

A SURVEY OF THE MONTANA VOCATIONAL ASSOCIATION
MEMBERS ON THEIR PERCEPTIONS
OF THE RELATIVE IMPORTANCE OF THE MVA

By

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A professional paper submitted in partial
fulfillment of the requirements for the degree

of

Master of Science

in

Business Education

MONTANA STATE UNIVERSITY
Bozeman, Montana

June 1986

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ACKNOWLEDGEMENTS

The researcher wishes to thank the many persons who assisted her and cooperated with her in this study. Those people include the membership of the Montana Vocational Association who responded to the survey, and the word processing staff at the Office of Public Instruction who assisted with the production of her study.

A special thanks to Dr. Norm Millikin, Assistant Dean of the Montana State University College of Business, and Dr. Ron Harris, Director of Cooperative Education, Montana State University, for their guidance, support, confidence, and faith provided through the completion of this project.

A very special thanks to her mother and father and best friend, Carola, in appreciation for all the encouragement and understanding shown to enable her to fulfill her goal.

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ABSTRACT

The strength of a professional organization such as the Montana Vocational Association must come from its membership if it is to be viewed by teachers, administrators, counselors, state education personnel and the public as an important, integral part of our educational system. This study was conducted in order to determine the MVA members' perceptions on the relative importance of the MVA.

The researcher surveyed the MVA membership as to their perception of the importance of a state professional organization and how well the MVA has accomplished its purposes. The responses were divided into two categories; importance to members and the accomplishments of the Montana Vocational Association. While many of the responses were positive, there were some areas of concern. For example, the MVA should improve its services to both members and nonmembers in regard to current vocational education issues. In addition, the respondents indicated a concern that the MVA leadership increase communications and public relations with its membership.

Montana vocational educators should become more involved and familiarize themselves with the Montana Vocational Association purposes. On the other hand, it is imperative that the MVA leadership increase communications to its membership and provide the leadership to fulfill the purposes of the organization.

It is recommended by this researcher that the conclusions and recommendations of this study be reviewed and implemented by the executive committee of the Montana Vocational Association.

CHAPTER I

INTRODUCTION

Our membership is our strength and we are committed to taking all actions necessary to serve them more quickly and efficiently. Because of our diversity, those actions, however, don't just depend upon the headquarters staff. They will take support and cooperation of all components of our organization. (Bottoms, 1985:7)

Without active member participation, it is unlikely that the education professional organization, Montana Vocational Association (MVA), will long survive. Until recent decades, school populations were increasing; now, because the general population is aging, many people no longer have direct ties to educational institutions or organizations.

Most people are aware that vocational education has extolled the relative merits of member participation, at least since 1917. How do people feel about the Montana Vocational Association? Does it measure up to their expectations? It will become increasingly important to hear the views of the members in order to achieve the state's educational goals in the 1980s.

Recently, Jean Hanson, past president of AVA, completed an informal survey of a group of state association leaders. She asked them "What is the ideal relationship between state and national associations? How can the resources of the American Vocational Association (AVA) assist state associations? What are AVA's problems? How can we resolve them?

Two prevalent themes emerged from the responses: cooperation and communication. These two important parts of the national and state connection were phrased and rephrased as being the key to a positive and mutually supportive relationship.

Cooperation was defined as unity of support from state to national and from national to state. Ideally, the state and national associations should share the same organizational philosophy and there should be no conflict in purpose. A cooperative dues structure whereby all members belong to their division, state and national association was listed as a factor that makes for active and effective members. Communication of state association concerns to the AVA Board of Directors and responses back to those associations were also important to the respondents.

Communication involves an open system so that both the state and national association fully understand what the other is doing. A timely flow of many forms of information back and forth between state associations and AVA makes for good communication. A variety of communication processes are needed. These include person-to-person, phone calls, newsletters, magazines and networking. There does not seem to be any one magical method.

State leaders noted the need for AVA to provide inservice training, primarily in learning to work with legislators and state officer training. The continuing in-flow of new state officers is healthy but requires consistent attention to inservice training.

State associations need to be strong in order to be effective. This requires both sustaining and increasing membership and the

involvement of those members. Experience indicates that membership systems that lack uniformity nationally, statewide and in divisions can be improved only through changing the systems. A unified dues structure for all states would build strength for all the associations. (Hanson, 1982:34)

Because the Montana Vocational Association needs to increase its strength in membership through communications, there was a need to survey the MVA membership on their perceptions of the association.

Statement of the Problem

The purpose of this study was to survey the Montana Vocational Association members on their perceptions of the purposes of the association.

Specific questions to be answered by the survey included:

1. Which purposes of the Montana Vocational Association are important to the MVA members?
2. To what extent have the purposes of the Montana Vocational Association been accomplished by the association?

Need for the Study

This study was important because the Montana Vocational Association has never conducted a survey to assess its members' perceptions on the purposes of the state association. An assessment was needed so that the MVA could adapt to its membership needs and provide for statewide professional growth.

According to Charles Hopkins, past president of the American Vocational Association, growth and change are ahead as the profession of vocational education responds to changing needs of society.

We've got to plan, we've got to keep close watch on what is happening in the world around us, and we've got to work for the future we desire. (Hopkins, 1982:27)

The future of the Montana Vocational Association will depend on its ability to analyze the needs of vocational educators and meet those needs. This study provides information on what organizational changes the MVA needs to make to become a more viable organization.

Limitations

This study was limited to the 1984-85 membership of the Montana Vocational Association. There were a total of 231 members.

This sample consisted of current members of the Montana Vocational Association who represent the following vocational divisions: (1) Vocational Agriculture, (2) Vocational Administration, (3) Business Education, (4) Health Occupations Education, (5) Home Economics Education, (6) Trade and Industrial Education, and (7) Marketing Education.

Definition of Terms

To assist the reader with the terminology of commonly accepted terms in vocational education professional organizations and to ensure clarity, interpretations of relative terms is provided. The definitions were from the AVA and MVA constitution and bylaws.

Professional Organization

An organization that provides services and activities to promote professional growth, code of ethics, and personal gratification in a career.

Vocational Professional Organization

A state, regional, or national organization representing all vocational educators...teachers, counselors, administrators, teacher educators and others.

MVATA

The Montana Vocational Agriculture Teachers Association. An organization that consists of vocational agriculture education teachers, teacher-educators, and state personnel in Montana.

MCLA

The Montana Council of Local Administrators. An organization that consists of vocational education administrators, principals, coordinators, directors and state personnel in Montana.

MBEA

The Montana Business Education Association. An organization that consists of business and office education teachers, teacher educators, coordinators and state personnel in Montana.

MVAHET

The Montana Vocational Association of Home Economics Teachers. An organization that consists of home economics teachers, teacher educators, and state personnel in Montana.

MHOA

The Montana Health Occupations Association. An organization that consists of health occupations teachers, directors, and state personnel in Montana.

MAME

The Montana Association of Marketing Educators. An organization

representing vocational teachers, administrators, and coordinators representing marketing education personnel in Montana.

MIEA

The Montana Industrial Education Association. An organization that consists of trade and industrial arts teachers, coordinators, teacher educators and state personnel in Montana.

MVA

The Montana Vocational Association. A vocational professional organization that is affiliated with the American Vocational Association representing all Montana vocational educators, teachers, counselors, administrators, teacher educators and others.

AVA

The American Vocational Association. The only national organization representing all vocational educators, teachers, counselors, administrators, teacher educators and others.

Summary

The future strength of the Montana Vocational Association will be dependent upon improving communications with members, internal management of the association and membership services as related to its purposes. Peters summarizes the importance of strength in an association as follows:

There is a strength through unity, but unity must start at the grassroots level. It takes time, an understanding of the needs of educators, a strong commitment to a role of leadership and a dedication to exerting a positive effect on our profession. Working toward these qualities can only bring about an improvement in the total profession and the effectiveness of a professional organization. (Peters, 1982:37)

Thus this investigator completed this study to gather information on how to improve the strength of the Montana Vocational Association.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to review literature that related to the purposes of vocational education professional organizations. The investigator did an ERIC (Educational Research Information Center) search on teacher associations in addition to reviewing several professional association journals designed for vocational education personnel.

The chapter is organized as follows:

1. The role of state and national vocational education associations.
2. Services offered by state and national vocational education associations.
3. Professional development activities offered by state and national vocational education associations.
4. Importance of membership dues of state and national vocational education associations.

The Role and Function of a State and National
Vocational Education Association

There is an absolute need for the members to have a voice in what the association does and a chance to express their individual views about its roles and functions. (Wiggins, 1982:38)

Generally speaking, members of professional organizations have certain expectations regarding the role of a state association. The first expectation of members is that the association provide an effec-

tive lobby to improve legislative action on the state and national level. Lobbying in the state legislature for more funds for vocational education is a part of this expectation. (Wiggins, 1982:39)

The second expectation of the state association was that of providing effective leadership--"when action is needed, speak out." (Wiggins, 1982:39) When an issue develops, vocational educators need a united voice through a state association. Frequently, one or several divisions of the association are the strongest supporters of the statement: "when action is needed, speak out."

The expectation that ranked third was that of promoting communications. Obviously, vocational educators believe the state association is in a position to play a key role in keeping members informed about statewide issues and concerns. Other communication techniques that are important include providing publicity and promoting public relations with industry.

The fourth role was that of offering professional development activities to members. All of the vocational education divisions wanted the state association to provide a program of activities designed to develop the personal growth and leadership potential of vocational educators. This is expressed clearly by Ron Scull:

Your vocational association offers you a tremendous opportunity to exercise your leadership, not only for your own development, but also for the contribution you can make in preparing workers for our changing economy. No one knows the extent of their own influence until they try exerting it. No one knows how creative and powerful their own leadership can be until they put it to work." (Scull, 1982:42)

A major objective of a vocational education association should be to provide avenues for the membership to update and acquire new

knowledge in occupational areas, in curriculum development and in instructional and managerial techniques.

Undoubtedly, we can all remember the feeling of bewilderment as we embarked upon our own vocational teaching careers. New members of the vocational education community have unique requirements. For this reason, the Montana Vocational Association and the American Vocational Association plan regional, state and divisional workshops specifically designed to meet professional development needs of educators. According to Rosemary Kolde, AVA President for 1985, the expanded opportunities for individual professional growth and the expansion of collaborative efforts with industry and labor for the purpose of changing and improving vocational education are but two of the goals of the AVA association for 1986. AVA must continue to move vocational education toward excellence. Vocational education can lead the way to educational excellence. (Kolde, 1985:62)

Services Offered by a State and National Vocational Education Association

According to Wiggins, (1982:39) a state association offers services that cannot be provided by individual educators or by small, local associations. Many of the things that members want could only be obtained through changing rules and regulations or through legislation. An example of recent legislation for vocational education is the new Carl Perkins Vocational Education Act. Through the aid of the American Vocational Association staff, membership, and support from state senators, this new act was passed. The new law does not define the purposes of vocational education by levels, but leaves that to the

states and local communities. It links together vocational education and economic development. It emphasizes both specific and general preparation, and expands vocational education beyond entry-level employment to helping individuals learn the skills essential for continued learning.

In order to provide the concentrated effort that such changes require and to be more effective and efficient in implementing the programs, most state associations hire a full-time executive secretary or executive director. Generally speaking, the executive secretary or executive director are well informed about vocational education's funding history, administrative processes, program costs, state board policies and projected needs of vocational education. In addition, a common consensus exists that the executive secretary or executive director must enjoy working with politicians and be engaged in the political process.

In a recent report by Ione Phillips, past president of AVA, it stressed that the executive director must give leadership to all internal operations of AVA and it called for the implementation of effective management procedures to ensure maximum utilization and productivity of staff. The responsibility for office management should be assigned to a competent individual. (Phillips, 1985:2)

In addition, when an association is involved in legislative lobbying, timely communications can make or break its success. According to Mary Beth Stine, (1982:50) a legislative network is an excellent way to communicate with members quickly and efficiently. A legislative network serves to notify members of events in progress

that may have a significant effect on their profession, such as the new mandates that are described in the Carl Perkins Vocational Education Act.

