table>

Chi-square 7.56040 Degrees of freedom 4 Probability 0.1091

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to function as receptionists.*
TABLE VIII
RESPONSES TO QUESTIONNAIRE ITEM 8*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
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<td>19.0</td>
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</tr>
<tr>
<td>Employers</td>
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<td>2.9</td>
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<td>8.6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>8.9</td>
<td>4</td>
<td>7.1</td>
<td>4</td>
</tr>
</tbody>
</table>

Chi-square 5.93182  Degrees of freedom 4  Probability 0.2043

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to perform numerical data calculations using electronic calculators which may or may not possess storage capacities

45
As evidenced by the data in Table VIII, of the total population, 76.8 percent, or forty-three, responded positively. Only 16 percent of the combined groups (5 teacher-coordinators and 4 employers) gave negative responses. The majority of the employers, or 82.8 percent, reacted positively to Item 8, as compared to 66.7 percent of the teachers. Two teacher-coordinators and two employers were undecided. A Chi-square of 5.93182 with 4 degrees of freedom and a probability of 0.2043 was insignificant at the .05 level which resulted in retaining the null hypothesis. The collected data show that the function should be a responsibility of the employer.

Analysis of Hypothesis 9

Hypothesis 9 stated that there would be no significant differences in the perceptions of teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to perform accounting activities using electronic calculators which may or may not possess storage capacities. Item 9 on the Employer Role Questionnaire was aimed at determining if the function of training students to perform accounting activities using electronic calculators which may or may not possess storage capacities was perceived to be a responsibility of the employer. Table IX (See Page 47) depicts the resulting responses to Item 9.

Table IX data reveal strong agreement from both teachers (76.1 percent) and employers (60 percent) that this function is perceived to be an employer responsibility. Of the total population, 21.5 percent
# TABLE IX
RESPONSES TO QUESTIONNAIRE ITEM 9*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
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<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td>1</td>
<td>4.8</td>
<td>3</td>
<td>14.3</td>
<td>1</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>7</td>
<td>20.0</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3.6</td>
<td>10</td>
<td>17.9</td>
<td>7</td>
</tr>
</tbody>
</table>

Chi-square 3.83414

Degrees of freedom 4

Probability 0.4289

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to perform accounting activities using electronic calculators which may or may not possess storage capacities.
responded negatively, and 12.5 percent were undecided. A Chi-square of 3.83414 with 4 degrees of freedom and a significance level of 0.4289 resulted in retaining the null hypothesis. The collected data show that this function should be the responsibility of the employer.

Analysis of Hypothesis 10

Hypothesis 10 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to post manually to ledgers, journals, and-or accounts. The tenth item on the Employer Role Questionnaire was developed to determine if the function of training VOE students to post manually to ledgers, journals, and-or accounts was perceived to be a responsibility of the employer. Table X (See Page 49) shows the resulting responses to Item 10.

Depicted by the data in Table X, 64.3 percent of the total population (52.4 percent of the teacher-coordinators and 71.5 percent of the employers) responded positively to Item 10. Only 14.3 percent (five teachers and eight employers) submitted negative responses. More of the thirty-five responding employers perceived this function to be their responsibility than did the twenty-one responding teachers. Also, seven teacher-coordinators, or 33.3 percent, were indecisive about this item, as compared to only 14.3 percent, or five, of the employers. A Chi-square of 4.6222 with 4 degrees of freedom and a significance of 0.3283 resulted in a retention of the null hypothesis. The collected data indicate that both groups perceived this function to be an employer responsibility.
<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Coordinators</td>
<td>1 4.8</td>
<td>2 9.5</td>
<td>7 33.3</td>
<td>9 42.9</td>
<td>2 9.5</td>
</tr>
<tr>
<td>Employers</td>
<td>1 2.9</td>
<td>4 11.4</td>
<td>5 14.3</td>
<td>15</td>
<td>10 28.6</td>
</tr>
<tr>
<td>Total</td>
<td>2 3.6</td>
<td>6 10.7</td>
<td>12 21.4</td>
<td>24</td>
<td>12 21.4</td>
</tr>
</tbody>
</table>

