Analysis of the multicultural perceptions of vocational education administrators in Iowa

Cynthia Daphne Reed-Stewart
Iowa State University
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Analysis of the multicultural perceptions of vocational education administrators in Iowa

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Iowa State University, 1989
Analysis of the multicultural perceptions of vocational education administrators in Iowa

by

Cynthia Daphne Reed-Stewart

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Industrial Education and Technology
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(Industrial Vocational-Technical Education)

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For the Graduate College

Iowa State University
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1989
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CHAPTER I: INTRODUCTION

In the last two decades, decreasing attention has been given to the inequities or discriminatory practices in our society generally and in education specifically. Also within the last two decades, the nation and educational institutions are grappling for methods to control the "homeless" and "at risk" populations in our society.

Yet, as we move toward the year 2000, there is much to be done about the crisis occurring in national educational institutions and its impact on people of ethnic and language diversity. The growing racial tension on college campuses and the lack of diverse faculty in educational institutions across the nation are mere peeks into our future.

The "new" Carl Perkins Act in Vocational Education emerged as a vehicle for bringing about a change in the status of minority impoverished and unemployable populations. State departments of education were to develop and fund model plans targeted at this population. Local vocational educational institutions (community colleges) were to determine the need and the student populations to be served. In Iowa, community college administrators have presented very little evidence of the need for services for language and ethnically diverse populations. Yet, these populations are overrepresented in Iowa's penal institutions and public assistance roles and underrepresented in the job market (at all
levels—professional and nonprofessional).

This study was an investigation into one aspect of the phenomena for the aforementioned crisis before this state and the nation. It is imperative that local administrators of educational institutions be conscientious and serve as strategists to curtail the harsh reality of diverse people in communities served.

In 1985, the College Board issued the report, "Equality and Excellence: The Educational Status of Black Americans" (prepared by Linda Darling-Hammond, Senior Social Scientist) to the nation's educators. The report attempted to fill a void in the national educational "excellence" movement which notably ignored issues of educational equality.

Specifically targeted for chief executive officers of educational institutions, the report sought to bring into perspective the reality of Black Americans and their plight in the educational arena, elementary through higher education. Among the alarming statistics with applicability for community college administrators are:

Unemployment rates for both Black men and women in virtually all age categories have increased fairly steadily since 1965. In 1982-83, about 1 out of every 5 blacks in the labor market were unemployed, with much higher rates for teenagers and young adults.

Unemployment rates and labor force participation rates are strongly correlated with educational attainment for both blacks and whites. However, for blacks, marked differences in employability occur only for those with college degrees.
In 1982, nearly half (47.6 percent) of all black children aged 18 and under lived in households below the poverty line. This compares with only 17 percent of white children.

The structure of black families has changed significantly over the past decade. Female-headed households increased from 28 percent to 41 percent of all black families between 1970 and 1982. This is partly the result of dramatically increased divorce rates and partly due to increases in the numbers of never-married mothers.

Blacks are seriously underrepresented among graduate and professional school students, and black participation rates in postgraduate education have declined since the early 1970s.

Blacks lose ground relative to non-blacks at each stage of the educational pipeline. In 1972, for example, blacks represented 12.7 percent of all 18-year-olds, 10.5 percent of all 1972 high school graduates, 8.7 percent of all college freshmen and four-year college enrollments, 6.5 percent of all B.A. recipients. By 1979, blacks represented only about 4 percent of all professional and doctoral degree recipients (Darling-Hammond, 1985).

These alarming statistics have implications regarding the purpose for which community colleges were designed. The Iowa "State Plan for the Administration of Vocational Education" (1986) states its goals as the following:

1. To provide instructional programs and activities which contribute to the economic growth of the State.

2. To provide equity of access to a diversity of quality vocational education programs, so that persons of all ages in all communities in Iowa, those in high school, those who have completed or discontinued their formal education, those who need to upgrade their skills or learn new skills, and those residing in a merged area school district, will have ready access to vocational training or retraining which is realistic in the light of actual or anticipated opportunities for gainful employment,
and which is suited to their needs, interests, and ability to benefit from such training.

Two goals of the three-year state plan were:

1. To provide opportunities for secondary, post secondary and adult students, male or female, of diverse racial/ethnic backgrounds...to participate in vocational programs so that they may develop general employability and specific job skills.

2. To provide vocational education instructional programs and supportive services to meet the needs of the students participating in the programs and the employment needs of the community served.

Galo (1988a) directly addressed the plight of minorities when he stated: "Minorities stand at the crossroad of economic productivity and economic despair." In addition, Eleanor Norton Holmes, speaker at the first conference of the Futures Project, indicated:

However, the road to opportunity is blocked by a system that does not provide minorities with the educational skills necessary for the working world and forces them to turn down the road to economic despair.

The Futures Project is the response from minority educators and business leaders to bring about a connection between education, society, and the new economy.

The route around the roadblock to economic development lies in improving educational opportunities for minorities (Norton Holmes, 1988, cited in Galo, 1988a).

Community colleges and their thrust as vocational education institutions have been the vanguard in public education for educating nontraditional populations for the country's predominant work force (Fact Sheet, 1984).
The Carl D. Perkins Act of 1984 specifically provided for financial assistance to states for vocational education programs to benefit nontraditional populations. Those areas were:

1. Increased vocational education opportunities for special populations, and
2. Program improvement, innovation and expansion.

Fifty-seven percent of the near billion dollars allocated was for education programs, services, and activities to targeted groups. The Act specifically sets aside monies for handicapped (10%), disadvantaged and limited English proficiency (22%), single parents or homemakers (8.5%), non-traditional occupational training (3.5%), incarcerated persons (1%), and adults needing training and retraining (12%).

Other purposes of the Carl Perkins Act (Fact Sheet, 1984) are to:

1. Assist economically depressed areas, raise employment and occupational competencies of the citizens.
2. Promote greater cooperation with the private sector.
3. Improve academic foundations of students and the application of new technology.
4. Improve effectiveness of consumer and homemaking educational programs.

On June 30, 1988, the Des Moines Register released a brief report by Bishop Dingman's Task Force (a citizens' group responsible for assessing race equity in the city of
Des Moines in education, labor relations, economics, social climate, etc.) which charged, "Immediate innovative plans are needed to change the course of our relationship with one another. The article cited the following as a summary of the reality of minority persons in Des Moines:

...the overall situation for minority opportunity is far from rosy. Just 1 percent of black families have incomes over $50,000 and, at the other end of the scale, 21 percent are at or below the federal poverty line. ... The private sector lags behind in minority hiring and the attendance record of business representatives at the 18 member Labor Committee is an indication of their lack of interest.

Ironically, the article appearing immediately left the "Task Force" report outlined the state's $5 million plan initiated to improve Iowa's economy. The plan, developed by top state officials and business leaders, is in response to the state's need to improve its economy. The article quoted Myrt Levin, the executive director of the Business Council, as indicating, "The important part of today's announcement is the cooperation between public and private officials."

One of the major and probably most significant public institutions in Iowa (and the nation) is public education. Community colleges, as public institutions, have a crucial and critical role in building Iowa's economy. Yet, a great dilemma exists where the business leaders show no interest in assessing the status of minority persons, but make plans to save the state's economy. Community colleges were
designed to be the bridge between the business world employment needs and the tools for employability of all segments of the citizenry. It then becomes imperative in Iowa that this linkage be supported and promoted by community college administrators who have a comprehensive view of all of the segments within the area served. Specifically, they must be aware and act to relieve the status of impoverished and unemployable minority populations in this state.

Senator Richard H. Newhouse of Illinois agrees that the plight of minority citizenry in this country is directly tied to the realities of economic development. Senator Newhouse expounds upon the devastating impact of poverty on citizens with the least economic resources. In Black Issues in Higher Education (1988), he states, "It seems to be a universal consensus that the education system isn't working."

Galo (1988b), on Senator Newhouse, stated:

With 21 years in the Illinois Senate representing the 13th District, Newhouse has chaired the Committee on Higher Education and the Legislative Advisory Committee on Public Aid. He has developed what he calls a "unique perspective to look at the disjunction between education and poverty." He thinks business (partnerships with education) can eliminate that disjunction (p. 9).

Senator Newhouse states, "The artificial cleavage between academic and the real world is silly. I don't think there is any scholar in his (her) right mind who did any research who did not want it to be utilized." He further
contends that the mission of educational institutions must be linked to the conditions of the environment socially and economically. Therefore, they must be aware of the conditions in which their populations live. This is the central focus of this research. To assess the perceptions of vocational administrators in Iowa to determine their level of understanding of cultural diversity and the realities of ethnic social characteristics. Iowa's survival as a viable state depends on such perceptions and actions.

If vocational education administrators at community colleges in Iowa fail to make that population a visible goal in the grants for programs for the "disadvantaged", the gap between minority and nonminority populations in Iowa will inevitably widen causing a serious state of racial economic and social segregation in Iowa and, more seriously, a loss of great economic opportunity for the disadvantaged.

Representative Wilhelmina Delco of Texas agrees, "Education is the threshold for Blacks becoming part of the system. Blacks will be either part of economic development or economic destruction of this country" (Matthews, 1988, p. 12-14). On community colleges, Representative Delco remarks, "As long as community colleges do not deliver on the promises they make to Black people, they will have no credibility to Blacks." Those promises alluded to are relative to equal accessibility and quality. Reed (1985) conducted
an earlier study on the "Status of minority graduates in community colleges in Iowa." The findings of that study indicated a significant difference between non-white and white student enrollment patterns.

Roberts (1982) recommends in her study the need to further assess vocational education administrators on issues of equity. The Identification and National Verification Competencies Important to Secondary and Post-Secondary Administrators in Vocation Education (1977) recommends the need to assess vocational administrators comprehensively. Such assessment will provide specific training needs which will prepare administrators for the complex and unique skills required to successfully direct vocational education.