An association must get a commitment from its members today so that it can achieve results tomorrow when a crisis may be imminent. Many methods have been selected for setting up such a network, but the following procedure is one that is known to work. (Stine, 1982:51)

1. The state association appoints a key person to secure information, make sure it is accurate and start it flowing through the network. This may be an executive director, a state association president, a state staff member, or some other person in a top position.
2. Every divisional affiliate in the state agrees to participate. There must be a total effort for total effectiveness.
3. Each division appoints a network chairperson to serve as the point of contact for the state association. This group decides the best way to divide the state into small network regions.
4. Each divisional chairperson appoints a member of the division within each network region as a contact person.
5. One person within each network region group becomes a contact person for that region. The network is now ready to operate.
6. The key association person keeps in touch with the divisional network chairpersons, who keep in touch with the regional network contact persons, who tell the others within their regional group, who get in touch with other members in their division.

It is also important that the key person at the top be informed and accurate. If the information that filters through a network is not correct, the network will be a failure instead of a workable medium of communication. Setting up a network and working with legislators is not a simple task, but it is a most important one for

every national organization, state affiliate and division. A network cannot be effective overnight and it cannot function without the efforts of a lot of people. Everyone involved must be committed to making the network work, from the state association president all the way to the classroom teacher who is out in the field. A total network encompassing all divisional affiliates makes it possible to inform vocational educators about legislation at a time when they can do something about it. (Stine, 1982:51)

One alarming trend indicated by the review of literature was a tendency among association members to expect personal services as a return for dues. The attitude of "what can be done for me" seems to have pervaded membership expectations when actually membership goals could only be realized when members ask "how can we achieve our goals?" Only through concerted, coordinated efforts will they realize any appreciable degree of success. Acheson supported this statement with the following quote:

At no time in the history of vo-ed, especially now, has it been more important than it is today for each of us to practice professionalism. The choices are great, the dilemma seems insurmountable, and the continued pressures at times seem unbearable. Through professionalism and professional growth, we can lift ourselves above where we presently are and become better teachers and ambassadors for our profession. (Acheson, 1982:6)

Professional Development Activities of A State and National Vo-Ed Association

How can educators get involved in activities which develop those leadership qualities? Properly planned conventions is a valuable way to motivate, educate and inspire members to become involved in a state

association.

According to Bruce Gray, state conventions may be the only opportunity that vocational educators have to gather en masse to discuss professional meetings. Sessions feature nationally recognized experts and bring together professionals from around the nations who have found successful solutions to today's problems. Other meetings have increased a member's know-how, stimulated their creative thinking, or encouraged an exchange of practical experiences. (1982:46)

Another common activity for members is to participate on the executive board of the state association. Usually, the structure of a state association allows for the president and vice president of each vocational division to be on the executive board. From the literature reviewed, those who engage in leadership roles appear to be more aware of professional issues and more involved. There is a consensus that they also seem to be more understanding, exhibit greater dedication and a greater sense of accomplishment. Probably one of the most valuable spin-offs of this involvement is the sharing of individual ideas, the development of unity and the feeling of professional pride acquired through participation. (Scull, 1982:43)

Membership appointments to state committees and councils provide a strong voice for the needs of an association. A state vocational association usually has a positive rapport with the executive and policy making branches of state government. The governor and the legislature has recognized the professional organization as the representative for vocational education.

Through state associations, members may also get involved in

regional or national conferences and serve on committees. State leaders mention that officer training sessions at a regional or national convention are of great help--particularly to new officers. According to Hanson, when national or regional officer training sessions were repeated in states, there was a real opportunity for increased involvement of members. (Hanson, 1982:34)

In addition, improving communications with members, relationships with outside groups, internal management of the association and membership services were the focus of recommendations presented to the American Vocational Association Board of Directors. The committee stressed to the board that its highest priority was to determine the central purpose of the association and to make recommendations for actions that would sharpen the focus of those purposes. The committee arrived at two central purposes--professional leadership and policy design, management and implementation. The report included five specific recommendations related to the former and nine related to the latter, purposes. (Phillips, 1985:2)

RECOMMENDATIONS FOR ACTION

<u>Professional Leadership</u>	<u>Policy Design, Management & Implementation</u>
° Improve membership communications by: -- reinitiating the Insider; -- establishing a monthly newsletter for state association leaders; -- producing a directory of state association leaders; -- reestablishing the year-book or comparable activity; -- making the AVA convention more accessible	° Collaborate with other associations on mutual concerns. ° Develop advocates in Congress. ° Overcome incorrect preconceptions of vocational education. ° Propose and endorse a national commission dealing with employment-related education and training. ° Establish new avenues of interactions with divisions, state

to members.

- ° Hold convention meetings of state association leaders and AVA staff.
- ° Improve and expand linkages with other educational organizations.
- ° Establish ongoing relationships with vocational student organizations.
- ° Develop effective linkages with business and industry.
- ° associations and other affiliate organizations.
- ° Provide leadership from Board members to various units within each division.
- ° Develop leadership roles for Board members in building membership.
- ° Move time of Assembly of Delegates to generate more membership participation.
- ° Reexamine organizational structure.

Membership Dues

Strong state associations do not just happen but must be built--often over a long period of years. Obviously, there are many factors involved to building and maintaining such associations, but one essential element is membership dues.

A strong state association needs a sound financial structure to support its work. This statement is supported by the Past President of the American Vocational Association.

Membership is needed to develop a strong economic base for the association. Increased membership brings increased dollars to carry out the functions of the association and implement special projects. (Meers, 1985:62)

Membership growth is important because there is strength in numbers. The larger the membership in a state association then the greater the opportunity for shared positive aspects of vocational educators. Any gain in membership is usually attributed to the fact that a growing number of members have accepted and acted on the premise that it is up to them to help their professional association grow.

According to Gene Bottoms, past executive director of the American Vocational Association, part of the membership decline in recent years is due to retirement. It is up to the state and national associations to recruit replacements and expand efforts to bring new educators into an association. It is important that we involve these new professionals in association activities early in their careers. (1984:11)

It is critical that vocational educators see the American Vocational Association (AVA) as the first association they must join. And it's up to us to make it happen. (Bottoms, 1982:8)

With substantially less money from membership dues, an association would not be able to continue all services or expand greatly in the areas of government relations, state, regional and national participation, public relations or provide a state convention to its membership. It is up to the membership to make a professional association a first priority for all vocational educators. AVA is the only vocational association that speaks for the entire field and devotes all of its resources to the growth and improvement of vocational education. Yet, some professionals in our field do not join AVA. Many who don't join say it is because they have no money left after joining several other educational organizations. It was made known that a professional association simply cannot continue to do more with less. The membership of an association should make it known that less would mean fewer paid association staff on the national level, declined monetary resources, less purchasing power due to inflation, less volunteered time, less time permitted for members away from their

job and family and a decreased opportunity to travel for educators. (Hanson, 1982:33)

From a 1985 study conducted by past presidents of AVA, the committee found membership management and processing to be the most troublesome area studied. Its recommendations to solve some of the problems included revision of internal procedures to shorten the time required to process a membership, appointment of a committee of state association executive directors and presidents and AVA staff to design and develop a streamlined system of membership processing, employment of an individual to work full time with state associations, and continued experimentation with various approaches to membership promotion by the executive director, with the approval of the executive committee. (Phillips, 1985:2)

Jean Hanson, past president of the American Vocational Association, summarizes her feelings about state and national vocational association memberships in the following way:

We need to deal with the legislators, the Congress and our members; we need to get more people involved; we need to tell our vocational education success story; we need everyone (Hanson, 1982:34)

Summary

The review of literature revealed a limited number of sources from vocational education professional journals and magazines dealing with perceptions and images of a vocational professional organization.

Most of the literature reviewed dealt with the role and function of a professional organization, the variety of services offered by an

association, professional development, activities and the importance of membership dues of a professional organization.

Some general findings gathered from the review of literature were:

1. Professional organizations should be involved in lobbying efforts to improve legislature action on a state level.
2. Professional organizations should provide effective leadership through a united voice of a state association.
3. A well-orchestrated public relations program could do much to inform community leaders and business and industry so they would in turn inform politicians about the role of vocational education.
4. Professional organizations have the role of offering professional development to its membership.
5. Professional organizations tend to hire an executive secretary or executive director to implement a state program of work.
6. Membership services of a state association are provided through coordinated efforts of the total membership.
7. Professional organizations provide an opportunity for members to get involved in association activities on the state, regional and national level.
8. Professional organizations need a sound financial structure to support its program of work.

CHAPTER III

PROCEDURES

The purpose of this study was to survey the Montana Vocational Association members on their perceptions of the association. The study was designed to assess the importance of the MVA purposes to its membership and how well the MVA has accomplished its role and function.

Included in this chapter is a description of: (1) the population surveyed; (2) an explanation on the construction of the survey instrument, (3) an explanation on the administration of the survey instrument; and (4) a description of the procedures for the analysis of data.

Population

The population sample for this study was the 231 1984-85 members of the Montana Vocational Association.

Construction of the Survey Instrument

A questionnaire was used for the completion of this study. The review of literature and the MVA constitution provided the basis for the content of the questionnaire. (Appendix B, pages 52-53.)

The questionnaire was mailed to 231 Montana Vocational Association members who represented the following divisions: (1) Vocational Agriculture, (2) Vocational Administration, (3) Business Education, (4) Health Occupations Education, (5) Home Economics Education, (6) Trade and Industrial Education, and (7) Marketing Education.

The population surveyed was to rate selected statements on their importance as a member of MVA. The statements were rated by using a Likert scale that ranged from extremely important to no importance.

The first draft of the survey instrument was reviewed by the BuEd 524 Research in Business Education class in the summer of 1985, and by Dr. Dan Hertz, the class instructor. In addition, Assistant Dean Dr. Norm Millikin and Dr. Ron Harris of the College of Business at Montana State University reviewed the questionnaire. Several revisions were made to develop an instrument that met the researcher's need. The revised survey instrument was reviewed again by Dr. Norm Millikin and Dr. Ron Harris for final approval and the instrument was adopted for use.

Administration of the Survey Instrument

In October of 1985, 231 1984-1985 Montana Vocational Education Association members were sent a questionnaire. A cover letter (Appendix A, Page 51) accompanied the questionnaire explaining the purpose of the study and the instrument. A stamped, self-addressed envelope was included for the convenience of the respondent and to provide the investigator with an acceptable return rate.

After six weeks, 141 questionnaires (60 percent) were returned.

Eight weeks after the first mailing, 90 questionnaires were mailed to members who had not responded. The questionnaire and a revised cover letter are referenced in the appendices. (Appendix C, D, Pages 54-56).

At the end of January 1986, 23 additional, completed questionnaires were received, which represented a 70 percent (164/231) return.

Analysis of Data

The method of analyzing the responses was descriptive in nature. The information from the respondents was gathered from the questionnaires and reported using raw totals and percentages. The results were reported by listing the total number responding to each question and the percentage of responses to the total usable responses for each question. Each of the tables illustrates the total responses by members as well as a percentage of the particular response to each question. A written interpretation of the data in each table is provided by the researcher.

CHAPTER IV

INTRODUCTION

Data reported in this chapter were taken from the population of the 1984-1985 membership list of the Montana Vocational Association by the administration of a 16-statement, four-point Likert scale questionnaire. A copy of the questionnaire is contained in Appendices B and D. Included in this chapter is a report of population characteristics, percentage of returns and results of the descriptive analysis of the data.

Respondents Characteristics and Returns

The population consisted of all MVA members listed on the 1984-1985 membership list. Therefore, the data analyzed were taken from the total population minus those respondents who did not return questionnaires. Thus there was a 70 percent (164 out of 231) return rate by respondent.

Data Analysis

The data were reported in both narrative and graphic form to make the results readable and understandable. A global statement-by-statement analysis for all respondents and a comparison analysis of all statements is presented.