Chi-square 4.62222  Degrees of freedom 4  Probability 0.3283

*Employers of FWSD's VOE Senior Cooperative students should be responsible for training the students to post manually to ledgers, journals, and/or accounts.
Analysis of Hypothesis 11

Hypothesis 11 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers concerning the role of the employer in training VOE students to calculate, store, retrieve, verify, edit, and restore accounting functions using data-processing equipment and/or computers. The eleventh item on the Employer Role Questionnaire was designed to determine if training VOE students to calculate, store, retrieve, verify, edit, and restore accounting functions using data-processing equipment and/or computers was perceived to be an employer responsibility. Fifty-six responses (twenty-one by teachers and thirty-five by employers) were received for this item. Table XI (See Page 51) depicts the resulting responses to the eleventh item.

Data in Table XI reveal a majority (75 percent) of positive responses from both surveyed groups. More teacher-coordinators (80.9 percent) than employers (71.5 percent) perceived this function to be an employer responsibility. Only 10.7 percent, or two teacher-coordinators and four employers, responded negatively to Item 11. Submitting responses of undecided were two teacher-coordinators (9.5 percent) and six employers (17.1 percent). A Chi-square of 1.45778 with 4 degrees of freedom and a significance level of 0.8341 resulted in a failure to reject the null hypothesis. The collected data indicate that both groups perceived this function positively; therefore, it should be a responsibility of the employer.
### TABLE XI
RESPONSES TO QUESTIONNAIRE ITEM 11*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Coordinators</td>
<td>1</td>
<td>4.8</td>
<td>1</td>
<td>4.8</td>
<td>2</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>8.6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3.6</td>
<td>4</td>
<td>7.1</td>
<td>8</td>
</tr>
</tbody>
</table>

Chi-square 1.45778   Degrees of freedom 4   Probability 0.8341

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to calculate, store, retrieve, verify, edit, and restore accounting functions using data processing equipment and/or computers.
Analysis of Hypothesis 12

Hypothesis 12 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to operate single and-or multiline telephone systems and specialized telephone equipment. Item 12 on the Employer Role Questionnaire was aimed at determining if training VOE students to operate single and-or multiline telephone systems and specialized telephone equipment was perceived to be an employer responsibility. There were fifty-six responses (thirty-five by employers and twenty-one by teacher-coordinators) to this item. Table XII (See Page 53) depicts the resulting responses to the twelfth item.

Data in Table XII indicate a majority of positive responses to this item (sixteen, or 76.1 percent, of the teacher-coordinators and thirty, or 85.7 percent, of the employers). More employers responded positively than did teacher-coordinators, but only nine (four teacher-coordinators and five employers) responded negatively. One teacher-coordinator and none of the employers were undecided. A Chi-square of 5.49047 with 4 degrees of freedom and a significance level of 0.2406 resulted in retaining the null hypothesis. The collected data show that both surveyed groups strongly perceived that this function should be a responsibility of the employer.

Analysis of Hypothesis 13

Hypothesis 13 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers
### TABLE XII
RESPONSES TO QUESTIONNAIRE ITEM 12*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Coordinators</td>
<td>3 14.3</td>
<td>1 4.8</td>
<td>1 4.8</td>
<td>12 57.1</td>
<td>4 19.0</td>
</tr>
<tr>
<td>Employers</td>
<td>1 2.9</td>
<td>4 11.4</td>
<td>0 0.0</td>
<td>19 54.3</td>
<td>11 31.4</td>
</tr>
<tr>
<td>Total</td>
<td>4 7.1</td>
<td>5 8.9</td>
<td>1 1.8</td>
<td>31 55.4</td>
<td>15 26.8</td>
</tr>
</tbody>
</table>

Chi-square 5.49047  Degrees of freedom 4  Probability 0.2406

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to operate single and-or multiline telephone systems and specialized telephone equipment
regarding the role of the employer in training VOE students to process incoming and outgoing mail. Item 13 on the Employer Role Questionnaire was directed at determining if training VOE students to process incoming and outgoing mail was perceived to be an employer responsibility. There were fifty-six responses (thirty-five by employers and twenty-one by teacher-coordinators) to this item. Table XIII (See Page 55) shows the resulting responses to Item 13.