Assessment is always the most important and crucial element in redirecting and making stronger an institution. The rise in racially motivated incidents on school campuses coupled with the decline of minority staff across the country in educational institutions will demand educational leaders who are aware of the plight of minority students served, those in need of services, and those delivering services.

Dr. Gary Orfield, Professor of Political Science, Public Policy and Education, at the University of Chicago, recently stated:

Our data show Black and Hispanic children are still living in separate communities in most cases, communities far more heavily afflicted by poverty, jobless-
ness, poor health, inadequate schools and services, crime and gang violence, and many other problems few white families face on such a scale in their communities... (Orfield, 1988, p. 8).

If this is the reality for the majority of disadvantaged minority students targeted for educational opportunities in community college settings, then Iowa administrators must be prepared to understand and provide the necessary support services to recruit, retain and graduate this population. It may also serve as a basis for creating better policies and practices to ensure equal educational opportunity at community colleges. There exists a paramount need to assess the sensitivity level and perceptions about the diverse populations targeted. This research effort will be of significant value to state officials, legislators, departments of education, or community college officials, committees and others interested in enabling community colleges in Iowa to meet the challenge of the Carl Perkins Act and the State's economic growth.

The Commission on Minority Participation (1988) addresses the status of race relations and poverty in the United States twenty years after the Kerner Commission (the President's National Advisory Commission on Civil Disorders, called for by Lyndon Johnson in 1968). The Commission concluded that:
The statistics by which we measure our social and economic health and well-being clearly indicate that progress has slowed drastically and, in many areas, we have lost ground.

White racism is still a fact of life in the United States, economic changes are equally responsible for the deepening poverty being experienced by so many, and the persistence of poverty among America's growing underclass. The decline in manufacturing jobs, particularly in central cities, has kept millions of Americans without job opportunities. ...in the past twenty years, the growing concentration and isolation of the underclass has occurred as working and middle-class people have left the cities, and more of the black and Hispanic poor fell farther below the poverty line (Commission on Minority Participation (1988).

Roger Wilkins (quoted in The Wingspread Journal, 1988, p. 1-6), Professor of Political Science, George Mason University stated, "We have not come close to dealing with the problems of the most burdened legacies of our racist past, the poor and the unemployed." He asserted that, "The problem is not a problem of defective people; the problem is a problem of a defective system." Wilkins called for America's leadership at all levels--white and black--to put the problems of race and poverty back on the national agenda.

For the millions of impoverished and ethnically diverse citizens, education is the sole key to a reasonable way of life. Vocational education emerged as the vehicle for delivery of that education.
Statement of the Problem

The problem of the study was to investigate and document and interpret the status of the multicultural perceptions of vocational education administrators in post-secondary institutions in Iowa.

Purpose of the Study

The purpose of the study was to:

1. Evaluate the multicultural awareness of vocational education administrators in Iowa.

2. Document or investigate reasons for enrollment patterns of minority students in vocational education programs.

3. Contribute to the general knowledge base for cultural sensitivity training in Iowa's educational system.

Need for the Study

The need for strong, competent and conscientious administrators of vocational education has been established across the nation federally, statewide and locally. The 1979 Federal Register, "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap."
stipulates the basis for the guidelines in the following terms:

The guidelines are also adopted because it is apparent that many vocational education administrators engage in unlawfully discriminatory practices. They need additional guidance and support from the Department to meet their obligations under civil rights authorities.

The guidelines indicated specific areas of discriminatory practice that deny equal educational opportunities for students of color in vocational education settings. The Office of Civil Rights compliance reviews from 1973 to 1978 list the following civil rights violations:

- Vocational education administrators often fail to adequately protect against discrimination in the placement of students with employers.

- National origin minorities with limited proficiency in English are denied equal education opportunity to participate in vocational programs.

- Faculty and staff are assigned to vocational programs on the basis of race, national origin, sex and handicap.

- And several others (Federal Register, 1979).

John Roberts (1982) indicated factors of subtle but clearly damaging discriminatory practices of community colleges in Iowa. Specifically, the research indicated teacher preparation and administrative practices made it difficult for special needs populations to succeed.

In 1984, the United States Department of Education, "Memorandum to Administrators of Vocational Education
Programs," reminded administrators of process of completing the civil rights data survey, which to date in Iowa is not used in its entirety for selection of community colleges for compliance reviews or method of administration review. Thus, vocational administrators have very little need (as far as compliance with federal regulations) or reason to be concerned about the enrollment and services to nonwhite student populations.

The 1986 public hearing for the Three-Year Plan for Vocational Education in Iowa was unprecedented for minority population participation in the state. There were numerous testimonies given at the hearing across the state implicating the lack of services that vocational education programs provide for ethnically diverse student populations. Millions of dollars are annually appropriated for services to disadvantaged, culturally diverse and economically deprived populations. During the fiscal years from 1976 through 1986, millions of dollars were appropriated for Title IV (Race Desegregation) of the Civil Rights Act of 1964. Therefore, it is imperative that chief administrators of vocational education institutions be conscientious of all populations in their area of service.

Recent reports on the status of minority students indicated serious problems of educational access and academic achievement. The 1985 report of the conference on "Equality
and Excellence: The Educational Status of Black Americans" (Darling-Hammond, 1985) convened by the College Board's Office of Academic Affairs concluded the following:

- Black students are "seriously underrepresented in graduate and professional schools, and their participation in postgraduate education has dropped since the early 1970s.

- College attendance and completion rates have dropped for black students since 1975, despite the fact that high school graduation rates have improved for blacks over the past two decades.

- Black high school students are overrepresented in vocational education programs and underrepresented in academic programs.

In the larger social context, the 1985 College Board research reports state:

- From 1971 to 1981, real median income for black families dropped by 8.3 percent.

- Unemployment rates for both black men and women have steadily risen in nearly all age ranges since 1965. One out of every five blacks in the labor market in 1982-83 was out of work with soaring unemployment rates among black teenagers and young adults.

The report concludes that most of the issues outlined in the report have not been "in the forefront of the nation's attention." It calls upon educators and policymakers who are concerned about equality, as well as fundamental excellence, to put them there.

In the wake of the recent congressional legislation and information on vocational education (i.e., Carl Perkins Act, Gramm-Rudmann-Hollands Bill etc.), it is imperative that
those administering vocational education funds and programs take the responsibility of ensuring equity with excellence. The need for this research emerges out of realities of educational and economic deprivation facing people of cultural diversity in this nation. And the need to document and assess the perception and attitude of administrators of vocational education institutions emerges as an imperative tool for improving and assuring educational opportunities.

To researchers' knowledge, there has been no comprehensive assessment of administrators of vocational education in Iowa (as far as determinable, the nation) on multicultural factors. The Special Needs Section of the Iowa Department of Education indicated the need for such research to target technical assistance.

John Roberts (1982) indicated the need for further research in the area of cultural sensitivity among community college personnel in Iowa.

In 1973, Gay stated:

Racism and sexism are serious problems which permeate many American institutions. Public education is no exception. Until this disturbing reality is recognized and accepted, little progress can be expected in achieving harmonious relationships in our culturally pluralistic society.

In 1969, Young stated:

Racism is the number one public health problem facing America. The conscious and unconscious attitudes of superiority which permit and demand that a majority
oppress a minority are a clear and present danger to the mental health of all children and their parents. Its destructive effects severely cripple the growth and development of millions of our citizens, young and old alike. Yearly it directly and indirectly causes more fatality, disability, and economic loss than any other single factor.

Hypotheses of the Study

Null hypothesis #1

There is no significant difference in the multicultural (MIA) perception scores between Iowa vocational administrators and those of a normative group of educators/administrators.

Statistical hypothesis

\[ H_0: U_{IA} = U_{NA} \quad \alpha = .05 \]

\[ H_a: U_{IA} \neq U_{NA} \]

Null hypothesis #2

There is no significant difference between proportional funding allocations for minority and nonminority student services among community colleges.

Statistical hypothesis

\[ H_0: P_M = P_{NM} \quad \alpha = .05 \]

\[ H_a: P_M \neq P_{NM} \]

Null hypothesis #3

There is no significant difference in multicultural perceptions between female and male vocational education
administrators.

**Statistical hypothesis**

\[ H_0: U_F = U_M \]
\[ H_a: U_F \neq U_M \]
\[ \alpha = .05 \]

**Null hypothesis #4**

There is no significant difference in multicultural perceptions of vocational administrators in selected instructional/administrative areas.

**Statistical hypothesis**

\[ H_0: U_{AD} = U_{UD} \]
\[ H_a: U_{AD} \neq U_{UD} \]
\[ \alpha = .05 \]

**Research question**

What are the major demographic similarities and differences between cultural sensitive and culturally less sensitive vocational education administrators?

**Statistical hypothesis**

\[ H_0: U_S = U_{LS} \]
\[ H_a: U_S \neq U_{LS} \]
\[ \alpha = .05 \]

**Research question**

What is the status of the multicultural perceptions of vocational administrators and minority enrollment patterns at community colleges in Iowa?
Assumptions of the Study

The following assumptions were made in this investigation concerning the multicultural perceptions of vocational education administrators:

1. Persons who respond to this inventory, because of guarantee of anonymity, did so in a reasonably honest fashion.

2. Administrators participating in the study are representative of vocational administrators in the state.

Limitations of the Study

The study was limited to administrators of vocational education programs and institutions in community colleges in the state of Iowa. All community colleges have been selected for this study. They are as follows:

Area I  - Northeast Iowa Technical Institute
Area II - North Iowa Area Community College
Area III - Iowa Lakes Community College
Area IV - Northwest Iowa Technical College
Area V  - Iowa Central Community College
Area VI - Iowa Valley Community College
Area VII - Hawkeye Institute of Technology
Area IX - Eastern Iowa Community College
Area X  - Kirkwood Community College
Area XI  - Des Moines Area Community College
Area XII - Western Iowa Tech Community College
Area XIII - Iowa Western Community College
Area XIV - Southwestern Community College
Area XV  - Indian Hills Community College
Area XVI - Southeastern Community College

Administrators were selected through a stratified sampling model to insure program, male-female, and minority representation.