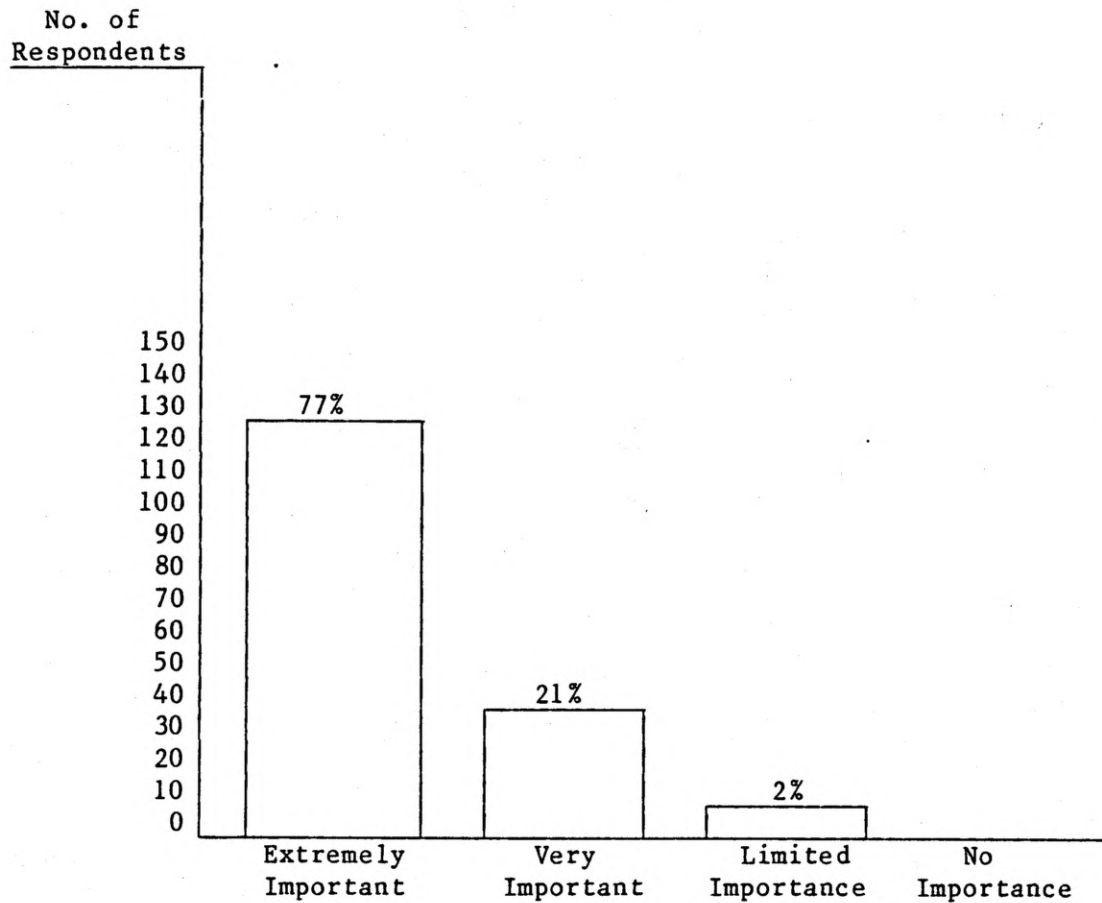
Presentation of Data

The data are presented in the following graphs. Each graph includes the specific statement that the respondents reacted to and a summary of those responses.

GRAPH NO. 1

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To establish, develop and maintain active state leadership for the promotion of all types of vocational education in the State of Montana.
No. 1

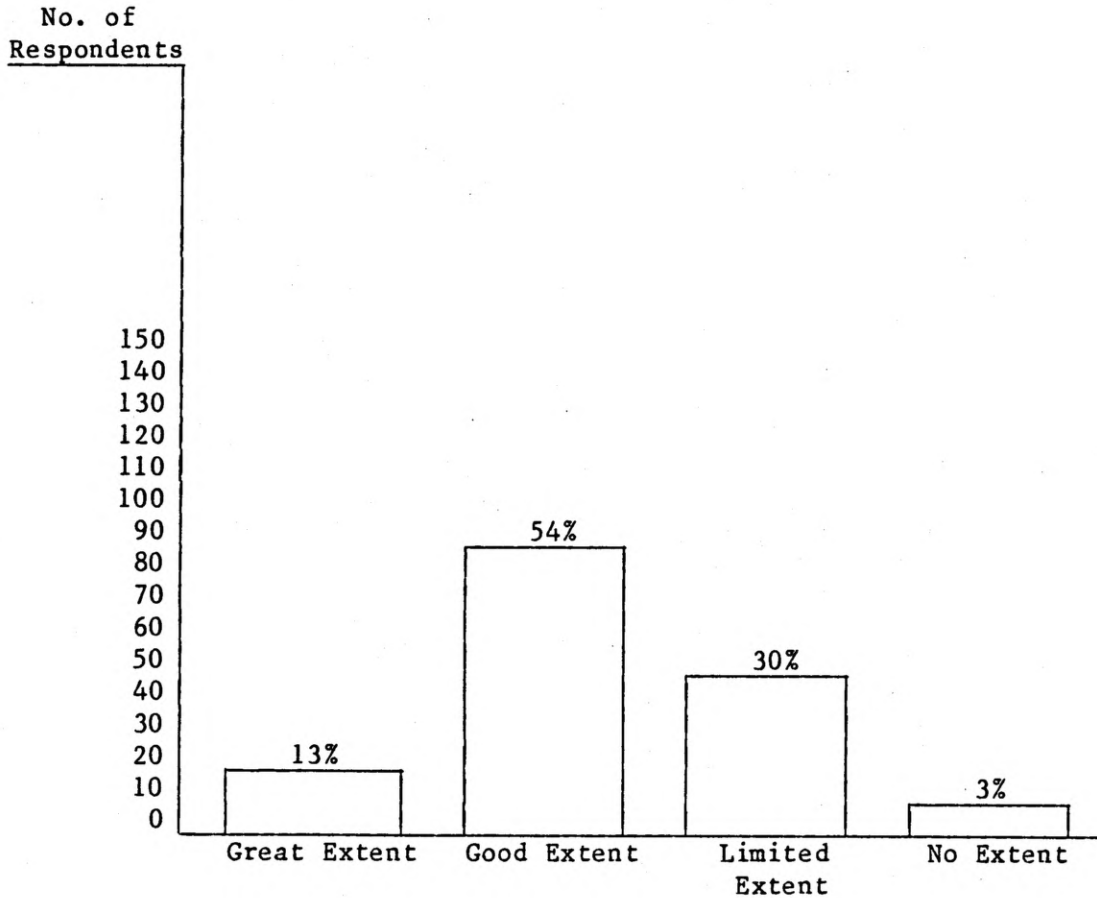


Results indicated that the majority of the respondents determined that an active state leadership for the promotion of all types of vocational education in Montana was extremely important.

GRAPH NO. 2

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To establish, develop and maintain active state leadership for the promotion of all types of vocational education in the State of Montana.
No. 1

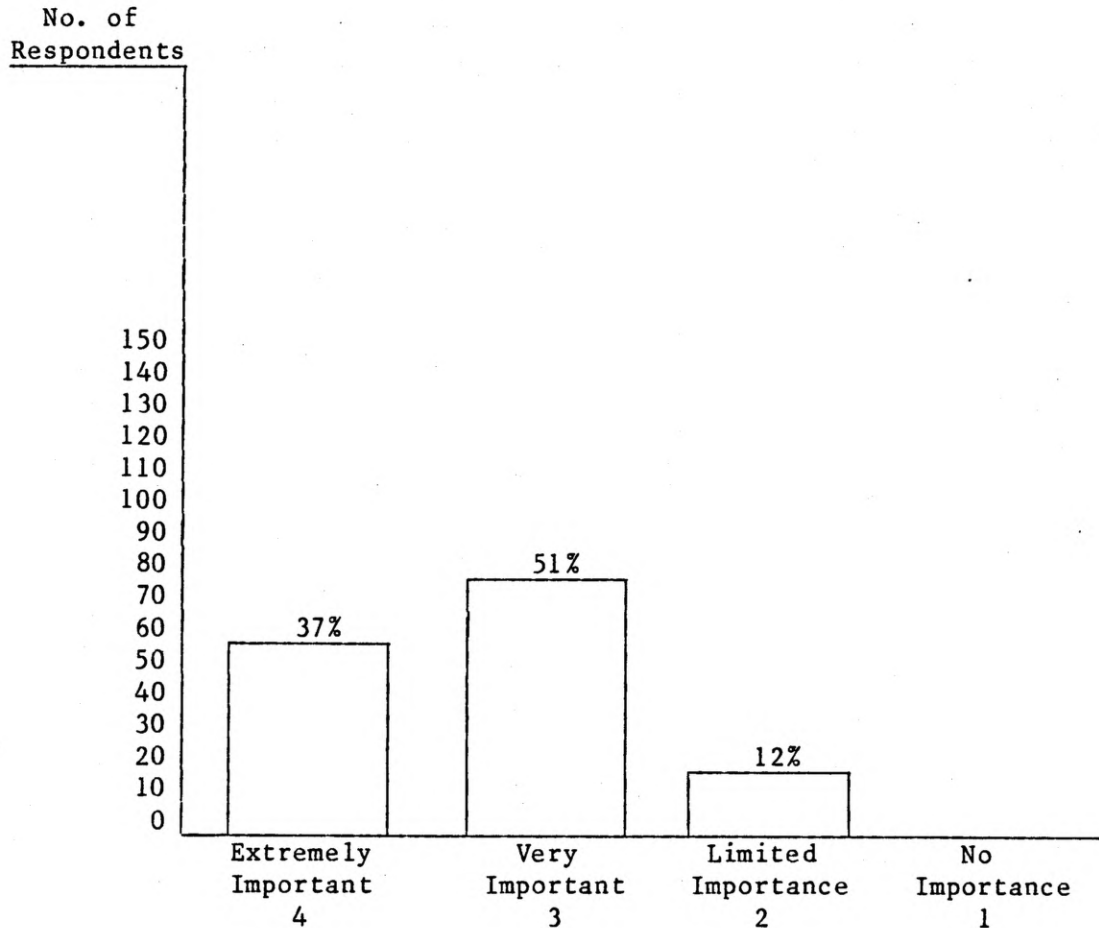


The majority of the respondents indicated that the MVA has accomplished its role and function to establish, develop and maintain active state leadership to a good extent. However, 30 percent of the respondents indicated that this had only been accomplished to a limited extent.

GRAPH NO. 3

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To cooperate with the American Vocational Association in
No. 2 the promotion of all types of vocational education at
the national level.

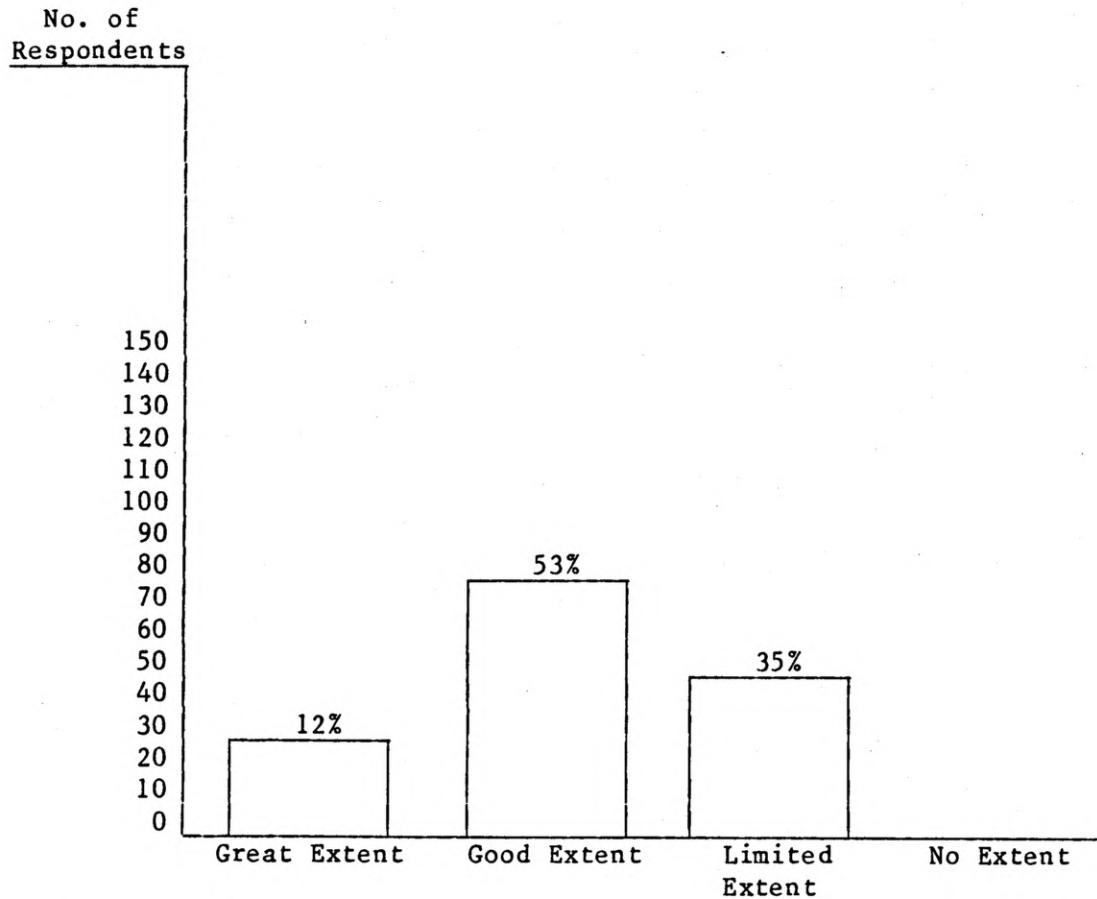


Overall, the respondents indicated that it was very important for the MVA to cooperate with the American Vocational Association in the promotion of all types of vocational education. Only 12 percent saw this function as having limited importance.