The data in Table XIII reveal that a large majority (79.9 percent of the teacher-coordinators and 88.6 percent of the employers) responded positively to Item 13. Only one respondent (an employer) was undecided. Of the total population, 12.5 percent (four teacher-coordinators and three employers) submitted negative responses. The employers were more positive in their responses than the teacher-coordinators. A Chi-square of 3.63175 with 4 degrees of freedom and a significance level of 0.4581 produced a retention of the null hypothesis. The collected data indicate that this function should be a responsibility of the employer.

Analysis of Hypothesis 14

Hypothesis 14 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in training VOE students to operate reprographic equipment. Item 14 on the Employer Role Questionnaire was aimed at determining if training VOE students to operate reprographic equipment was perceived to be an employer responsibility. There were fifty-six responses (thirty-five by employers and twenty-one by teacher-coordinators) to this item. Table XIV (See Page 56) portrays the resulting responses to this item.
### TABLE XIII

RESPONSES TO QUESTIONNAIRE ITEM 13*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-</td>
<td>2</td>
<td>9.5</td>
<td>2</td>
<td>9.5</td>
<td>0</td>
</tr>
<tr>
<td>Coordinators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>5.7</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>5.4</td>
<td>4</td>
<td>7.1</td>
<td>1</td>
</tr>
</tbody>
</table>

Chi-square 3.63175 Degrees of freedom 4 Probability 0.4581

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training students to process incoming and outgoing mail
TABLE XIV
RESPONSES TO QUESTIONNAIRE ITEM 14*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td>1</td>
<td>4.8</td>
<td>4</td>
<td>19.0</td>
<td>1</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>8.6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3.6</td>
<td>7</td>
<td>12.5</td>
<td>3</td>
</tr>
</tbody>
</table>

Chi-square 1.61270 Degrees of freedom 4 Probability 0.8065

*Employers of FWISD's VOE Senior Cooperative students should be responsible for training the students to operate reprographic equipment
Table XIV data indicate a majority (78.6 percent) of positive responses from the total population to Item 14. More employers (82.8 percent, or twenty-nine) responded positively than did teacher-coordinators (71.4 percent, or fifteen). Only 16.1 percent of the combined groups (five teacher-coordinators and three employers) responded negatively; only 5.4 percent (one teacher-coordinator and two employers) were undecided. A Chi-square of 1.61270 with 4 degrees of freedom and a significance level of 0.8065 resulted in a failure to reject the null hypothesis. The tabulated data indicate a strong perception, especially among the employers, that this should be a responsibility of the employer.

Analysis of Hypothesis 15

Hypothesis 15 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in assisting VOE students to understand how the VOE position relates to the workflow of the company and to the world of work. Item 15 on the Employer Role Questionnaire was aimed at determining if assisting VOE students to understand how the VOE position relates to the workflow of the company and to the world of work was perceived to be an employer responsibility. There were fifty-six responses (thirty-five by employers and twenty-one by teacher-coordinators) to this item. Table XV (See Page 58) portrays the resulting responses to the fifteenth item.
TABLE XV
RESPONSES TO QUESTIONNAIRE ITEM 15*

<table>
<thead>
<tr>
<th>Group</th>
<th>Responses</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td>4</td>
<td>19.0</td>
<td>1</td>
<td>4.8</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>5.7</td>
<td>3</td>
<td>8.6</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>8.9</td>
<td>3</td>
<td>5.4</td>
<td>3</td>
<td>5.4</td>
<td>19</td>
</tr>
</tbody>
</table>

Chi-square 5.97002 Degrees of freedom 4 Probability 0.2014

*Employers of FWISD's VOE Senior Cooperative students should be responsible for assisting the students to understand how the VOE position relates to the workflow of the company and to the world of work.
Table XV data indicate that the majority (80.3 percent) of the combined surveyed groups responded positively to Item 15. Again, more employers (82.8 percent, or twenty-nine) submitted positive responses than did teacher-coordinators (76.2 percent, or sixteen). Of the total population, only three employers were undecided. Four teacher-coordinators (23.8 percent) responded negatively as opposed to 8.6 percent, or three of the employers. A Chi-square of 5.97002 with 4 degrees of freedom and a significance level of 0.2094 produced a retention of the null hypothesis. The collected data reveal that both teachers and employers strongly perceived this should be a responsibility of the employer.