Research Techniques

The instrument "Multi-Factor Attitudes Inventory" (MAI) was developed by Ronald S. Wilson at the University of Missouri-Columbia. The MAI was normed in the states of Kansas, Iowa, Missouri, and Nebraska on 537 educators and 17 school districts.

The MAI was designed as an inventory that would reliably measure selected aspects of verbalized attitudes of educators towards race, sex, and ethnicity. The validity of the instrument was established by the "known" groups method. An additional 132 educators from four U.S.D.E. Region VII districts and 48 professional employees from 14 Title IV General Assistance Centers were used in the reliability and validity administrations.

Reliability coefficients on the instrument ranged from
.74 to .92 for Factor I, from .86 to .94 for Factor II, from .40 to .69 for Factor III, and from .87 to .94 for the total. The lower reliability coefficients for Factor III were anticipated by Wilson because it is defined by only 12 items compared to 30 for Factor I and 32 or Factor II (Nunnally, 1967).

The validity of the instrument was based on two groups identified on the basis of their knowledge or lack of knowledge about cultural pluralism, race relations, ethnic awareness, and sex-role stereotypes.

The "expert" group was selected from professional employees of general Assistance Centers. These Centers are funded under Title IV of the Civil Rights Act of 1964 and their purpose is to provide technical assistance to school districts in coping with problems occasioned by either race or sex desegregation.

The "unexpert" group was selected from the faculty of a small rural school in the southern portion of Region VII. This group was chosen because of the author's knowledge of the area and the testimony of the superintendent that little or no inservice training in the areas of race, sex or ethnic awareness had been provided to staff over the last five years.

These groups became the established profile for discriminating sensitivity levels of individuals on issues of
race, sex and ethnicity.

The original instrument consisted of 74 statements relative to race, sex and ethnicity. In cooperation with and authorization from the author, the instrument employed in this study will consist of 64 of the original statements relative to race and ethnicity. This reduction of statements has no effect on the reliability and validity of the instrument. All items have been singularly validated and given reliability coefficients as part of the standardization.

The instrument was mailed to a stratified sampling of administrators of vocational institutions (approximately 150). Participants were asked to indicate on a Likert scale model the extent to which they accept (5) or reject (1) a given statement. Average completion time for the questionnaire ranged from 10 to 15 minutes.

Information on participants gathered from the State Department of Education and/or community colleges was guaranteed anonymity. Anonymity was further guaranteed by the fact that data gathered were presented for analyses as group data.

Data were analyzed using the computer center at Iowa State University. Hypotheses were tested with appropriate statistical test for descriptive research. An ANOVA (analysis of variance) was used in analyzing the data for each hypothesis or question when applicable. Charts and
graphs were utilized to depict information analyzed.

Requirements

1. Approval from the Department of Industrial Education and Technology, Iowa State University.
2. Cooperation from the Division of Special Needs, Iowa State Department of Education.
3. Cooperation from community colleges and vocational-technical schools in the state.
4. Approval from the Human Subject Review Committee of the Graduate College, Iowa State University.
5. Participation of randomly selected subjects.

Definition of Terms

AMERICAN INDIAN OR NATIVE ALASKAN: A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER: A person having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or Pacific Islands. This area includes, for example: China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.

BLACK (non-Hispanic): A person having origin in any of the Black racial groups of Africa.

CULTURE: All those things that people have learned to do, believe, value, and enjoy in their history; the ideals, beliefs, skills, tools, customs, and institutions into which each member of society is born; the ideas, customs, skills, arts, etc. of a given period; civilization.
DISADVANTAGED: Persons (other than handicapped) who meet one or more of the following:

ECONOMIC DISADVANTAGED: (1) Family income is at or below the national poverty level; (2) participant or parent(s) or guardian of the participant is unemployed; (3) participant is recipient of public assistance; or (4) participant is institutionalized or under the state guardianship. Operationally, economic disadvantaged can be determined by identifying (a) students at the secondary level who are participating in a free or reduced lunch program, AFCE (Aid to Families of Dependent Children) program, or work-study program, and (b) students at the post-secondary and long-term adult levels from basic education opportunity grants or similar financial aid records.

ACADEMIC DISADVANTAGED: (1) Lack of reading and writing skills; (2) lack of mathematical skills; or (3) performance below grade level. Operationally, academic disadvantaged can be determined as (a) the secondary level by identifying students enrolled in remedial programs, or failing a grade; and at (b) post-secondary and long-term adult levels by identifying students enrolled or on academic probation.

DISCRIMINATION: Denial of an opportunity solely on the basis of one's creed, race, national origin, age, sex, or income level.

ETHNIC: (1) of or pertaining to a group of people of the same race or nationality sharing common and distinctive cultural characteristics, and (2) a member of a minority group that retains distinctive tradition.

ETHNICITY: Of common ethnic traits, culture, and background.

EQUAL EDUCATIONAL OPPORTUNITY: The provisions of educational processes of the highest quality and diversity, organized to promote understanding across cultural lines; along with providing equal access to the educational programs of the institution essential to the student's need and abilities, made available to all regardless of race, social, or economic backgrounds.

HISPANIC: A person of Mexican, Puerto Rican, Cuban, Central American, or South American, or other Spanish culture or origin, regardless of race (i.e., Chicano).
LIMITED ENGLISH PROFICIENCY: When used in reference to an individual means: (a) individuals who were not born in the United States or whose tongue is a language other than English, and (b) individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding in the English language.

MINORITY GROUP: (a) Persons who are considered by themselves, the school, or by the community to be Black (non-Hispanic), American Indian, Asian or Pacific Islander, and Hispanic. (b) Persons who are from environments in which the dominant language is other than English and who, as a result of language barriers and cultural differences, do not have equal educational opportunity.

RACIALISM: A doctrine of teaching, without scientific support, that claims to find racial differences in character, intelligence, etc., that asserts the superiority of one race over another or others, and that seeks to maintain the supposed purity of a race or races; same as racism (sense 2).

RACISM: Same as racialism (sense 1); any program or practice of racial discrimination, segregation, persecution, and combination, based on racialism.

STATE BOARD: The state board designated or created by state law as the sole state agency responsible for (a) the administration of vocational education, or (b) supervision of the administration of vocational and general education in the state elementary through post-secondary.

VOCATIONAL EDUCATION: Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation toward a degree. For the purposes of this paragraph, the term "organized education programs" means only: (a) instruction related to training or instruction for students to benefit from such training and (b) the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment. The term "vocational education" does not mean the construction, acquisition, or initial purchase of equipment for buildings or the acquisition of rental of land.

WHITE (non-Hispanic): A person having origins in any of the original peoples of Europe, North Africa, or the Middle east.
CHAPTER II: REVIEW OF LITERATURE

In 1973, the Department of Health, Education and Welfare (HEW) was sued for failure to enforce Title IV of the Civil Rights Act in a number of education areas, including vocational education (Adams vs. Califano). As a result of the litigation, the Department was directed to enforce civil rights requirements in vocational education programs through compliance reviews, a survey of enrollments and related data, and issuance of guidelines explaining the application of Title IV regulations in vocational education.

The guidelines came as the result of documentation of discriminatory practices among vocational education administrators. Data provided by the United States Office of Education, Bureau of Occupational and Adult Education for 1976 and 1977 revealed alarming discriminatory practices in the enrollments of female and male students in traditional programs.

<table>
<thead>
<tr>
<th>Percent of total enrollment</th>
<th>1976</th>
<th>1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Health occupation</td>
<td>21.2</td>
<td>78.8</td>
</tr>
<tr>
<td>Occupational home economics</td>
<td>15.3</td>
<td>84.7</td>
</tr>
<tr>
<td>Consumer and homemaking</td>
<td>16.8</td>
<td>83.2</td>
</tr>
<tr>
<td>Office occupations</td>
<td>24.9</td>
<td>75.1</td>
</tr>
<tr>
<td>Technical</td>
<td>88.7</td>
<td>11.3</td>
</tr>
<tr>
<td>Trade and industrial</td>
<td>87.3</td>
<td>12.7</td>
</tr>
<tr>
<td>Vocational agriculture</td>
<td>88.7</td>
<td>11.3</td>
</tr>
</tbody>
</table>

In 1979, vocational education administrators took advantage of the affirmative action provisions of the Vocational
Education Amendments of 1976, thus reducing some of the disparity of program enrollments in traditional fields (e.g., health occupations - female students; vocational agriculture - male students).

Current data on the enrollment of handicapped and minority students in vocational education are collected through the Vocational Education Data System (VEDS). The system is required as specified by the regulations of the Vocational Education Amendments of 1976. The Office of Civil Rights (OCR) Vocational Education Survey also collected such data. OCR compliance reviews consistently found civil rights violations in vocational schools.

Among the violations cited by the U.S. Office of Education in relation to vocational administrators, was their failure to adequately protect against discrimination in the placement of students with employers, the assignment of faculty and staff to programs on the basis of race, national origin, sex and handicap.

The findings evolved into state agencies adopting compliance programs or systems designed to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex or handicap by its subrecipients. The compliance program instituted in Iowa and in most state agencies is known as the Methods of Administration (MOA). Each state agency recipient of vocational funds must submit to OCR the
MOA annual report and related procedures it will follow to comply with established guidelines.

The primary purpose of the activities included in the MOA for Vocational Education within Career Education in Iowa is to examine state and local education agency policies and practices for discriminatory exclusion, denial, segregation, and different treatment and services relative to race, color, national origin, sex, and handicap as required by federal and state civil rights laws. The program includes the following activities:

- Collecting and analyzing civil rights data
- Conducting periodic on-site reviews
- Providing technical assistance
- Reporting annually to the Office of Civil Rights.