GRAPH NO. 4

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To cooperate with the American Vocational Association in
No. 2 the promotion of all types of vocational education at
the national level.



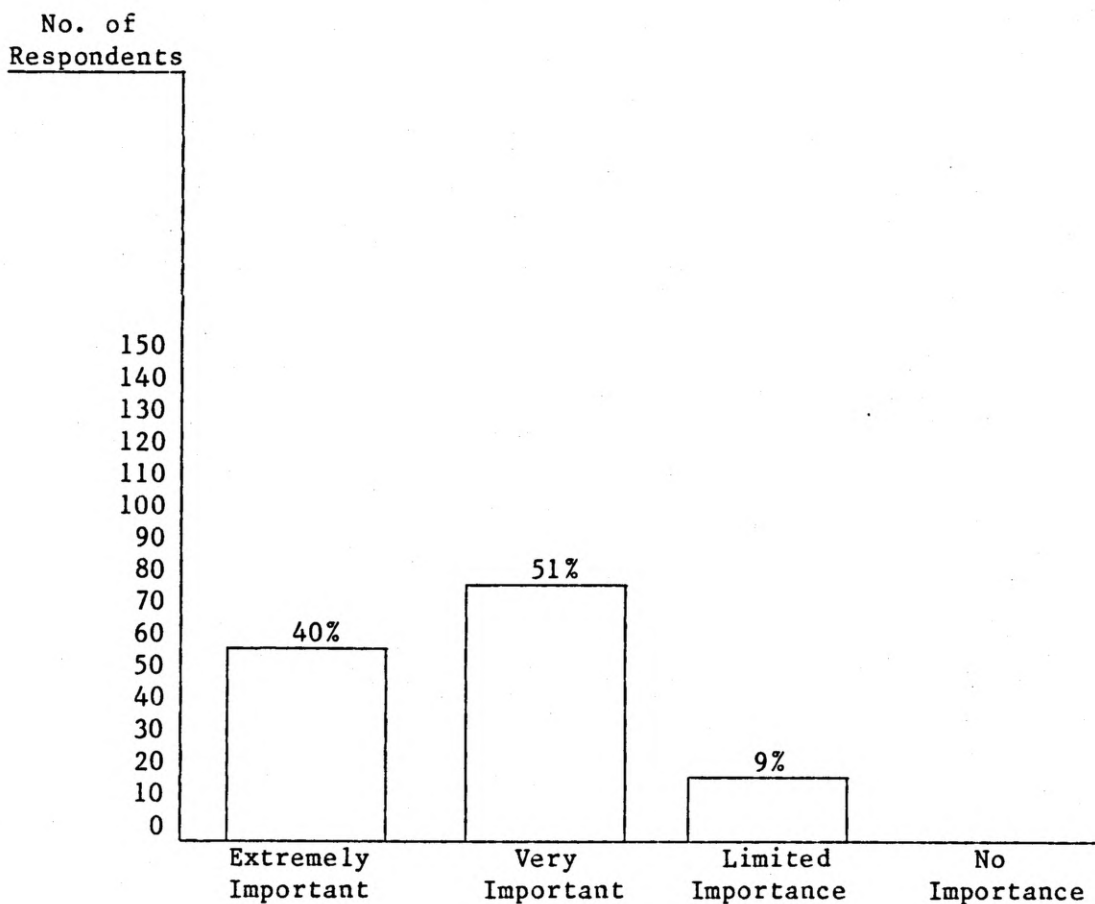
The majority of the respondents indicated that the MVA cooperates with the American Vocational Association to a good extent. However, 35 percent of the membership responded that MVA accomplished this role to a limited extent.

GRAPH NO. 5

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To render all service possible to both members and non-members of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.

No. 3



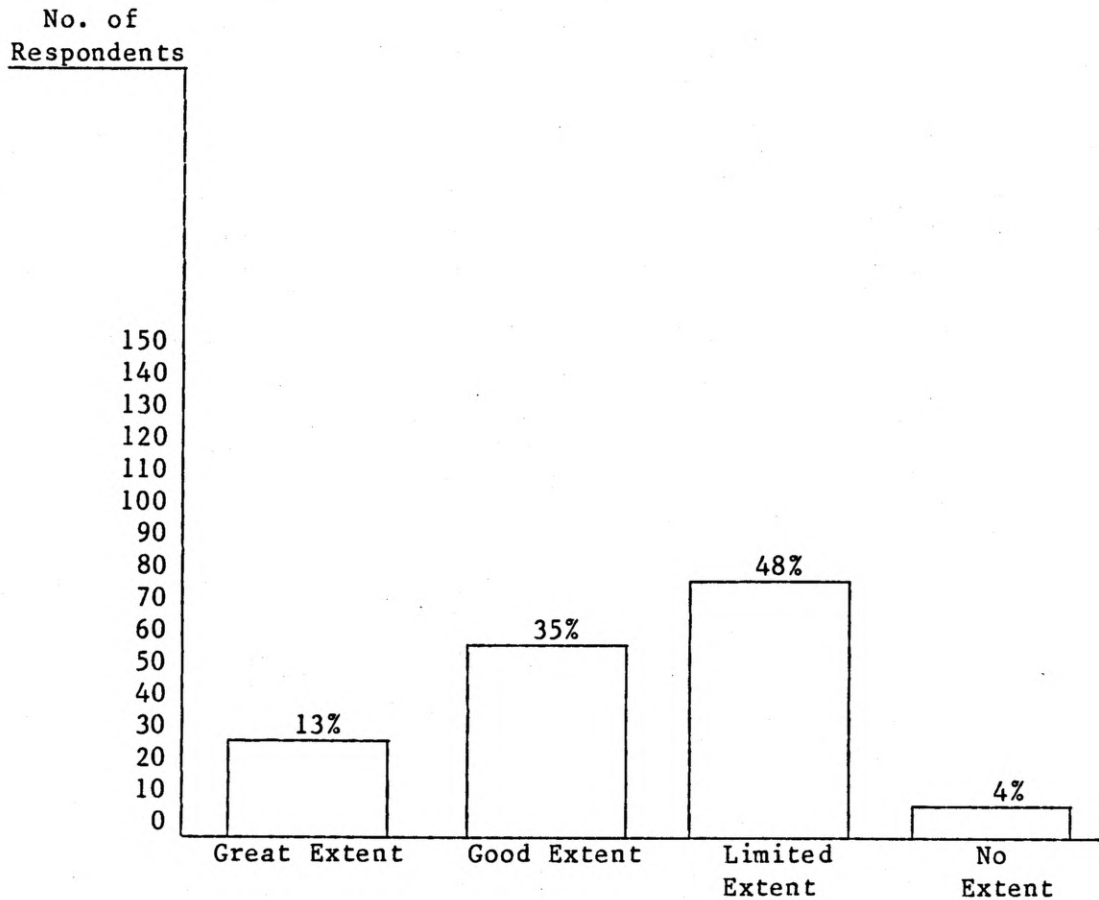
The vast majority (91 percent) of the respondents determined that it was very important/extremely important for the MVA to render services pertinent to problems and/or questions about vocational education to both members and nonmembers.

GRAPH NO. 6

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To render all service possible to both members and non-members of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.

No. 3

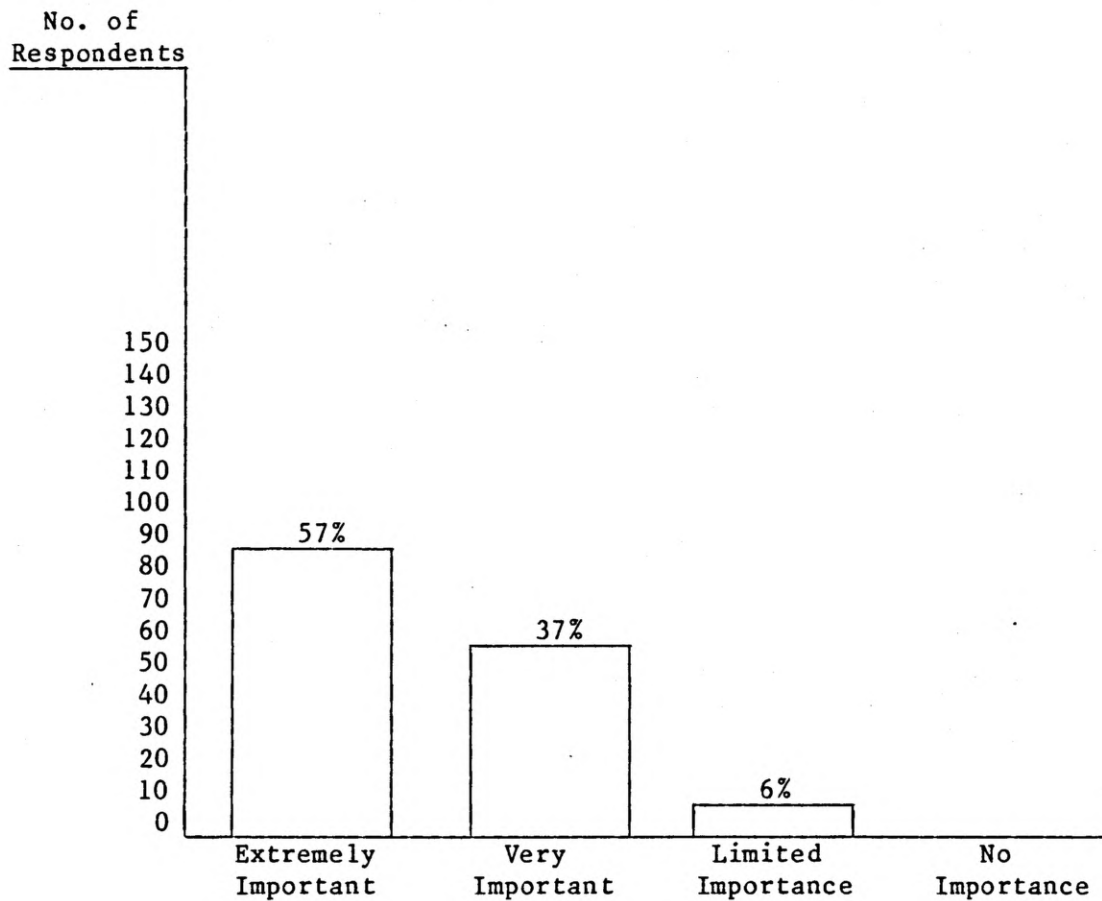


The majority of the MVA membership responded that the MVA renders all service possible to both members and nonmembers by providing for discussion and consideration of questions and/or problems pertinent to vocational education only to a limited extent. This finding should be of a major concern to the MVA leadership.

GRAPH NO. 7

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To unite, through membership in the Association, all
No. 4 individuals interested in and dedicated to, the develop-
ment, promotion and improvement of vocational education
for all who can profit from such training.