Analysis of Hypothesis 16

Hypothesis 16 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in assisting VOE students to inventory, evaluate, and set goals for improvement of personal work habits and human relation skills. Item 16 on the Employer Role Questionnaire was developed to determine if assisting VOE students to inventory, evaluate, and set goals for improvement of personal work habits and human relations skills was perceived to be an employer responsibility. There were fifty-six responses (thirty-five by employers and twenty-one by teacher-coordinators) to this item. Table XVI (See Page 60) shows the resulting responses to Item 16.
TABLE XVI
RESPONSES TO QUESTIONNAIRE ITEM 16*

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td>4</td>
<td>19.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>9.1</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
</tbody>
</table>

Chi-square 7.08522    Degrees of freedom 3    Probability 0.0692

*Employers of FWISD's VOE Senior Cooperative students should be responsible for assisting the students to inventory, evaluate, and set goals for improvement of personal work habits and human relations skills.
Table XVI data indicate a large majority (89 percent) of positive responses from the total population. Again, more employers (97.2 percent, or thirty-four) responded positively that did teacher-coordinators (71.4 percent, or fifteen). Four teacher-coordinators strongly disagreed that this should be an employer training responsibility, while only one employer responded negatively. Only one teacher-coordinator was indecisive, and no employer submitted a response of undecided. A Chi-square of 7.08522 with 3 degrees of freedom and a significance level of 0.0692 resulted in retaining the null hypothesis. The data reveal that both groups strongly perceived this function should be one for which employers are responsible.

Analysis of Hypothesis 17

Hypothesis 17 stated that there would be no significant differences in the perceptions of VOE teacher-coordinators and those of the employers regarding the role of the employer in counseling VOE students to assess and make plans for improvement of job-related skills and abilities in order to progress in their careers and-or-jobs. Item 17 on the Employer Role Questionnaire was aimed at determining if counseling VOE students to assess and make plans for improvement of job-related skills and abilities in order to progress in their careers and-or jobs was perceived to be an employer responsibility. There were fifty-six responses (thirty-five by employers and twenty-one by teacher-coordinators) to this item. Table XVII (See Page 62) shows the resulting responses to Item 17.
**TABLE XVII**

**RESPONSES TO QUESTIONNAIRE ITEM 17***

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teacher-Coordinators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>14.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>7.1</td>
<td>1</td>
<td>1.8</td>
<td>2</td>
</tr>
</tbody>
</table>

Chi-square 5.73737
Degrees of freedom 4
Probability 0.2196

*Employers of FWISD's VOE Senior Cooperative students should be responsible for assisting the students to assess and make plans for improvement of job-related skills and abilities in order to progress in career and-or job.*
Table XVII data reveal a large majority (87.5 percent) of both groups responded positively to this item. The employers (88.6 percent, or thirty-one) responded more positively than did teacher-coordinators (86 percent, or eighteen). Only three teacher-coordinators and two employers submitted negative responses; and, only two employers were undecided about the item. A Chi-square of 5.73737 with 4 degrees of freedom and a significance level of 0.2196 resulted in a retention of the null hypothesis. The collected data reveal a strong agreement among both surveyed groups that this should be a responsibility of the employer.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Three major purposes were stated for this study. The first was to determine the role functions of employers of VOE Senior Cooperative students as perceived by employers participating in the FWISD program. The second purpose was to determine the role expectations of the employers as perceived by the VOE teacher-coordinators in Fort Worth. The third purpose was to determine if any significant differences existed between the employers' role perceptions and those of the VOE teacher-coordinators.

Seventeen hypotheses, written in null form were stated to obtain the information needed to satisfy the three identified purposes of the study. Fifty employers and thirty teacher-coordinators were surveyed using the Employer Role Questionnaire which was comprised of seventeen items directly correlated with the seventeen hypotheses. A return of 70 percent was obtained from both groups. The results were tabulated and computer scored by the NTSU Computer Center. A Chi-square test of independence was applied to test the hypotheses, with the .05 level used as the point of rejection.

Summary of Findings

The first purpose of the study was to determine the perceptions of employers as to what they perceived their role functions to be in the
training of VOE students. The role function was identified as being perceived by employers to be an appropriate responsibility when the majority of the employers responded positively to the item. The items receiving a majority of negative responses were identified as functions that the employers did not perceive to be appropriate training responsibilities of those employers who participate in the VOE Senior Cooperative program in the FWISD.