The statement of philosophy for the Iowa State plan in regard to vocational education advocates the following:

It is the intent of the Iowa Department of Education to improve the equity of access and delivery of quality vocational instructional programs, services, activities for all groups and populations and to prohibit such stereotyping of individual based on their handicapping conditions (Iowa State Plan for the Administration of Vocational Education, 1986).

The philosophy statement continues to cite the outcomes of evaluation of vocational services across the state to assure both the State Department and local vocational education agencies an opportunity to (1) examine the status of existing conditions, (2) identify the civil rights issues
as they arise, (3) plan for improvement, and (4) implement plans for change.

Germane to the philosophy and purpose of vocational education agencies is the administration of such institutions and programs. A review of the MOA conducted during the 1984 fiscal year indicated the following:

1. Continued attention must be given to the needs of special populations (one district cited).
2. The need to determine if target population needs are being served (one district cited).
3. The need for students to enroll in nontraditional courses.

Note: Out of 58 districts selected for desk audits, only three cited needs in the areas of equity in their self evaluations.

Roberts' (1982) study, in collaboration with the Special Needs Section of D.P.I., indicated factors of subtle but clearly damaging discriminatory practices of community colleges within the state of Iowa. Specifically, teacher perceptions which made it difficult for special populations to succeed, along with administrative practices, did little to curtail such discriminatory practices.

Thus, the role of the vocational education administrator is crucial in the accessibility of services and programs provided for nontraditional students. In 1977, the Bureau of
Occupational and Adult Education of the U.S. Office of Education funded (under Part C - Research of the Vocational Education Amendments of 1968) a research project to look at "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education." This research movement was prompted by the recognized need for strong and competent administrators of vocational education.

The rapid expansion of vocational education programs and increased student enrollment have resulted in the need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice needs of administrators to be well prepared for the complex and unique skills required to successfully direct vocational programs were recognized.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators (The Identification and National Verification of Competencies Important to Secondary and Post-secondary Administrators of Vocational Education, the Center for Vocational Education, Columbus, Ohio, 1977).

In 1977, the National Conference on Increasing the Participation of Black Americans in Vocational Education cited numerous occasions where effective administrators in vocational education institutions would have had significant impact on its services to minority communities:
...without monitoring by the appropriate authorities, they are allowed, along with counselors, administrators, coordinators and directors to make a farce of the law, of tax dollars, paid by all of the people are distributed in such a way as to screen out blacks (p. 19).

Vocational education has been an Achilles heel for black education. The vocational program enrolls three times more than its share of these people, offers perhaps five times less academic vigor to the student than it should ...and serves as a dropout hatch for one-half or more of the blacks enrolled. Every dismal statistic of retention, youth will find at least a partial home at the feet of vocational education.

At the heart of the dilemma, Whitten (1977, p. 20) states:

...to challenge the inequities that exist and to force change. The State Directors, few of whom have large city background, few of whom have employed minority staff members or staff members with urban experiences at the policy-making level, have been almost bitter antagonists in this activity. The problems of cities and blacks have not been the top priority of the State Vocational Departments and they have controlled the funds.

Whitten (1977) cites the many inequities in federal agencies which have been mandated by federal legislation to assure fair and equitable funding.

Amidst these arrays of concern and facts over the lack of affirmative strategies on the part of vocational administrators, the Carl D. Perkins Vocational Education Act of 1984 identifies 33% of its allocation to economically disadvantaged and handicapped individuals. Under Section 203 of the Perkins Act, those funds are allocated among eligible recipients partly on the basis of actual enrollments of
In the state of Iowa as across other parts of the nation, the most economically disadvantaged areas are those with large minority populations. Yet the data used in the allotment for proposals from local institutions do not look at the factors of economic deprivation and ethnicity. Therefore, because of the catch-22 of factors, it is imperative that local administrators be conscientious of the haphazard reality in communities served to ensure equity and fairness in their institutions.

Social Perceptions

Social perception has become the term utilized among social scientists to define the process in which individuals perceive others. For purposes of this research, it sets the parameters for such perceptions.

Smith (1983) defines social perception as the following:

Although the term of social perception can refer to the perception of a broad range of social phenomena, it has been used traditionally to refer to perception of people, in particular the perception of psychological qualities of people such as intentions, traits, abilities, emotions, attitudes and purposes. Unlike other objects, these "objects" are states and events which are internals to the individual. Those objects are very often the beliefs and cultural literacy intangibles that shape the perceivers behavior and reactions to other individuals.

Jones and Nesbitt (1971) proposed that personal dispositions or perceptions are evaluations, or value qualities, "in the eye of the beholder."
Smith (1983) further contends that objects of social perception are considered unseen and, for the most part, unseeable. They further suggest social perception to be a cognitive or an influential process. But our social perception or personal disposition is not entirely subjective. Rather, it comprises both environmental properties along with physical and social objects.

The mere physical presence of objects or the occurrence of events do not provide an adequate amount of their perception. Regardless of the object of perception, the perceiver must still rely on information obtained from environmental properties.

The issue of the information obtained by the social perceiver can be approached at various levels of description. At a physical level, one is concerned with static properties of individuals and dynamic properties of movement. Static properties of individuals include bulk, skin texture, color... (Smith, 1983).

In the area of race relations, the properties of the individual are interpreted from the culture in which we live. In the United States, the dominant culture is the white culture. James Banks (1975) indicated that the dominant culture is usually the most powerful. Thus embracing the precept that their culture is superior to others and defining "culture" within the parameters of their culture. The result is an ethnocentric group of members within a society. Ethnocentrism is the belief in the superiority of your culture. Ethnocentrism, devoid of acculturation (the exchange of cultural elements and complexes) or diversified cultural experi-
ences, breeds ethnic encapsulation or captivity. Ethnic captivity results in racism.

Racial Intolerance in Education

Historically, people of color (particularly Black people) were legally denied the right to an education. Plessy vs. Ferguson 163 U.S. 537 (1896) sanctioned racial separation on railroad cars and was very broadly applied to institutionalized school segregation across the nation.

The doctrine for racial segregation and intolerance has permeated the American educational system since its inception. Embedded within the pages of the United States Constitution was the denial of rights to Black people. U.S. Supreme Court Justice Thurgood Marshall summarizes that "We the People" included the words of the framers, "the whole number of free persons." "Free persons" was exclusive of slaves and the institution of slavery. Although the use of the words "slaves" and "slavery" was carefully and discretely avoided in the original document, the objections to the institution of slavery went unheeded and its opponents eventually consented to a document which legally entrusted racial intolerance.
In 1857, the position taken to exclude Black persons from the Constitution was reaffirmed by the Supreme Court in the Dred Scott case. Supreme Court Justice Roger Fane declared that Dred Scott was a slave, not a citizen, and "had no rights which a white man was bound to respect."

On the issue of slaves' sovereignty in the phrase "We the People", he penned the following passage:

We think they are not...and were not intended to be included.... They had no rights...the negro might justly and lawfully be reduced to slavery for his benefit....

Justice Thurgood Marshall states that the 1857 Supreme Court:

...reaffirmed the prevailing opinion of the framers regarding the rights of Negroes in America. It took a bloody civil war before the 13th Amendment (1865) could be adopted to abolish slavery, though not the consequences of slavery would have for future Americans.

Those consequences of slavery Justice Marshall refers to manifested and continue to manifest themselves through the denial of basic opportunities such as education, housing, employment and the right to vote. These are the basic American attributes of life, liberty and property which are protected and ensured by the 14th Amendment (1867).

Yet, it would take more than a century before the vestiges and consequences of slavery would begin to be corrected.
Public education would and does continue to be at the cornerstone for equal opportunity in this country for people of cultural and language diversity. And it has been one of the most prolific and most resistant institutions in guaranteeing and ensuring equal educational opportunities.

In 1954, the United States Supreme Court ruled in Brown vs. Board of Education of Topeka (347 U.S. 483, 43) that the segregation of children in public schools based on the color of their skin was unconstitutional. Chief Justice Earl Warren indicated:

To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to be undone.

Arthur E. Sutherland (Jones, 1984) of the Scholastic Monthly stated: "The court did more justice than all of its predecessors on May 17, 1954, when it issued the historic ruling."

Jones (1984) cited the reaction of the "official spokesman" of the South, Georgia Governor Herman Talmade, who proclaimed: "Blood will flow in the rivers."

The Brown decision drastically achieved what could legally be accepted in the South (moreover, the nation) in terms of outlawing physical barriers for Black children in educational institutions. However, the consequences mentally and emotionally for Black youth whose families complied
with the law was devastating and deadly in many instances.

While the courts litigated the rights of Black youth to attend educational institutions of their choice, it did very little to compel and to hold accountable the administrators and boards of those institutions to nondiscriminatory behavior. Thus, court battles across the country ensued with the intent of challenging and making the Brown decision an impossible legality.

Deeply embedded within the battles of conflict surrounding the implementation of the Brown decision was (is) the racially intolerant attitudes and perceptions held by the majority (white) American population.

Grant (1976) stated the following in a Michigan State University report to the Rockefeller Foundation:

It has been 20 years since the U.S. Supreme Court declared, in Brown v. Board of Education, that segregated educational facilities are "inherently unequal." Although more changes have taken place in our society in that time than many thought possible, there continues to be a serious question about the willingness of the nation to make a commitment to the goal of racial equality which was emancipated by Brown.

This author goes on to cite the support for efforts toward school integration from 1961, with the Kennedy administration, to 1969, with the Johnson administration. The Nixon, Ford and Reagan administrations have stifled if not devastated the thrust for integration to date. Grant (1976) states, "Since 1969 there has been increasing hostility from the federal government toward school desegregation."
The 1985 report, "Children at Risk", by the National Coalition of Advocates for Students (Board of Inquiry) called for:

Continued rather than diminished, federal, state and local attention to the rights of the disadvantaged and those discriminated against because of race, language, sex or handicapping conditions.