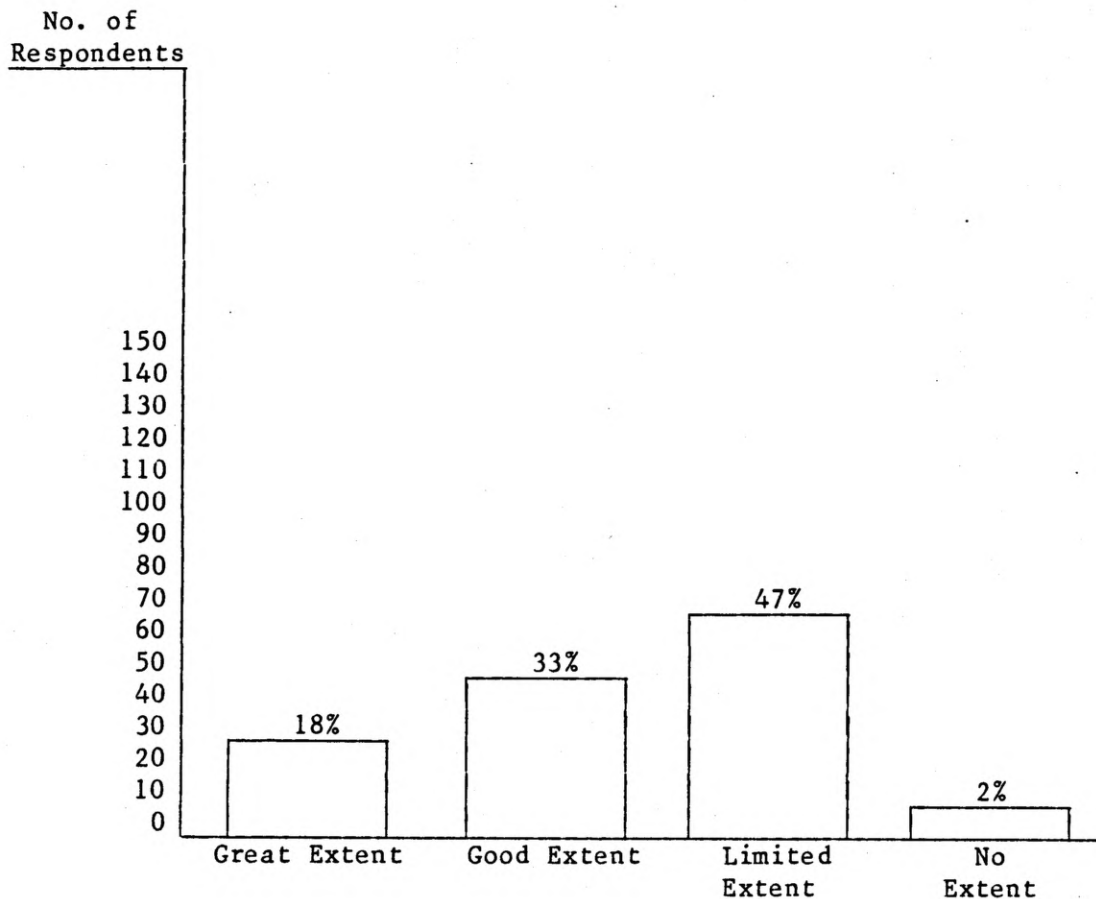


The respondents indicated that it was highly important for the MVA membership to unite for the development, promotion and improvement of vocational education for all who can profit from such training.

GRAPH NO. 8

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To unite, through membership in the Association, all
No. 4 individuals interested in, and dedicated to, the
development promotion, and improvement of vocational
education for all who can profit from such training.

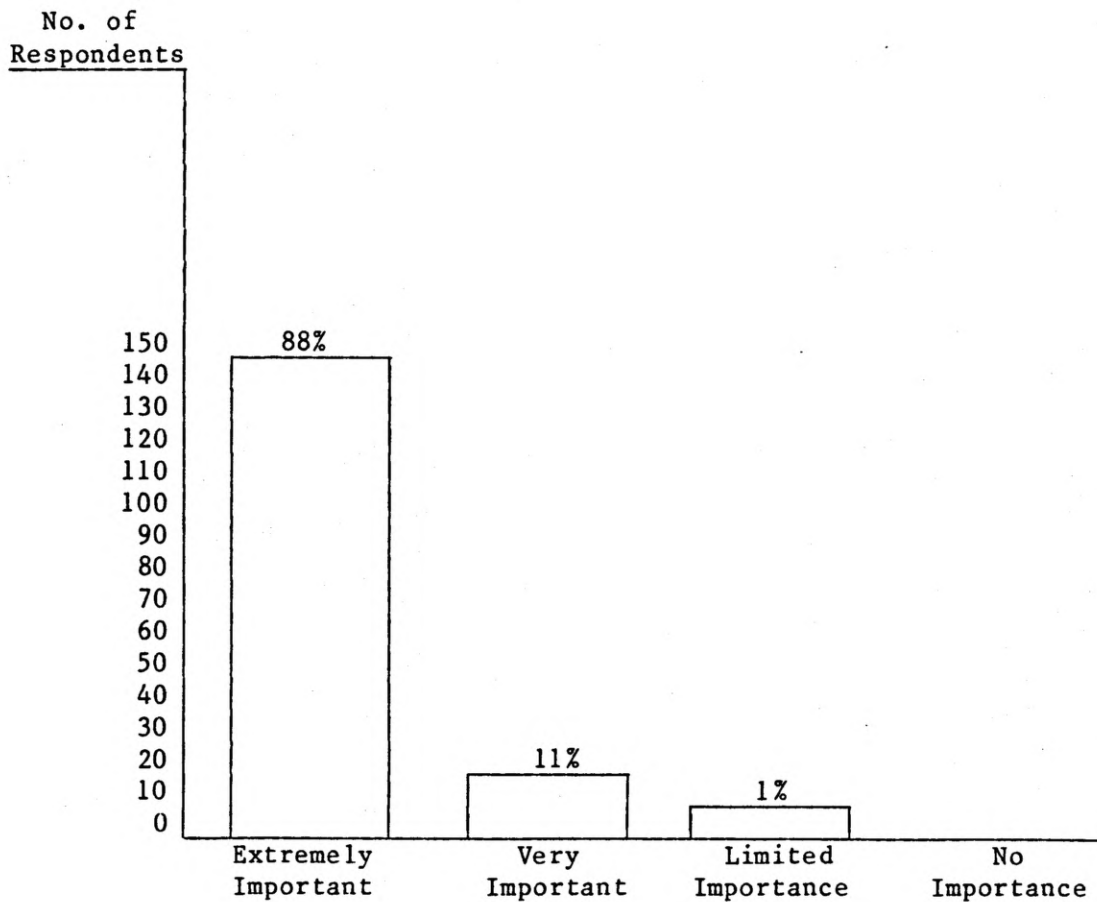


The data indicated that the MVA is to a limited extent dedicated to the development, promotion, and improvement of vocational education for all who can profit from such training. The divergence of responses to this issue needs further analysis. It would appear that a part of the membership feels united and a part do not. Who are these separate groups?

GRAPH NO. 9

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To promote recognition of the fact that vocational education is an integral and important part of the total educational program and process.

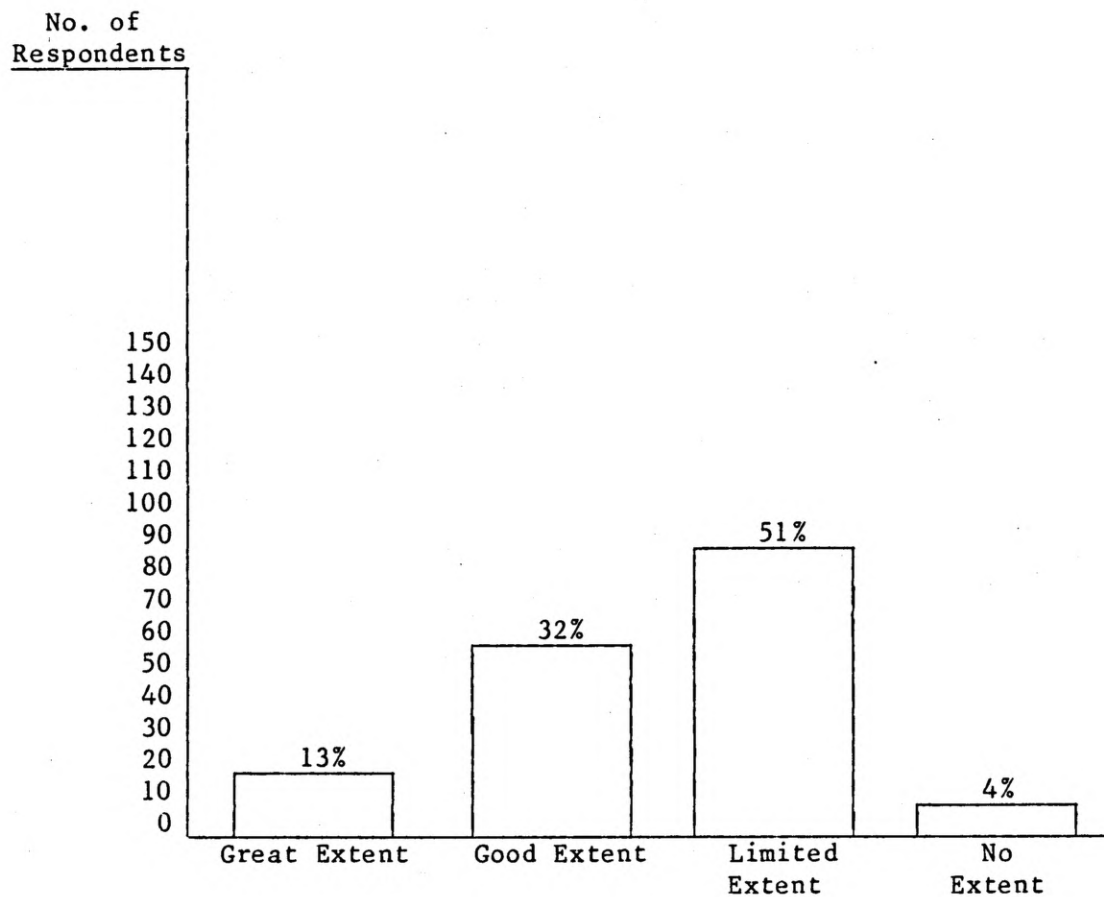


Overall, the MVA membership indicated that it is extremely important for the Association to promote that vocational education is an integral and important part of the total educational program and process. The responses are as the researcher had expected.

GRAPH NO. 10

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To promote recognition of the fact that vocational education is an integral and important part of the total education program and process.
No. 5

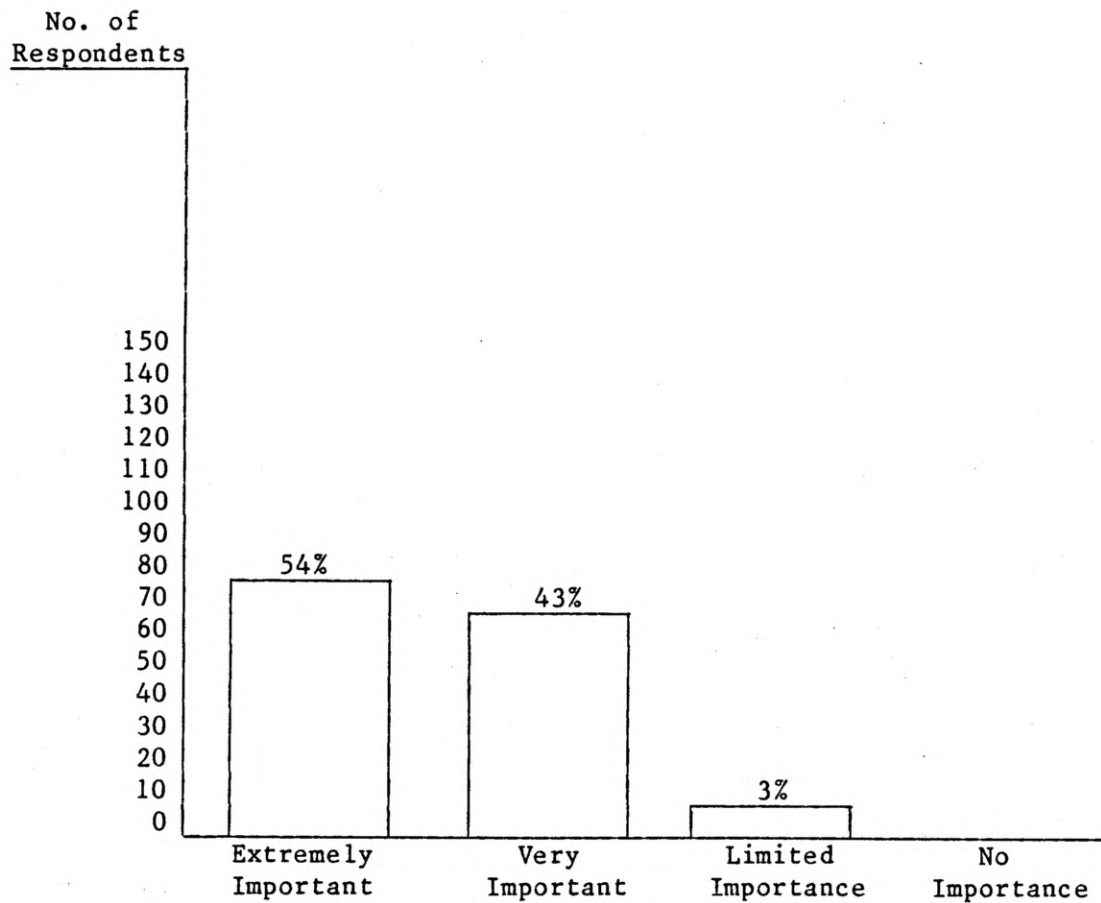


The overall majority indicated that, only to a limited extent, the MVA promotes recognition of the fact that vocational education is an integral and important part of the total educational program and process. This finding should be of concern to all vocational educators.