Positive findings were obtained from the employers for the following sixteen items:

1. Establishing and maintaining manual filing systems
2. Preparing, storing, retrieving, coding, editing, and restoring computer-microprocessed documents
3. Composing business correspondence from rough-draft materials, handwritten notations, and-or oral instructions
4. Composing business correspondence, formatting, proofreading, editing, and producing final copy using word-processing equipment
5. Producing final copies of business correspondence from dictation and-or voice-transcribing equipment
6. Functioning as receptionists
7. Performing numerical data calculations using electronic calculators which may or may not possess storage capacities
8. Performing accounting activities using electronic calculators which may or may not possess storage capacities
9. Posting manually to ledgers, journals, and-or accounts
10. Calculating, storing, retrieving, verifying, editing, and restoring accounting functions using data-processing equipment and-or computers
12. Operating single and-or multiline telephone systems and special telephone equipment
13. Processing incoming and outgoing mail
14. Operating reprographic equipment
15. Understanding how the VOE position relates to the workflow of the company and to the world of work
16. Inventorying, evaluating, and setting goals for improvement of personal work habits and human relations skills
17. Assessing and making plans for improvement of job-related skills and abilities

There was no positive or negative majority finding on the part of the employers for the following item:
6. Composing, formating, proofreading, editing, and producing business correspondence from reference sources

There were no negative majority findings among the employers concerning any of the seventeen items.

The second purpose of this study was to determine the role of the participating employer as perceived by the teacher-coordinators in Fort Worth. The role function was identified as being perceived by the teacher-coordinators to be an appropriate employer responsibility when the majority of the teacher-coordinators responded positively to the item. The items receiving a majority of negative responses were identified as functions that the teacher-coordinators did not perceive to be appropriate training responsibilities of employers participating in the VOE program.

Positive findings were obtained from the teacher-coordinators for the following eleven items:
2. Preparing, storing, retrieving, coding, editing, and restoring computer-microprocessed documents

7. Functioning as receptionists

8. Performing numerical data calculations using electronic calculators which may or may not possess storage capacities

9. Performing accounting activities using electronic calculators which may or may not possess storage capacities

11. Calculating, storing, retrieving, verifying, editing, and restoring accounting functions using data processing equipment and-or computers.

12. Operating single and-or multiline telephone systems and special telephone-service equipment

13. Processing incoming and outgoing mail

14. Operating reprographic equipment

15. Understanding how the VOE position relates to the workflow of the company and to the world of work

16. Inventorying, evaluating, and setting goals for improvement of personal work habits and human relations skills

17. Assessing and making plans for improvement of job-related skills and abilities

There were no positive or negative majority findings among the teacher-coordinators for the following six items:

2. Establishing and maintaining manual filing systems

3. Composing business correspondence from rough-draft materials, handwritten notations, and-or oral instructions
4. Composing business correspondence, formatting, proofreading, editing, and producing final copy using word-processing equipment

5. Producing final copies of business correspondence from dictation and-or voice-transcribing equipment

6. Composing, formatting, proofreading, editing, and producing business correspondence from reference sources

10. Posting manually to ledgers, journals, and-or accounts

No item received a strong majority of negative findings from the teacher-coordinators.

The third major purpose of this study was to determine if any significant differences existed between the perceptions of the surveyed employers and teacher-coordinators as to the role function of the employers participating in the FWISD program for VOE Senior Cooperative students. One significant difference was noted in the findings for the following item:

5. Producing final copy of business correspondence from dictation and-or voice-transcribing equipment

Conclusions

As a result of this study, the following conclusions were drawn:

1. Employers' views are much more positive toward their training responsibilities than those of the teacher-coordinators.

2. Teacher-coordinators are much more indecisive about the employers' accepting training functions than are the employers.

3. Employers are more willing to accept responsibility for training in all areas (except basic skills) than teacher-coordinators are willing to delegate.
4. Teacher-coordinators tend to view most areas as being basic instruction which should be covered in the classroom—and to the point of specialization; therefore, they are reluctant to delegate those responsibilities to the employers who frequently have better resources and equipment.