Greater willingness on the part of those in positions of responsibility to adjust schools to the diverse needs of all students who attend them (p. 11).

The Board of Inquiry (1985) further stated:

We believe that education is a fundamental right deserving protection under the 14th Amendment which guarantees all Americans equal protection of the laws.... Perpetuating inequities in educational access seems to us as fundamental denial of the American commitment to equal opportunity as denial of the right to vote or the right to due process under law.

The report goes on to make specific recommendations to federal, state and local governments on their roles in addressing the issues of inequities at hand. And details areas of weaknesses among school administrators and teachers which serve to perpetuate the cycle of inequality in education for ethnic and language diverse populations.

Kirp (1982) states, "The quest for racial justice in education is an old and ceaselessly vital theme in American social policy." He goes on to elaborate on the complexity of the 1954 Brown decision which linked racial fairness with educational equity, both ideas he explained to be morally and constitutionally salient, technically perplexing, and
politically volatile. Kirp further states:

The great triumph of Brown may have been its capacity to persuade the nation that racial fairness can only be understood in these classical terms (aforementioned).

Subsequent decades have not been characterized by a single vision of racial justice, and only in looking back can one appreciate just how fragile is the triumph marked by the Brown decision.

Segregation was legally wrong because it denied Blacks equal opportunity to participate in the social, political and economic privileges of the American society. Myrdal (1972) researched the phenomena of race relations in the United States and found deplorable patterns of institutional racism throughout the United States from the churches to the classroom. Social scientists have recognized the seemingly social construction of racism for decades.

Hall (1981) concluded (on the human nature to practice racism):

It is not a permanent human or social trait which is simply waiting there to be triggered off when the circumstances are right. It has no natural and universal law of development. It does not always assume the same shape. There have been significantly different racisms - each historically specific and articulated in a different way with the societies in which they appear. Racism is always historically specific in this way, whatever common features it may appear to share with similar social phenomena.

Education is the greatest social phenomena in the United States and is within the educational arena where the vestiges of slavery and the historical denial of equal
opportunity for Black people were to be remedied. De­segregation was to be the panacea.

It is important and crucial to understand the impetus for school desegregation—to put into perspective the plight of racial intolerance in education. Jones (1984) states:

The impetus for social reform emanating from the Brown decision extended beyond school children and the public school arena. The decision affected some 160 million people and had implications for about 40 percent of all school children in the United States.

Passage of the Civil Rights Act of 1964 strengthened Brown giving it Federal enforcement initiatives. None­theless, actual increases in enrollment for blacks in formerly all-white schools took years to achieve. Furthermore, after peaking in the early 1970's, black representation in higher education began to decrease again.

Today, the implications of the Brown decision affects over 70 percent of all public school populations, higher education institutions included. The enrollment of Blacks in community college settings in Iowa from 1985 to 1988 decreased by 22 percent. The 1985 National Coalition of Advocates for Students national report "Barriers to Excel­lence: Our Children at Risk" states the declines in college attendance rates for minority youth indicates the likelihood that minority students face futures of diminished promise. The national report further states:

In 1977, 51 percent of White and 50 percent of all Black high school graduates went to college. In 1981, the rate of young Black high school graduates enrolled
in college dropped to 40 percent; in October 1982, it fell to 36 percent.

The Coalition called for "Greater willingness on the part of those in positions of responsibility to adjust schools to the diverse needs of all students who attend them" (higher education institutions included). Thus, re-iterating the need nationally for more aware and responsive administrators in educational institutions as a way to combat the dilemma unfolding.

It has been within the last twenty years (twelve years after the Brown decision) that post-secondary education institutions increased their percentage of minority students. This change occurred only after court battles and stronger mandates for enforcement of monetary reprimands on those institutions. Jones (1984) cites the long overdue outcome of the Brown decision in post-secondary institutions as a "national disgrace". In 1974, the enrollment of Blacks in higher education peaked. Enrollments since the mid-seventies have continued to decline.

The Bakke case, which challenged the affirmative practices of higher education institutions to integrate was a disheartening decision for many Brown supporters. Justice Thurgood Marshall, in his dissent, state "the court had gone full circle since Brown."

The Bakke decision and other major court decisions (Wygant vs. Jackson Board of Education, 1986) which served
to dismiss or disarm the fervor for affirmative efforts to increase the population of minorities in educational institutions have had a devastating effect on the impact of the 1954 Brown decision. These cases have given in many instances (along with the present national administration) educational institution administrators a way out of addressing or even facing the problem of under-representation of minority population on their campuses. Yet, the problem persists and is again becoming a "national disgrace".

Rosenthal (1979) stated:

Despite the progress made during the past decade toward desegregation of higher education, today's colleges and universities remain centers of racial inequality, segregation and racism.

In quoting excerpts of a speech by Dr. Stephen J. Wright, he notes that the atmosphere at predominantly white colleges and universities is one of "pervasive racism". Rosenthal further stated:

Those who manage colleges and universities frequently claim that "revolutionary changes" and "tremendous racial progress" have already been achieved. They do not like it pointed out that the main problem still remains before us. A social scientist whose research indicates racial inequality, segregation, and racism are still massive problems runs the risk of being branded an enemy of the institutions he (she) has laid bare.

Indeed, Rosenthal was fired from his post at Old Dominion University in Virginia for reporting the racial
injustices embedded deep within the structure of the insti-
tution. But his perceptions of how the majority views racial
progress in education was and is supported by many research-
ers and social scientists.

Byrnes and Kiger (1987) state:

The racial climate in the United States has changed
dramatically in the last 30 years. Laws have made
racial discrimination illegal and, relatedly, the
general public has begun to characterize blatant
racism as unlawful and immoral. Old fashioned
racism (e.g., openly attributing inferior qualities
to blacks, promoting segregation, advocating discrim-
ination and so forth is generally rejected (but not
unheard of) in contemporary society. Today, white
Americans tend to proclaim strong convictions re-
grading racial equality, fairness and justice and
believe that racial discrimination is a thing of the
past.

Unfortunately, such beliefs are openly professed while
at the same time individuals avoid personal close con-
tacts with blacks and act in ways suggesting the ac-
ceptance of and maintenance of negative stereotypes.

Carter, White and Sedlacek (1985) reported that white
students tend to have generally negative attitudes toward
blacks, and that personal-social situations which involve
relatively close personal contact with Blacks elicit the
strongest negative feelings.

It should be noted here that the most insidious and
prejudicial views social scientists observe are inherent
between black and white people (Johnson and Sedlacek, 1979;
Sedlacek and Brooks, 1972; Myrdal, 1972). The underlying
interaction racial scheme seems to suggest the greater
variance in skin tonation and other physical attributes the greater the levels of racial prejudices. Simply put, while Asian, Hispanic and Indian populations do suffer from the acts of discrimination, they can more easily assimilate or be accepted into the white society, thus diminishing the impact of discrimination on their particular group. While that assimilation is obviously quite impossible for most Black people.

Thus, the focus of much of the research is between Black/White interactions but is certainly applicable for all people of color.

Bell, Dolly and Helsley (1980) conducted a racial attitude assessment of Black and White students with subgroups by sex in each. They concluded "prejudicial attitudes toward Blacks and women are indicative of the threat perceived by subgroups in the populations." They found White females to have exhibited the greatest prejudice on race items.

Bullock and Braxton (1973) conducted a study on the before and after desegregation perceptions of Black and White students in Georgia. Like Rosenthal in 1979 and Byrnes and Riger in 1987, they found White students perceived far more racial integration and tolerance than what reality portrayed. They gave insight into the false perceptions indicating White students viewed 1 to 2 token Blacks in a typical class (within a Black-White ratio of 4:5) as being integrated.
While Black students, like most researchers, viewed any class with less than a ratio of 5:5 as being segregated.

Throughout the last several decades of researchers assessing racial attitudes and perceptions in education from Myrdal (1972) to Jackson (1987), the consistent findings indicate the heart of the perpetual livelihood of racial inequities in education lies in the minds, the practices and the policies of the majority of white institutions and administrators. Therefore, as Bourne and Sivanandun (1980) stated (challenging the conventional sociological studies of race relations):

> It was not black people who should be examined, but white society; it was not a question of educating blacks and whites for integration, but of fighting institutional racism; it was not race relations to be studied, but racism.

The point being we must begin to examine (without ambiguity or vagueness) the patterns of racism that exist in institutions. Jackson (1987) states, "Institutional racism is in turn sustained by false representations of 'common-sense' racism and media stereotypes. Therefore, challenging racism involves a range of complex and interacting issues."

The first and foremost chance for ending institutional racism is to understand and have a clear picture of those stereotypes and misconceptions harbored by administrators. White academics with an interest in race must relinquish their self-appointed role as the "translators" of black
cultures, in favor of analyses of white society, i.e., of racism (Brown, 1981).

The impact of racial inequities in post-secondary institutions is one of great concern to the country. The National Advisory Committee on Higher Education and Black Colleges and Universities stated in their 1977-79 annual report:

In the last half of the twentieth century Blacks have tried valiantly with assistance of supportive groups, to bring about reversal of over three hundred years of oppressive discrimination. A major vehicle for that attempted reversal has been higher education. The Bakke case poses an ominous threat to the progressive movement of the nation in undoing and correcting past and present discrimination. Thus, it is imperative that the United States support the action and special minority admission programs in higher education.

The review of the literature provided the researcher insights into the problems and perceptions of racism. It also provided a historic perspective of legislation and gains as well as setbacks in bringing about racial equity in education. Most important, the review of the literature also contributed to the methodology and findings of previous researchers working on related topics.