GRAPH NO. 11

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To acquaint all individuals not affiliated with the
No. 6 Association with the scope of and the need for vocational education.

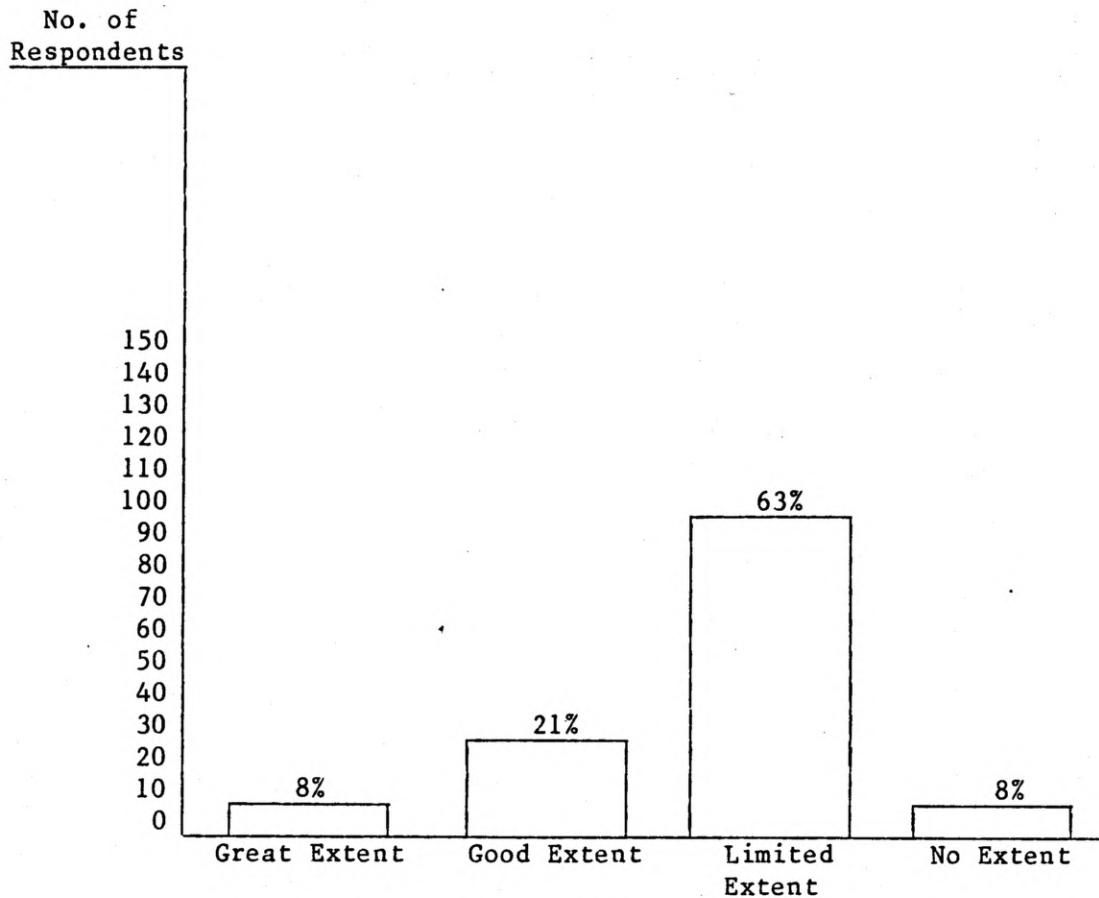


The majority of respondents indicated that it is extremely important for the Association to acquaint all individuals not affiliated with MVA with the scope of and the need for vocational education.

GRAPH NO. 12

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To acquaint all individuals not affiliated with the
No. 6 Association with the scope of and the need for vocational education.

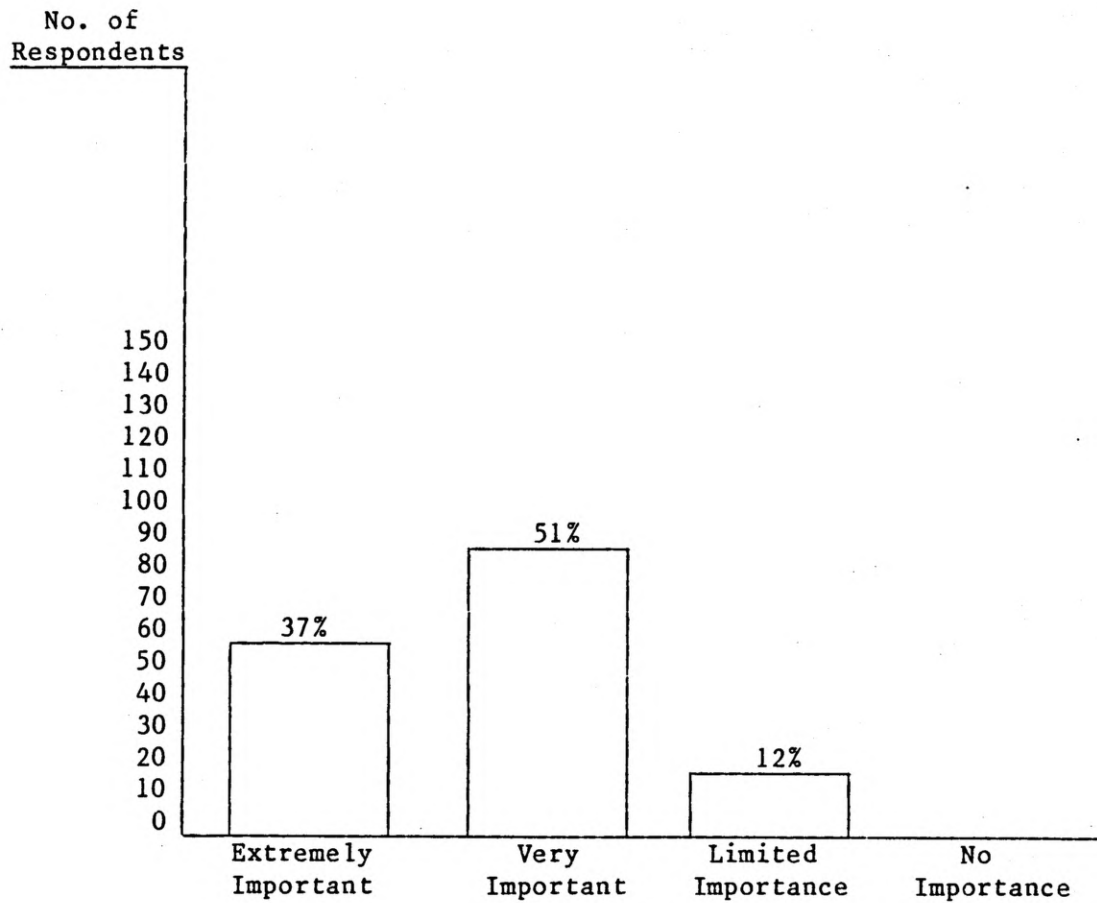


The data indicated that the MVA acquaints, only to a limited extent, individuals not affiliated with the Association with the scope of and the need for vocational education. These findings would indicate a need for a public relations campaign relative to this issue.

GRAPH NO. 13

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To assist in the development of improved professional
No. 7 standards in vocational education.

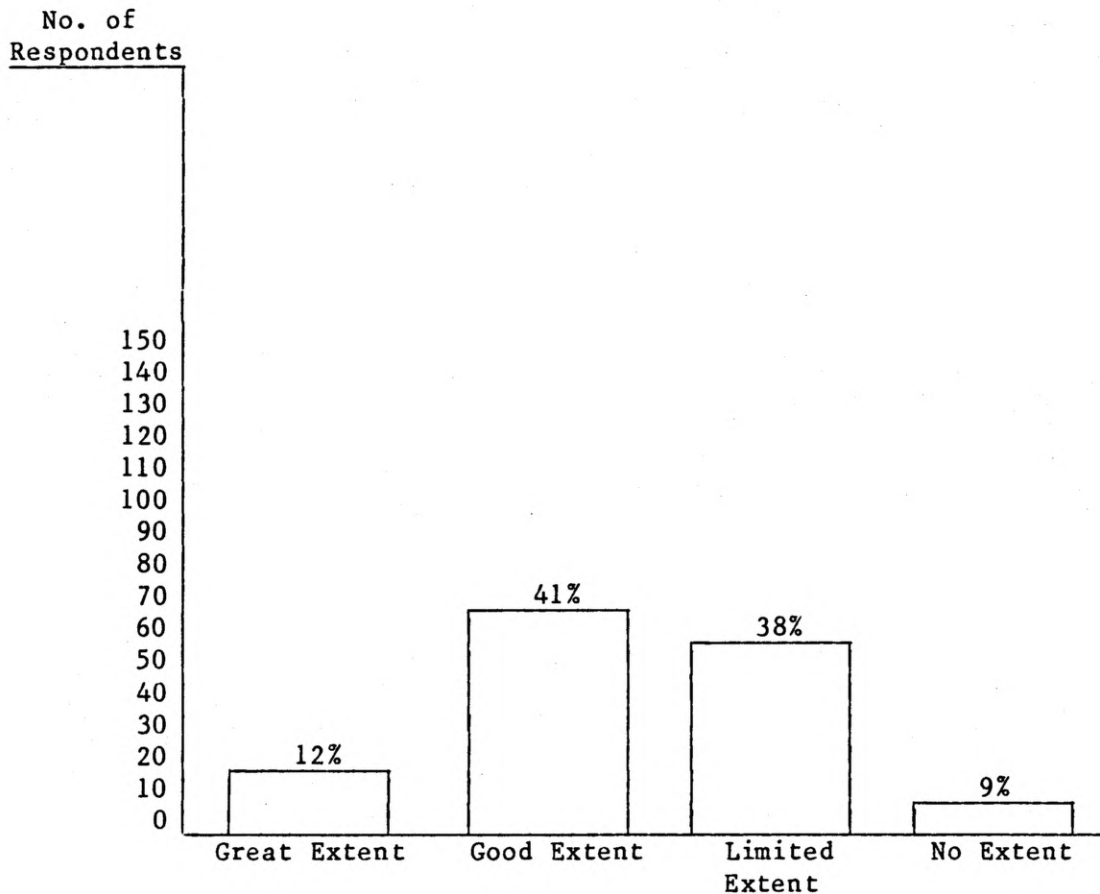


Overall, the respondents felt it was very important for the MVA to assist in the development of improved professional standards in vocational education. Only 12 percent saw this as having limited importance.

GRAPH NO. 14

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To assist in the development of improved professional
No. 7 standards in vocational education.