5. If VOE teacher-coordinators continue to resist allowing employers to take more responsibility in training students, the VOE program will continue to fail in meeting the demands of the market place.

Recommendations

Based on the review of literature, the analysis of the data in this study, and the experience of this researcher, the following recommendations are made:

1. VOE teacher-coordinators should continue to be extremely selective in choosing training stations so as to allow employers more responsibility in training students in all areas except basic skills.

2. Teacher-coordinators must examine their attitudes toward sharing training responsibilities with the employers.

3. Employers should not be expected to train students in basic skills but should be encouraged to do so when willing to assume the responsibility. The training plan should be carefully prepared and viewed as a joint-contract between the employer, student, and teacher-coordinator. The party best equipped for teaching each phase of the training plan should assume that responsibility. If treated as a contract, each party should adhere to the training plan which would clarify at all times which party is to assume the responsibility for each training phase.
4. Teacher-coordinators must redefine their perceptions concerning basic skills. Many of the instructional units that are taught for six weeks with the objective for students to achieve mastery level should be reduced to shorter units of three or four days with the objective of giving students an acquaintanceship level of achievement. Also, curriculum should be revised to focus on a myriad of skills in order for students to gain a broad understanding of the information-processing system, its logic, flow, and limitations.

5. Expensive office equipment should be leased and not purchased in order to keep the equipment up to date and relevant to that in the business world.

6. Further studies should be conducted in order to determine actual on-the-job tasks performed by VOE Senior Cooperative students in the FWISD and time spent completing those tasks. The results of such studies should then be compared with tasks actually being taught in the present VOE curriculum.

7. The VOE program should be perceived as one component of a transdisciplinary program for teaching all students information-processing. This would require that language arts, mathematics, science, and other divisions of the secondary schools correlate their curricula in preparing young people to enter the market place. The VOE teacher-coordinators, in the information-processing curricula, would concentrate on basic skills, keyboarding, data manipulation, problem solving, decision making, resource management, economics of work, human relations, systems of technology, and occupational mathematics.
APPENDIX
EMPLOYER ROLE QUESTIONNAIRE

Please indicate the extent to which you agree or disagree with each of the following statements by circling the number that best indicates your choice.

1=Strongly Disagree  2=Disagree  3=Undecided  4=Agree  5=Strongly Agree

Employers of Fort Worth Independent School District’s VOE Senior Cooperative student should be responsible for training the students to:

1. Establish and maintain a manual filing system (alphabetic, numeric, geographic, and-or subject) including coding, cross-referencing, transferring, retrieving, and refiling documents. 1 2 3 4 5

2. Prepare, store, retrieve, code, edit, and restore computer-microprocessed documents 1 2 3 4 5

3. Compose business correspondence (letters, reports, agendas, tables, memoranda, and-or business forms) from rough-draft material, handwritten notations, and-or oral instructions 1 2 3 4 5

4. Compose business correspondence, format, proofread, edit, and produce final copy using word-processing equipment 1 2 3 4 5

5. Produce final copy of business correspondence from dictation and-or voice-transcribing equipment 1 2 3 4 5

6. Compose, format, proofread, edit, and produce business correspondence from reference sources (specialized dictionaries, reference guides, outside agencies, and-or material prepared by others) 1 2 3 4 5

7. Function as receptionists (activities may be to receive and screen visitors, obtain and delegate appropriate information and routing instructions, maintain appointment calendars and-or visitor registers, arrange for conferences and-or meetings, conduct tours of the business, make travel arrangements, and-or prepare itineraries) 1 2 3 4 5

8. Perform numerical data calculations using electronic calculators which may or may not possess storage capacities (activities may be calculating petty cash, reconciling bank statements, figuring and verifying discounts, interests, depreciation, unit costs, production estimates, purchase orders, invoices, vouchers, receipts, and-or payrolls) 1 2 3 4 5
9. Perform accounting activities using electronic calculators which may or may not possess storage capacities (activities such as calculating city, state, federal, and income taxes, accounts payable and receivable, balance sheets, inventories, bad debt loss, and-or profit and loss)

10. Post manually to ledgers, journals, and-or accounts

11. Calculate, store, retrieve, verify, edit, and restore accounting functions using data-processing equipment and-or computers