All of the above have contributed to the overall design and interpretation of results stemming from the data analysis of this research.
CHAPTER III: METHODOLOGY

Description of Subjects

The sample consisted of 219 administrators of vocational education programs and merged area schools (i.e., public community colleges and vocational technical schools) in the state of Iowa. All fifteen merged area schools were selected for sampling. The racial distribution was as follows: 215 White, 2 Black, and 1 Hispanic (note data reflect 1986 data as presented by Basic Education Data Survey (BEDs) at the Iowa Department of Education (E.D.). The distribution by sex was 174 males and 44 females.

The population for the sample included all fifteen merged area schools or community colleges in every region of the state (see Figure 1). They are as follows:

Area I  - Northeast Iowa Technical Institute
Area II  - North Iowa Area Community College
Area III - Iowa Lakes Community College
Area IV  - Northwest Iowa Technical College
Area V   - Iowa Central Community College
Area VI  - Iowa Valley Community College
Area VII - Hawkeye Institute of Technology
Area IX  - Eastern Iowa Community College
Area X   - Kirkwood Community College
Area XI  - Des Moines Area Community College
Area XII - Western Iowa Technical Community College
Area XIII - Iowa Western Community College
Area XIV - Southwestern Community College
Area XV  - Indian Hills Community College
Area XVI - Southeastern Community College

1There are 15 merged area community colleges numbered from I through XVI; however, there is no merged area VIII, which was never organized (1987-88 Iowa Education Directory, Department of Education, Des Moines, Iowa).
Figure 1. Merged area schools
The prerequisites for participation of subjects was based upon the following criteria:

1. Current employment in a merged area school [i.e., community college/vocational technical schools (post-secondary)].

2. Employment as an administrator as defined by certification requirements of the Department of Education.

3. Identification as an administrator within the Department of Education Directory for merged area schools.

4. Of an identifiable ethnic group (American ethnic group).

The population of administrators of area colleges in the state of Iowa over the last three years is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985-86</td>
<td>405</td>
<td>3 (.7%)</td>
</tr>
<tr>
<td>1986</td>
<td>395</td>
<td>4 (1%)</td>
</tr>
<tr>
<td>1987-88</td>
<td>322</td>
<td>4 (1%)</td>
</tr>
</tbody>
</table>

Of the 219 administrators in 1986, 150 were randomly selected for participation in the study. Of the 150 questionnaires sent, 80 (53.3%) were returned. Of the 80 questionnaires returned, 2 were not usable. The final sample of respondents included 78 administrators (52%) of the sample.
Description of the Instrument

The instrument selected for the study (see Appendix) was developed by Ronald S. Wilson, Ph.D. (1977). The Multi-Factor Inventory of Attitudes About Role and Sex (MIA) was developed by virtue of the author’s dissertation. Normed on the states of Iowa, Missouri and Nebraska, the instrument was the most suitable and reliable utilization on Iowa’s population.

The reliabilities are broken down by Factor I, Factor II, Factor III, and total. The reliability coefficients for Factor I ranged from .74 to .92, for Factor II from .86 to .94, for Factor III from .40 to .69, and for the total from .87 to .94. The author anticipated Factor III reliability coefficients to be less because it only contained 12 items compared to 30 for Factor I and 32 for Factor II.

Factor I items are "simple-minded negative stereotypes epitomizing the 'Archie Bunker' syndrome," stated Wilson (1977). This factor is characterized by such statements as:

Welfare rolls are full of able-bodied loafers.
Welfare families have lots of children to get more money.

In the original inventory, there are 30 statements associated with this factor, entitled "Negative Projection Scale." The items contained in this factor are included
in the Appendix and are listed in descending order by factor loading.

Factor II, the "Active Subordination Scale", is opposite of Factor I. Most of the statements in this factor are positive and complex sentences such as:

A political system which spends billions of dollars annually on space programs, but allows poverty and starvation to continue to exist in this land is racist.

White who deny that overt racism and institutional subordination all essentially responsible for the currently lower status of non-white groups are basically implying that these groups are biologically or otherwise inherently inferior.

Wilson (1977) states, "This factor focuses on what actions white or the dominant society has taken to subordinate minority groups." It is characterized by language stems as follows:

"White workers have...."

"The Federal Government has...."

"Colleges and universities which...."

The aforementioned is characterized by action taken by whites, society, government and other societal institutions to oppress people of color. Factor I statements are directed toward negative perceptions of minority person's behavior, such as:

"American Indians are...."  
"Welfare families are...."  
"Most minority students don't...."
Factor III (the "general Awareness Scale"), which contains 12 items, measured general racial and cultural awareness. This factor identified items, such as:

Minority unemployment and underdevelopment are the most explosive causes of urban unrest.

A typical Black high school graduate is less apt to find a job and be able to keep it than a typical White high school drop out.

With the author's permission, this researcher confined the instrument to the items developed to assess racial/cultural perceptions. The 74-item scale was reduced by 10 items. Thus, the questionnaire administered contained 64 of the original items (Part I) of the MAI with an additional 7 items (Part II) which requested personal data such as age, sex, ethnicity, years of experience, training, educational level, and administrative position.

Declarative statements on the 64 items of Part I of the MAI were followed by a five-point Likert-type scale ranging from 5 (accept completely) to 1 (reject completely). Part II of the MAI was varied according to the status of the respondent.

To assure proper keying to eliminate ambiguity, and to insure representativeness of the items, statements were judged by a group of experts on race, ethnicity, and cultural awareness. This group was formed from the seven member professional staff of the Midwest Center for Equal Educational Opportunity, located at the University of Missouri (Wilson, 1977).
Please note the Midwest Center for Equal Educational Opportunity is now located at the Mid-Continental Regional Education Laboratory (MCREL) in Kansas City, Kansas. This agency continues to provide technical assistance to state agencies in terms of racial sensitivity training, effective school models (TESA, GESA, ...), ...

Source of Data for Inventory on Iowa Administration

The major obstacle to be resolved in the study was seeking permission from presidents or the designated chief officer of the local area colleges (see Appendix). It took the researcher 4 months to obtain permission for participation. Some of the questions raised by chief officers were germane to anxiety and negative feedback about the results of their institutions on the issue of race equity. To date, all local area college chief administrators granted participation of their staff in the study.

The next challenge was getting administrators to participate in a study which analyzed their perceptions on issues of race and culture. In order to elicit cooperation, each individual respondent and each participating community college was guaranteed anonymity. Furthermore, the results of the study hopefully will be used to generate technical assistance in this area from the Department of Education. All 15 local area colleges and 80 individuals participated in the study. Table 1 indicates the number of participants from each local area college.
Table 1. Respondents by area

<table>
<thead>
<tr>
<th>Community college</th>
<th>Total sampled</th>
<th>Total responded</th>
<th>Female</th>
<th>Male</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I Northeast Iowa</td>
<td>17</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Area II North Iowa Area</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Area III Iowa Lakes</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Area IV Northwest Iowa</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>AREA V Iowa Central</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Area VI Iowa Valley</td>
<td>11</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Area VII Hawkeye Institute</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Area IX Eastern Iowa</td>
<td>17</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Area X Kirkwood</td>
<td>23</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Area XI Des Moines</td>
<td>18</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Area XII Western Iowa Technical</td>
<td>28</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Area XIII Iowa Western</td>
<td>27</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Area XIV Southwestern</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Area XV Indian Hills</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Area XVI Southeastern</td>
<td>17</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>209</td>
<td>80</td>
<td>12</td>
<td>67</td>
<td>1</td>
</tr>
</tbody>
</table>
Collection of Data

Collection of data was conducted by mailing questionnaires to 219 identified administrators. There were two sets of mailings. The initial mailing generated 70 respondents and the second generated 10 respondents. The instrument was coded by area to allow the researcher to target responses from any area with few responses. This coding was deleted as soon as the data were entered into the computer.

The following directions were stated on the MAI to participants:

Following you will find a series of 110 statements. Each statement is designed to express a point of view, attitude, opinion, belief, or value about race, sex, ethnicity, or culture. It is expected that you will react to the different statements both positively and negatively in varying degrees.

You are being asked to indicate the extent to which you accept or reject a given statement. The scale to the right of each item is for recording your position. PLEASE BE SURE THAT YOU MARK EVERY TIME.

The instruction page and the complete 110-item inventory can be found in the Appendix.

The return responses were coded in by their I.D. number by area. The data were entered into the computer bank at the Iowa State University Computer Center for analysis.

To investigate the multicultural perceptions of vocational education administrators in Iowa in comparison to a "normed" or racially and culturally aware group, a series
54 of t-tests were employed to compare responses. The "normed" group was established by Ron Wilson, the author of the MAI, using an expert and nonexpert group of professionals.

Research design

The research was confined to a descriptive study implemented through a 71-item questionnaire. Questions 1 through 64 employed a Likert-type scale model from 1 through 5. The remaining items, 65 through 71, were confined to normative data about the respondents. The questionnaire was designed for a mean or average of 15 minutes completion time.

The initial mailing resulted in the return of 75 completed questionnaires to the researcher. A follow-up letter was sent six weeks from the initial mailing. The follow-up and second mailing (30) of the instrument resulted in the return of 5 additional questionnaires. Two incomplete questionnaires were not used in the study, which resulted in a total of 78 usable questionnaires.

The final returned usable questionnaires were documented as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>male</td>
</tr>
<tr>
<td>02</td>
<td>female</td>
</tr>
</tbody>
</table>
Data Analysis

The researcher received numerous consultations from Dr. Wolansky and Dr. Warren and other RISE office personnel concerning the appropriateness of statistical tests to employ and the interpretation of such results.

Data of the MAI were coded for analysis by the researcher using the SPSS-X (Statistical Package for the Social Sciences; Norusis, 1983). The data received were analyzed through Computer Program Services of Iowa State University.

The research questions were posed to answer the following:

1. Is there a significant difference between the multicultural perceptions of vocational educators in Iowa and a normative standard for administrators/educators?

2. Is there a significant difference between proportional funding allocations for minority and non-minority student services in community colleges?

3. Is there a significant difference in the multicultural perceptions between female and male vocational
education administrators in Iowa?