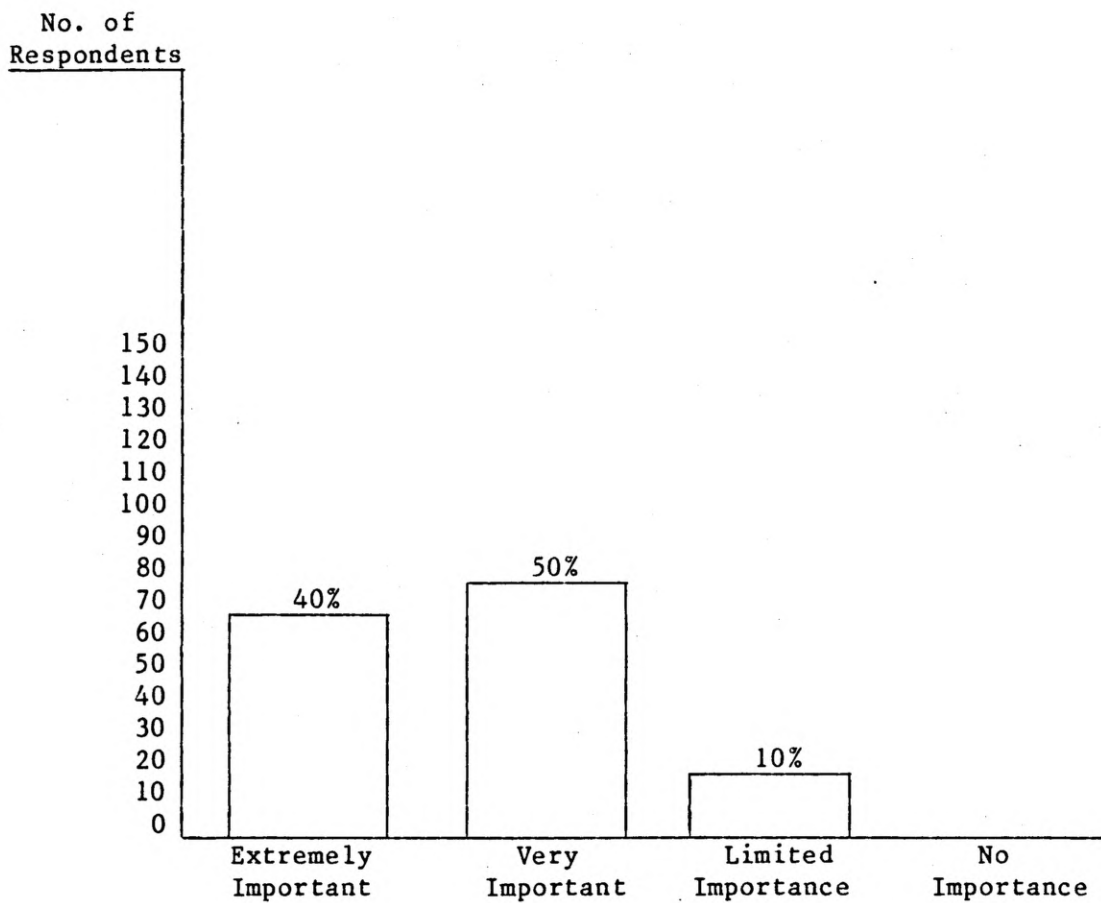


The majority of the respondents decided the MVA "assists" in the development of improved professional standards in vocational education from a good extent to a limited extent. However, 47 percent evidently felt that the MVA was doing little in this regard.

GRAPH NO. 15

THE IMPORTANCE OF THE PURPOSE OF THE MVA

Statement: To cooperate with all other organizations concerned with
No. 8 advancing the development and/or promotion of vocational
education.

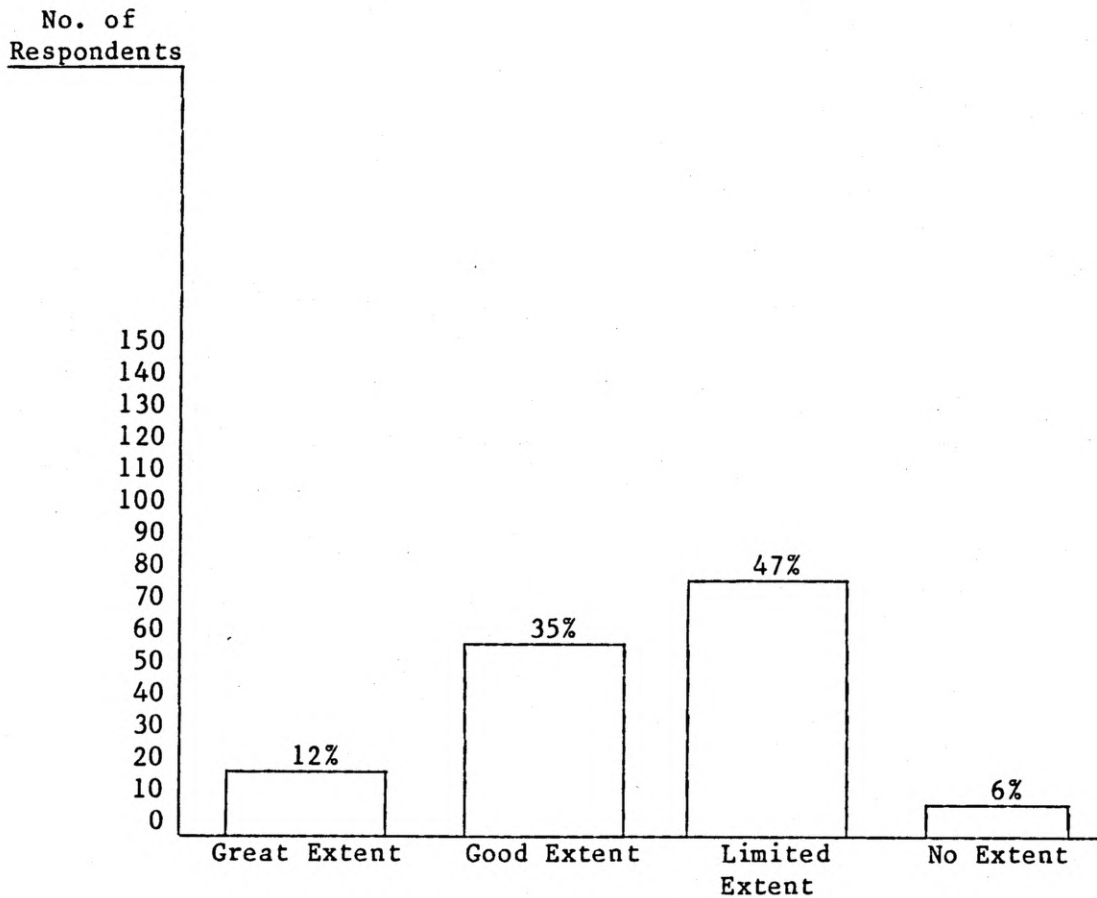


The overall data indicated that it was very important for the MVA to cooperate with other organizations concerned with advancing the development and/or promotion of vocational education.

GRAPH NO. 16

HOW WELL THE MVA HAS ACCOMPLISHED THE PURPOSE

Statement: To cooperate with all other organizations concerned with
No. 8 advancing the development and/or promotion of vocational
education.



The data indicated that the MVA does cooperate with other organizations concerned with advancing the development and/or promotion of vocational education. But, 53 percent apparently felt that very little was being done.

Summary

The data presented in this chapter illustrates that the purposes of the MVA were highly important to the respondents. On the other hand, the respondents indicated that the MVA leadership should make efforts to improve the accomplishments of the state association.

The improvements for the MVA should be made in the following:

1. Further develop an active state leadership
2. Continue to cooperate and affiliate with the AVA
3. Improve educational services to both members and nonmembers in regard to vocational education issues
4. Further analyze the unity and strength of the MVA membership
5. Promote recognition that vocational education is an integral part of the total education system
6. Educate members and nonmembers of the MVA with the scope and need for vocational education in society
7. Improve the development of professional standards in vocational education
8. Cooperate with other educational organizations to advance the development of vocational education in Montana.

CHAPTER V

INTRODUCTION

This study was conducted to determine: 1) which purposes of the Montana Vocational Association are important to the MVA members, and 2) to what extent have the purposes of the Montana Vocational Association been accomplished by the Association.

Summary of Findings

Responses received by the researcher represented 70 percent of the total population surveyed (164 out of 231). The majority of the respondents were positive toward the purposes of the Montana Vocational Association and its importance to MVA members. On the other hand, the majority of the respondents were somewhat negative regarding the extent to which purposes of the MVA have been accomplished by the Association.

Conclusions

The conclusions drawn from this study were based on the information received from the responses to the questionnaire completed by the MVA membership and from the review of related literature. The conclusions are as follows:

The Importance of the Purposes of the Montana Vocational Association as Perceived by Members:

1. It is extremely important that the Montana Vocational Association

establish, develop and maintain an active state leadership for the promotion of all types of vocational education in the state of Montana.

2. It is very important that the Montana Vocational Association cooperate with the American Vocational Association in the promotion of all types of vocational education at the national level.
3. It is very important that the Montana Vocational Association render all services possible to both members and nonmembers of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.
4. It is extremely important for the Montana Vocational Association to unite through membership in the Association, all individuals interested in, and dedicated to, the development, promotion, and improvement of vocational education for all who can profit from such training.
5. It is extremely important for the Montana Vocational Association to promote recognition of the fact that vocational education is an integral and important part of the total educational program and process.
6. It is extremely important for the Montana Vocational Association to acquaint all individuals, not affiliated with the Association, with the scope of and the need for vocational education.
7. It is very important for the Montana Vocational Association to assist in the development of improved professional standards in vocational education.
8. It is very important for the Montana Vocational Association to

cooperate with all other organizations concerned with advancing the development and/or promotion of vocational education.

The Extent to Which the Purposes of the MVA Have Been Accomplished as Perceived by Members:

1. The Montana Vocational Association has to a good extent, established, developed and maintained active state leadership for the promotion of all types of vocational education.
2. The Montana Vocational Association has cooperated with the American Vocational Association in the promotion of all types of vocational education at the national level.
3. To a limited extent, the Montana Vocational Association has rendered all services possible to both members and nonmembers of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.
4. To a limited extent, the Montana Vocational Association has united, through membership in the Association, all individuals interested in and dedicated to the development, promotion, and improvement of vocational education for all who can profit from such training.
5. To a limited extent, the Montana Vocational Association has promoted recognition of the fact that vocational education is an integral and important part of the total educational program and process.
6. To a limited extent, the Montana Vocational Association has acquainted all individuals not affiliated with the Association

with the scope of and the need for vocational education.

7. The Montana Vocational Association has to some extent assisted in the development of improved professional standards in vocational education.
8. The Montana Vocational Association has cooperated to a limited extent with all other organizations concerned with advancing the development and/or promotion of vocational education.

RECOMMENDATIONS

The findings and conclusions from this study provide the basis for the following recommendations.

1. The Montana Vocational Association needs to further develop and maintain active state leadership for the promotion of all types of vocational education in the state of Montana. Consideration should be given to provide: a) leadership from the executive board members to each division's officers, b) new avenues of interactions with divisions, state agencies, and other affiliate organizations, c) reexamine the organizational structure, and 4) evaluate the role of each officer on the MVA executive board.
2. The Montana Vocational Association should continue to improve its cooperation with the American Vocational Association in the promotion of all types of vocational education such as: a) involve AVA staff at convention meetings, b) develop effective linkages with business and industry through AVA assistance, c) promotion of national vocational education week, and 4) involvement of MVA members on national or regional AVA committees.
3. The Montana Vocational Association needs to increase the level of communication from the executive board to its membership. It is highly recommended that the MVA establish a monthly/quarterly newsletter for state association membership. Other communication recommendations are: a) produce a directory of state association leaders for all members, b) produce an information packet on the role of the Montana Vocational Association for all

members/nonmembers, c) set up a legislative network, d) develop a professional public relations program to inform community leaders and nonmembers about the role of vocational education, and e) establish a current mailing list of statewide membership and potential membership.

4. The Montana Vocational Association should involve its membership in the development, promotion and improvement of vocational education in Montana. In general, vocational teachers and school administrators want to be involved in what is going on in the workplace. A cooperative team oriented work environment and participative leadership of the MVA could aid in the improvement of vocational education in Montana. For example, this could be accomplished through the MVA leadership appointing and selecting members to serve on committees, surveying the membership on current vocational issues for legislative input, and developing a program of work for improving the image of vocational education in Montana.
5. The Montana Vocational Association should be more involved with the State Office of Public Instruction and the State Council for Vocational Education to promote recognition of the fact that vocational education is an integral and important part of the total educational program and process. This could be accomplished by suggesting that the MVA executive director or president be a member of the State Council for Vocational Education. In addition, the MVA executive director should frequently communicate with the state office in regard to current vocational education

concerns.