12. Operate single and-or multiline telephone systems and special telephone service equipment (activities such as screening callers, recording messages, transmitting information, transferring calls, placing outgoing and-or long-distance calls, maintaining log of calls)

13. Process incoming and outgoing mail (activities may include sorting, delivering, time-stamping, addressing envelopes, processing bulk mail, operating postage meter, folding machine, and mail-sealer register)

14. Operate reprographic equipment (may include photocopier, offset, collator, paper-folder, jogger, binding machine, and-or electronic typewriter)

15. Understand how the VOE position relates to the work-flow of the company and to the world of work

16. Inventory, evaluate, and set goals for improvement of personal work habits and human relations skills (includes maintaining work area, handling supplies and equipment efficiently, reporting to work promptly, completing tasks independently, making accurate decisions, setting priorities, dressing appropriately for the office, practicing discreteness in company dealings, behaving courteously and cooperatively with others, demonstrating dependability and enthusiasm, exhibiting a genuine concern for improving and growing with the company)

17. Assess and make plans for improvement of job-related skills and abilities in order to progress in career and-or job
May 15, 1984

Dear Employer:

The enclosed questionnaire regarding your opinion of role functions that should or should not be performed by employers of the Fort Worth Independent School District's Vocational Office Education Senior Cooperative students is part of a study designed to determine the role of the employer as it is perceived by participating employers and the role as it is perceived by the VOE teacher-coordinators. The study has been approved by the Fort Worth Independent School District. The results of this study will help clarify the functions and activities which employers believe they should perform, and hopefully, will be used to give future employers a more insightful guideline in training VOE Senior Cooperative students.

As a participating employer in our VOE program, you have made a vital contribution to the Fort Worth Independent School District. It is because of your active involvement in this program that your response to this questionnaire is so important in the completion of this study.

If possible, please complete and return the questionnaire in the enclosed, stamped envelope on or before June 16. The other phases of the research study cannot be completed until a complete analysis is made of the data received from this questionnaire.

Thank you for your prompt attention and cooperation in this project.

Sincerely

Terry Collet

Enclosures: Questionnaire
           Instruction sheet
           Return envelope
May 15, 1984

Dear VOE Teacher-Coordinator:

The enclosed questionnaire regarding your opinion of role functions that should or should not be performed by employers of Fort Worth Independent School District's VOE Cooperative students is part of a study designed to determine the role of the employer as it is perceived by participating employers, and the role as it is perceived by the coordinators of the program. The study has been approved by the Fort Worth Independent School District. The results of this study will help clarify the functions and activities which employers believe they should perform, and hopefully, will be used to give future employers a more insightful guideline in training student workers. In addition, it is hoped that VOE coordinators may use the results in prioritizing classroom activities and instruction for cooperative students encountered in the future.

As a coordinator of a VOE program, you are making a vital contribution to the business world, to young people, and to the educational communities of Fort Worth. It is because of your active involvement in this program that your response to this questionnaire is so important in the completion of this study.

If possible, please complete and return the questionnaire in the enclosed, stamped envelope on or before June 16. The other phases of the research study cannot be completed until a complete analysis is made of the data received from this questionnaire.

Thank you for your prompt attention and cooperation in this project.

Sincerely,

Terry Collet

Enclosures: Questionnaire
           Instruction sheet
           Return envelope
INSTRUCTIONS FOR COMPLETING QUESTIONNAIRE

This instrument is designed to give you an opportunity to express your opinion regarding the role function that may be performed by employers of Vocational Office Education Cooperative students in the Fort Worth Independent School District. Please answer each of the items as sincerely as possible. You will find that several of the items have added examples in parentheses in order to help you further interpret the activity to be performed. Your honest responses are necessary and extremely important for the completion of this study and will be reported in statistical form. Please be assured that your responses will be held in complete confidence; neither you, your company and-or school will be identified.

Please read each item carefully and circle the numbered response that most closely reflects your opinion of that function that should be a role responsibility of the employer of a VOE student. The numbered choices reflect:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

There are no correct or incorrect answers. If you are an employer, please keep in mind that even though the function may not be performed in your particular office, it is your own reaction to each of the items that is so important to this study. Please return the completed questionnaire in the stamped, return envelope that is provided for your convenience.
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