4. Is there a significant difference in the multicultural perceptions between vocational administrators in selected programs or administrative area?

5. Is there a relationship between the multicultural perceptions of vocational administrators and minority student enrollment patterns in community colleges?

The aforementioned research questions were restated in terms of null hypotheses in order to test responses statistically.

Hypothesis 1: There is no significant difference in the multicultural perceptions of vocational education administrators in Iowa and those of a standardized normative group of administrators.

\[ H_0: \ U_{IA} = U_{NA} \]
\[ H_a: \ U_{IA} \neq U_{NA} \]

Hypothesis 2: There is no significant difference between proportional funding allocations for minority and nonminority student services in community colleges.

\[ H_0: \ P_M = P_{NM} \]
\[ H_a: \ P_M \neq P_{NM} \]
Hypothesis 3: There is no significant difference between the multicultural perceptions of female and male administrators in community colleges in Iowa.

\[ H_0: \mu_F = \mu_M \quad \alpha = .05 \]
\[ H_a: \mu_F \neq \mu_M \]

Hypothesis 4: There is no significant difference in the multicultural perceptions of vocational educational administrators in selected instructional administrative areas.

\[ H_0: \mu_{AD} = \mu_D \quad \alpha = .05 \]
\[ H_a: \mu_{AD} \neq \mu_D \]

Hypothesis question: What are the major demographic similarities and/or differences between culturally sensitive and less culturally sensitive vocational education administrators?

Hypothesis question: What is the status of the multicultural perceptions of vocational administrators and minority student enrollment patterns in community colleges in Iowa?

The following computations (where applicable and appropriate) were made by the SPSS-X program for analysis of the research questions and hypotheses of the study.

The students t-test was utilized to test the hypotheses of mean differences between and among groups with regard to
sex, program or area, normative vs. Iowa.

The alpha level of .05 was employed to test for significant statistical differences. The results of the employed statistical test are presented in Chapter IV, along with graphs used to depict and clarify conclusions drawn from the data presented.

The variance test for homogeneity of the binomial distribution, $X^2$, was utilized to test the hypothesis of proportional patterns between vocational education administrators and minority student enrollment patterns. It was also used to test for proportional allocation for student services.

The following $X^2$ computation was made for analysis of the appropriate hypothesis:

$$X^2 = (\sum p_i a_i - \bar{p} A)/\bar{p} \bar{q}$$

The one-way analysis of variance or pooled t-test was used to test for difference between groups. The following statistical equation was utilized:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{Sp^2/N_1 + Sp^2/N_2}}$$

The analysis of variance test, ANOVA, was utilized to test a number of the hypotheses for differences between more than two group means.
CHAPTER IV: FINDINGS

Descriptive Data About Respondents

The study was designed to investigate the status of vocational education administrators on issues relative to cultural awareness and perceptions.

The instrument used to determine their multicultural perceptions was developed by Dr. Ronald S. Wilson of the University of Missouri-Columbia.

The study involved a sample from the entire population of administrators of post-secondary vocational education institutions (i.e., merged area schools/community colleges) in the state of Iowa in 1986. The study examined the following questions:

1. Is there a significant difference in the multicultural perceptions between vocational administrators in Iowa and a normative standard for educators?
2. Is there a significant difference between the proportional funding allocation for minority and non-minority student services among community colleges?
3. Is there a significant difference in the multicultural perceptions between female and male vocational education administrators in Iowa?
4. Is there a significant difference in the multicultural perceptions of vocational education adminis-
trators in selected programs or administrative area?

5. What is the status of the multicultural perceptions of vocational administrators and minority student enrollment patterns in community colleges in Iowa?

6. What are the major demographic similarities and differences between culturally sensitive and less culturally sensitive vocational education administrators?

The total population represents 219 vocational education administrators in 15 community colleges throughout Iowa. The questionnaire was randomly sent to 150 randomly selected administrators. The questionnaire was completed and returned by 78 administrators (52%).

In analyzing the data collected, information was coded and tabulated and presented in terms of the stated null hypotheses.

The following data are described in this chapter:

1. Demographic data of the respondents.

2. Information on the "Multi-Factor Inventory about Race and Ethnicity" by Ronald Wilson.

3. Null hypotheses and findings of the study.
General Information About Vocational Education Administrators in Iowa

The participants in the study were administrators in the 15 community college settings throughout the state of Iowa during the 1986-87 academic year. Respondents in the study were 78 (52%) of community college administrators in the sample (150). The ethnic breakdowns of the respondents in the sample are shown in Table 2.

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>76</td>
<td>97.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Within the entire population of 219 administrators, there were 2 Black and 1 Hispanic administrator. During the course of the study, of the two Black administrators, one resigned for employment in another state and the other retired. There were no Black or Indian respondents represented in this study. The researcher views this is within its own right a phenomenon that suggests very strongly the
lack of commitment among vocational administrators in the state to employ affirmative action practices.

Table 3. Respondents by sex, number and percent

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>61</td>
<td>78.2</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>21.8</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 indicates there were 61 males (78%) and 17 females (22%) in the study.

Table 4. Respondents by administrative position, number and percent

<table>
<thead>
<tr>
<th>Position</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>31</td>
<td>39.7</td>
</tr>
<tr>
<td>Department head</td>
<td>21</td>
<td>26.9</td>
</tr>
<tr>
<td>Dean/vice president</td>
<td>17</td>
<td>21.8</td>
</tr>
<tr>
<td>President/superintendent</td>
<td>6</td>
<td>7.7</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4 describes the respondents by position, 6 (40%) of the 15 chief administrators completed the questionnaire. This group represented 8% of the respondents. Supervisors made up 41% of respondents, while department heads and deans/vice presidents made up 28% and 22% of the respondents, respectively.

Table 5. Respondents by age, number and percent

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>30-31</td>
<td>10</td>
<td>12.8</td>
</tr>
<tr>
<td>40-49</td>
<td>23</td>
<td>29.5</td>
</tr>
<tr>
<td>50-59</td>
<td>38</td>
<td>48.7</td>
</tr>
<tr>
<td>60 or over</td>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5 indicates that 48% of the respondents were between the ages of 50 and 59; 29.5% were between the ages of 40 and 49; 12.8% were between the ages of 30 and 39; and less than 3% were between the ages of 20 and 29. Thus, the majority (84%) of vocational administrators in the study were at least 40 years of age.
Table 6 shows that 50% of the respondents had at least 20 to 29 years of experience; 30% had 10 to 19 years of experience; 15% had 30 or more years of experience; and 5% had from 0 to 9 years of experience. As a group, vocational education administrators in Iowa had an average of 25 years of experience.

Table 6. The respondents by years of experience, number and percent

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td>10-19</td>
<td>23</td>
<td>29.5</td>
</tr>
<tr>
<td>20-29</td>
<td>39</td>
<td>50.0</td>
</tr>
<tr>
<td>30 or over</td>
<td>12</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 7 shows that the majority of vocational education administrators hold master's degrees (63%); 21% hold doctoral degrees; 13% hold bachelor's degrees; and nearly 4% hold other degrees, which typically were educational specialist degrees. There were no administrators with associate degrees. Thus, the majority of the administrators in the sample hold advanced educational degrees.
Table 7. The respondents by educational level, number and percent

<table>
<thead>
<tr>
<th>Educational level</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor</td>
<td>10</td>
<td>12.8</td>
</tr>
<tr>
<td>Masters</td>
<td>49</td>
<td>62.8</td>
</tr>
<tr>
<td>Doctorate</td>
<td>16</td>
<td>20.5</td>
</tr>
<tr>
<td>Other (specialist)</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8 shows that 37% of the respondents had received some type of in-service training on human relations or multicultural nonsexist educational concepts; 14% had taken a college credit course in such; 5% had received some training through other sources; 36% had received a combination of such training through courses, workshops, seminars, etc.; while 8% had received no training on issues of human relations or race relations.

As a group, the majority (92%) of the vocational education administrators had received some type of formal training on topics such as human relations or multicultural nonsexist education.
Table 8. The respondents by human relations or multicultural nonsexist training, number and percent

<table>
<thead>
<tr>
<th>Human relations training</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice</td>
<td>29</td>
<td>37.2</td>
</tr>
<tr>
<td>Courses</td>
<td>11</td>
<td>14.1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td>More than 2 of the above</td>
<td>28</td>
<td>35.9</td>
</tr>
<tr>
<td>No formal training</td>
<td>6</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Hypothesis One

Hypothesis 1: There is no significant difference between the multicultural perceptions of vocational education administrators in Iowa and a normative group of administrators/educators.

\[ H_0: U_{IA} = U_{NA} \]

\[ H_a: U_{IA} \neq U_{NA} \]

\( \alpha = .05 \)

The t-test value for Factor I (-75.52), Factor II (-12.71), and Factor III (-44.20) between the Iowa administrators and the normative standard for the MAI was highly significant (Table 9). Thus, the null hypothesis is rejected at the .05 level of significance.
Table 9. Analysis of MAI factors between Iowa administrators and those of normative administrators/educators

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>78</td>
<td>46.0256</td>
<td>10.259</td>
<td>75.52**</td>
</tr>
<tr>
<td>N1</td>
<td>48</td>
<td>133.7500</td>
<td>9.260</td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>78</td>
<td>96.1923</td>
<td>17.656</td>
<td>12.71**</td>
</tr>
<tr>
<td>N2</td>
<td>48</td>
<td>121.6000</td>
<td>17.310</td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td>78</td>
<td>32.0769</td>
<td>3.823</td>
<td>44.20**</td>
</tr>
<tr>
<td>N3</td>
<td>48</td>
<td>51.2100</td>
<td>4.210</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\)F1, F2, and F3 = Iowa groups; N1, N2, and N3 = normative groups.

\(^b\)Mean = mean score of MAI.

\(**\)Significant at the .01 level.