6. It is extremely important for the Montana Vocational Association to make efforts to acquaint all individuals not affiliated with the Association with the scope of and the need for vocational education. The MVA leadership should consider contacting other educational and private sector organizations in the promotion of vocational education. The prevailing image of vocational education can be improved through public relations and community education. A variety of methods can be used such as newsletters, brochures and person-to-person communications.
7. The Montana Vocational Association should continue its efforts to assist in the development of improved professional standards in vocational education. Relevant professional development must include innovative and individualized activities such as exchanges with industry, community research projects, motivational or training workshops, and small group training sessions on current vocational education topics.
8. It is extremely important for the Montana Vocational Association to cooperate with all other organizations concerned with advancing the development and/or promotion of vocational education. The MVA should be concerned about the progress of vocational education as well as the progress of any other branch of education. The MVA leadership should work closely with the State Office of Public Instruction, the State Council for Vocational Education, youth organizations, other state education organizations and teacher training institutions in order to develop and use a variety of

image building strategies for vocational education.

9. The Montana Vocational Association needs to emphasize that all divisions be affiliated with the AVA. The most common and popular AVA membership category is the affiliated member. Eighty-seven percent of all AVA's 46,000 members are affiliated members. By AVA bylaws, this membership category requires membership in AVA, a state vocational association such as MVA and a state divisional affiliate of the state vocational association.

The advantage of this structure for MVA members is that they can participate with colleagues close to home who share their professional specialty area, i.e., business and office, agriculture, marketing education, etc. They can also work collectively on statewide issues and concerns, including critical state legislative activities, through participation in the state vocational association.

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APPENDICES



APPENDIX A

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

October 25, 1985

Dear MVA Member:

I am conducting research on MVA members' perception of the purposes of the MVA Association. Toward that end, I am seeking your assistance in completing the enclosed survey instrument. Please note that the statements which comprise the survey have been taken from the MVA Constitution.

Please complete the survey and return it in the enclosed self-addressed stamped envelope by November 15, 1985. As an MVA member, your response is very important to my study and I encourage you to return it promptly.

Thank you very much for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Redina Berscheid".

REDINA BERSCHIED
Marketing Education Specialist
Department of Vocational Education Services

Enclosure

APPENDIX B

A SURVEY OF MONTANA VOCATIONAL ASSOCIATION MEMBERS
ON THEIR PERCEPTIONS OF THE PURPOSES OF THE ASSOCIATION

SECTION A

The following statements are considered to be the purposes of the Montana Vocational Association. Please rate the following statements on their importance to you as an MVA member. Circle your choice. (4=extremely important, 3=very important, 2=limited importance, 1=no importance)

	Extremely Important	Very Important	Limited Importance	No Importance
1. To establish, develop and maintain active state leadership for the promotion of all types of vocational education in the state of Montana.	4	3	2	1
2. To cooperate with the American Vocational Association in the promotion of all types of vocational education at the national level.	4	3	2	1
3. To render all service possible to both members and nonmembers of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.	4	3	2	1
4. To unite through membership in the Association all individuals interested in, and dedicated to, the development, promotion and improvement of vocational education for all who can profit from such training.	4	3	2	1
5. To promote recognition of the fact that vocational education is an integral and important part of the total educational program and process.	4	3	2	1
6. To acquaint all individuals not affiliated with the Association with the scope of, and the need for, vocational education.	4	3	2	1
7. To assist in the development of improved professional standards in vocational education.	4	3	2	1
8. To cooperate with all other organizations concerned with advancing the development and/or promotion of vocational education.	4	3	2	1

COMMENTS:

SECTION B

The following statements are considered to be the purposes of the Montana Vocational Association. Please rate the following statements on how well the MVA has accomplished its role and function. Circle your choice. (4-to a great extent, 3=to a good extent, 2= to a limited extent, 1=no extent)

	Great Extent	Good Extent	Limited Extent	No Extent
1. To establish, develop and maintain active state leadership for the promotion of all types of vocational education in the state of Montana.	4	3	2	1
2. To cooperate with the American Vocational Association in the promotion of all types of vocational education at the national level.	4	3	2	1
3. To render all service possible to both members and nonmembers of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.	4	3	2	1
4. To unite through membership in the Association, all individuals interested in, and dedicated to, the development, promotion and improvement of vocational education for all who can profit from such training.	4	3	2	1
5. To promote recognition of the fact that vocational education is an integral and important part of the total educational program and process.	4	3	2	1
6. To acquaint all individuals not affiliated with the Association with the scope of, and the need for, vocational education.	4	3	2	1
7. To assist in the development of improved professional standards in vocational education.	4	3	2	1
8. To cooperate with all other organizations concerned with advancing the development and/or promotion of vocational education.	4	3	2	1

COMMENTS:

Thank you for your time in completing this questionnaire. Please return this form in the enclosed self-addressed, stamped envelope by November 15, 1985. If you have any questions about the survey, contact:

Redina Berscheid
Marketing Education Specialist
Office of Public Instruction
State Capitol
Helena, Montana 59620
Telephone: 444-4556 or Hotline: (800-332-3402)

mec223.A



APPENDIX C

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

December 12, 1985

Dear MVA Member:

It has been eight weeks since you received a survey on the MVA members' perception of the purposes of the MVA Association.

In order to finish this study, I am in need of your assistance in completing the survey instrument. As an MVA member, your response is very important to this study and I encourage you to return it promptly. An additional survey has been enclosed for your convenience.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script, reading "Redina Berscheid".

REDINA BERSCHIED
Marketing & Distributive Education Specialist
Vocational Education Services

Enclosure

APPENDIX D

A SURVEY OF MONTANA VOCATIONAL ASSOCIATION MEMBERS
ON THEIR PERCEPTIONS OF THE PURPOSES OF THE ASSOCIATION

SECTION A

The following statements are considered to be the purposes of the Montana Vocational Association. Please rate the following statements on their importance to you as an MVA member. Circle your choice. (4=extremely important, 3=very important, 2=limited importance, 1=no importance)

	Extremely Important	Very Important	Limited Importance	No Importance
1. To establish, develop and maintain active state leadership for the promotion of all types of vocational education in the state of Montana.	4	3	2	1
2. To cooperate with the American Vocational Association in the promotion of all types of vocational education at the national level.	4	3	2	1
3. To render all service possible to both members and nonmembers of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.	4	3	2	1
4. To unite through membership in the Association all individuals interested in, and dedicated to, the development, promotion and improvement of vocational education for all who can profit from such training.	4	3	2	1
5. To promote recognition of the fact that vocational education is an integral and important part of the total educational program and process.	4	3	2	1
6. To acquaint all individuals not affiliated with the Association with the scope of, and the need for, vocational education.	4	3	2	1
7. To assist in the development of improved professional standards in vocational education.	4	3	2	1
8. To cooperate with all other organizations concerned with advancing the development and/or promotion of vocational education.	4	3	2	1

COMMENTS:

SECTION B

The following statements are considered to be the purposes of the Montana Vocational Association. Please rate the following statements on how well the MVA has accomplished its role and function. Circle your choice. (4-to a great extent, 3-to a good extent, 2= to a limited extent, 1=no extent)

	Great Extent	Good Extent	Limited Extent	No Extent
1. To establish, develop and maintain active state leadership for the promotion of all types of vocational education in the state of Montana.	4	3	2	1
2. To cooperate with the American Vocational Association in the promotion of all types of vocational education at the national level.	4	3	2	1
3. To render all service possible to both members and nonmembers of the Association by providing for discussion and consideration of questions and/or problems pertinent to vocational education.	4	3	2	1
4. To unite through membership in the Association, all individuals interested in, and dedicated to, the development, promotion and improvement of vocational education for all who can profit from such training.	4	3	2	1
5. To promote recognition of the fact that vocational education is an integral and important part of the total educational program and process.	4	3	2	1
6. To acquaint all individuals not affiliated with the Association with the scope of, and the need for, vocational education.	4	3	2	1
7. To assist in the development of improved professional standards in vocational education.	4	3	2	1
8. To cooperate with all other organizations concerned with advancing the development and/or promotion of vocational education.	4	3	2	1

COMMENTS:

Thank you for your time in completing this questionnaire. Please return this form in the enclosed self-addressed, stamped envelope by November 15, 1985. If you have any questions about the survey, contact:

Redina Berscheid
Marketing Education Specialist
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APPENDIX E

Comments From A Survey of Montana Vocational Association Members
On Their Perceptions of the Purposes of the Association

The MVA really needs to look toward the future of vocational education, and this points directly toward today's young people. The college seniors, first-year educators, these people are what your and "our" organization lacks. Their energy, ideas, and outlook toward their newly-decided-upon profession. Get on with it.

With limited resources, you do a great job!

I'm tired of evaluations every session of MVA and now this!!

Most of this I don't have any idea about!

All individuals may be an impossibility to attain purpose.

Some people will never join. Does this mean we are saying that some people will not profit from education?

All these ideas are great but who will fund them and what group has the time to implement all this.

The divisions within MVA are rather autonomous, with members feeling a much stronger tie to their respective divisions than to the MVA.

In the same respect, secondary and postsecondary members are somewhat at odds due to the fact that they (both groups) are vying for the same funds.

The addition of the executive secretary should give the group leadership more continuity.

It is unfortunate that MVA relates only to public education and excludes other "job trainers" found in the private sector.

I have only been a member for one year and do not know of the association's accomplishments.

Having an executive director may promote greater efforts by MVA through a better continuity of state leadership.

"Unable to attain many of the above because it is vo ed educators talking to vo ed educators. The convention pumps one up and ideas are exchanged but little is done to influence other educators because many are not there."

With the big push to promote college preparatory courses in high school, vo-ed is being forced to take a second seat. Our association needs to promote vo-ed stronger before we find ourselves in the third seat.

The MVA must start taking more of a leadership role in the issues facing us. Declining enrollments due to the increased credit requirements are going to decimate some of our programs and I haven't read or heard the MVA respond to this dilemma. Our programs are worth fighting for and we need help on our local level with this issue.

This is my first year in the association so it is hard to answer all questions, not knowing what all has been done.

I'm a new member. I really can't fairly answer the questions. I feel we'd better get busy, though, as vocational education in Montana is facing a crisis. We must get more statewide support. I teach at Missoula Vo-Tech.

I for one do not like to see the large group at the convention each year who are only a member of their division(s) and not a member of MVA/AVA.

We let too many potential leaders fall by the wayside. There must be more involvement and communication between members and divisions. Where is the newsletter?!?

Communication with members has been poor. Other than the annual conference in October, there is little communication the balance of the year. It is hard to believe that, after all these years, we don't even have a brochure for promotion, etc.

This may not be too valuable since I live and teach in Oklahoma now. Next year AVA will be in Dallas. The entire teaching staff from our vo-tech has been given Friday off and the school will pay our way to AVA. This is so amazing to me. Maybe I'll see some Montana friends there!

I never even received information about the MVA conference in the fall. This organization appears to be dying a slow death.

Although I belong to AVA, I'm not that aware of what they do. (Not because of their lack to keep me informed, but because of my lack of time to read up and keep informed.)

If the recent MVA business meeting is an indication of membership support of vo ed in Montana, we are in trouble professionally.

I feel that presently the most important task for the MVA is the promotion of vocational education in the face of declining funding and emphasis of college prep curriculums.

How about members? I have been a member since last November '84 and this is the first material I have received from MVA. My partner and I did not receive any information on the state conference or a copy of the by-laws and objectives of the association. This is a very

real problem?

To promote recognition of the fact that vocational education is an integral and important part of the total educational program and process. Can't stress too much.

I have been a member of AVA since I obtained an instructor's position in Office Occupations at the Anaconda Job Corps. Our purpose here focuses on vocational training for the disadvantaged. In the past four years, this survey is the first correspondence I have received from MVA. It would be nice to be notified of activities around the state and of conventions and activities that would help me personally or benefit my students. Job Corps may be phased out in federal budget cuts. I feel that the MVA should help to see that this program remains alive.

Considering the statistical information furnished by the Department of Labor relating to employment opportunities in high technology areas along with the fact that Montana is not geographically situated for future activity in high technology development, it is imperative that vocational education become an essential ingredient to all educational programs.

State and local support along with monetary compensation should be furnished for future professional growth for vocational educators faced with the high demands of our high technological society. MVA is doing a great job but faces many obstacles yet to overcome.

Where is the MVA as our departments are going through declining enrollments through increased graduation requirements? I have received no help, that I can see, from the MVA. Is having an execu-

tive secretary part of the solution to the problem? I think a more clear job description with a few deadlines should be set up.

Problem--MVA needs to accommodate the peculiar membership needs of industrial arts and business teachers having another national organization with which to affiliate.