Interpretation of the results indicated strong evidence to conclude that Iowa vocational education administrators and normative standards for administrators in the Midwest are very different in their multicultural perceptions.
Hypothesis Two

Hypothesis 2: There is no significant difference between the proportional funding allocations for minority and nonminority student support services among community colleges. This hypothesis was tested against the alternative hypothesis that there is a difference in funding allocations for minority and nonminority students.

Table 10. Summary table of analysis of funding allocations

<table>
<thead>
<tr>
<th>Groups^a</th>
<th>1985</th>
<th>1986</th>
<th>1987</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>2568925</td>
<td>2935691</td>
<td>3478710</td>
<td>8793326</td>
</tr>
<tr>
<td>01</td>
<td>9104578</td>
<td>9418373</td>
<td>10291960</td>
<td>28814811</td>
</tr>
</tbody>
</table>

\[ X^2 = 6.0 \quad \text{df} = (r-1)(c-1) = 2 \]

\(^a02 = \text{general student population}; \ 01 = \text{special student population (LEP, disadvantaged, minorities)}. \ p = .1991. \]

Table 10 shows the results of the \( S^2 \) test for binomial distributions for Hypothesis 2. The result of the \( X^3 \) test for Hypothesis 2 reveals there is no significant difference between funding allocations for minority and nonminority students from 1985 to 1988. The calculated \( X^2 \) value is 6.0 with 2 degrees of freedom and a significance level of .1991.
Based on analysis of data reported in Table 10, the research results failed to reject the null hypothesis at .05 level of significance. The researcher concluded that the support services funding allocations for special student populations and general student populations is not significantly different in community colleges in Iowa.

**Hypothesis Three**

Hypothesis 3: There is no significant difference in the multicultural perceptions between female and male vocational education administrators. This hypothesis was tested against the alternative hypothesis that there is a significant difference in the multicultural perceptions between female and male vocational education administrators.

Table 11 shows the analysis of the group t-test statistical results for Hypothesis 3. The grouped t-statistics analysis reveals there is no significant difference between male and female administrators on the multicultural perceptions inventory (MIA). The null hypothesis was retained at the .05 level of significance. Results demonstrated ample evidence to support all three factors and compositely that female vocational education administrators are equally as unaware of accurate multicultural perceptions of minority groups as their male counterparts. All female administrators were white.
Table 11. Analysis of perceptions by sex

<table>
<thead>
<tr>
<th>Variable&lt;sup&gt;a&lt;/sup&gt;</th>
<th>No. of cases</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>F value</th>
<th>2-tail prob. t value</th>
<th>2-tail prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>45.7377</td>
<td>9.487</td>
<td>1.86</td>
<td>0.086</td>
<td>0.39</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>47.0588</td>
<td>12.944</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>95.9016</td>
<td>18.126</td>
<td>1.23</td>
<td>0.665</td>
<td>0.29</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>97.2353</td>
<td>16.331</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>31.9180</td>
<td>3.698</td>
<td>1.36</td>
<td>0.358</td>
<td>0.63</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>32.6471</td>
<td>4.315</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>173.5574</td>
<td>22.189</td>
<td>1.39</td>
<td>0.470</td>
<td>0.63</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>176.9412</td>
<td>18.803</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>F1 = Factor 1; F2 = Factor 2; F3 = Factor 3, F4 = total factors score.

α = .05.
Hypothesis 4: There is no significant difference in the multicultural perceptions of vocational administrators in specified administrative areas (i.e., deans, vice-presidents, presidents, department heads). This hypothesis was tested against the alternative hypothesis that there is a significant difference between selected administrative levels/areas.

Table 12. Summary table of analysis of perceptions by administrative positions

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean squares</th>
<th>F ratio</th>
<th>F prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>1069.8433</td>
<td>356.6144</td>
<td>.7848</td>
<td>.5063</td>
</tr>
<tr>
<td>Within groups</td>
<td>71</td>
<td>32261.1434</td>
<td>454.3823</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>33330.9867</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 12 shows the results for testing Hypothesis 4. The analysis of variance (ANOVA) test reveals there was no significant difference between the administrative levels or areas. The researcher instituted the usage of tests for homogeneity of variance to ensure proper usage of the ANOVA test. Probability values for the homogeneity of
variance test (Cochran's C, the Bartlett -B or F, and the Hartley F max) indicated homogeneity between variance in groups tested.

Thus, the null hypothesis was retained or failed to be rejected at the .05 level of significance. Based on these results, it was concluded that there is no significant difference between the multicultural perceptions of administrators in different areas/positions at community colleges in Iowa.

Hypothesis Five

Hypothesis 5: There is no significant demographic differences between vocational administrators who are culturally sensitive and those who are not. This hypothesis was tested against the alternative hypothesis that there is a significant demographic difference between culturally sensitive and culturally insensitive vocational education administrators.

Table 13 illustrates the statistical analysis for Hypothesis 5. As far as educational levels, there was significant difference between group 2 (Bachelor of Science level) and group 4 (doctorate level) as indicated by the analysis of variance test statistic. The F values for these two groups revealed significance at the .01 level.
Table 13. Summary table of analysis of perceptions by educational levels

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean squares</th>
<th>F ratio</th>
<th>F prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>1170.6832</td>
<td>390.2277</td>
<td>.8449</td>
<td>.4737</td>
</tr>
<tr>
<td>Within groups</td>
<td>74</td>
<td>34179.5348</td>
<td>461.8856</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>35350.2180</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>180.4000</td>
<td>20.7483</td>
</tr>
<tr>
<td>3</td>
<td>175.2245</td>
<td>22.6839</td>
</tr>
<tr>
<td>4</td>
<td>167.4375</td>
<td>19.3045</td>
</tr>
<tr>
<td>5</td>
<td>175.3333</td>
<td>1.5275</td>
</tr>
<tr>
<td>Total</td>
<td>174.2949</td>
<td>21.4265</td>
</tr>
</tbody>
</table>

*aGroup 2 = bachelors; group 3 = masters; group 4 = doctorate; group 5 = other. α = .05. Failed to reject null hypothesis.

The ANOVA yielded an F value of .8449 providing insufficient evidence to reject the null hypothesis.

Table 14 reveals there was no significant difference between age groups and their level of cultural sensitivity. The null hypothesis was retained at the .05 level. The ANOVA yielded an F-value of .2081 (Table 14). Thus, it is concluded that the variable of age had no significance in terms of vocational educators in Iowa, their multicultural
Table 14. Summary table of analysis of perceptions by age

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean squares</th>
<th>F ratio</th>
<th>F prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4</td>
<td>2701.7269</td>
<td>675.4317</td>
<td>1.5101</td>
<td>.2081</td>
</tr>
<tr>
<td>Within groups</td>
<td>73</td>
<td>32648.4911</td>
<td>447.2396</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>35350.2179</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

awareness or sensitivity.

Because of the homogeneity of respondents by race, the testing of significance between groups by ethnicity was not practical or statistically appropriate; 99% of the respondents were white.

Research Question

Research question: What is the status between the multicultural perceptions of vocational education administrators and proportional minority enrollment patterns in Iowa community colleges?

The results of the research to answer this question is to say the least perplexing because of the lack of any group of vocational administrators in Iowa to attain a mean score similar to the standardized mean score for the normative group. The researcher can only give enrollment patterns in vocational education from 1985 to 1988 and simply give a descriptive
interpretation of what patterns if any seem to be developing.

The enrollment percentage of ethnically diverse population appears not to be proportional to the percentage (3%) in the state of Iowa. Since 1985, there was a loss of minority student enrollment in the state (see Table 15). The researcher's master's thesis in 1986 looked at proportion of enrollment patterns between white and black students in community colleges in Iowa and found significant differences. The 1986 research indicated that over a 4-year period, the proportion of Black students attending community colleges was significantly below that of white students (Reed, 1985).

Table 15. Summary table of community college enrollment patterns

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
<th>White</th>
<th>Minority</th>
<th>Percent minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985-86</td>
<td>361,840</td>
<td>353,690</td>
<td>8150</td>
<td>2.0</td>
</tr>
<tr>
<td>1986-87</td>
<td>512,926</td>
<td>505,250</td>
<td>7696</td>
<td>1.5</td>
</tr>
<tr>
<td>1987-88</td>
<td>441,321</td>
<td>434,531</td>
<td>6790</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Figures reported are taken from the Iowa Department of Vocational Education Data Survey (VEDS), 1985-1987.
The research question under investigation is tenable under the results of the previous hypothesis which served to provide evidence of the multicultural perceptions of administrators in Iowa. Because the results indicated a lack of accurate knowledge about the realities of ethnically diverse population.
CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The primary analysis under study was to investigate the multicultural perceptions of vocational education administrators in community colleges in Iowa from 1986 to 1987. The research tool used to gather data on perceptions was the "Multi-Factor Attitudes Inventory" developed and standardized by Dr. Ron Wilson of the University of Missouri-Columbia. Administrators responded to the Likert-scale questionnaire relative to their perceptions (knowledge) about ethnic and cultural issues and facts.

The secondary analysis under study was to assess the level of funding and enrollment patterns between minority and nonminority students in community college institutions in the state of Iowa. The research methods undertaken for this were confined to data collected and maintained by the Iowa Department of Education.

The first four chapters of this research study provided the introduction, methodology, analysis of data and findings of this research. This final chapter serves to summarize the research investigated, draw conclusions of the findings, and present recommendations.
Summary of Findings

The data were analyzed by computing frequency tabulations, mean scores, statistical t-test, chi-square test, and an analysis of variance test. Responses from the questionnaire were coded and analyzed using the SPSS-X (Statistical Package for the Social Sciences) to test for significant differences. The SPSS-X Batch system was also used for the analysis of data gathered from the Iowa Department of Education (DE).

Restatement of the problem

The study was designed to investigate, document, and interpret the status of the multicultural perceptions of vocational education administrators in post-secondary institutions in Iowa.

Restatement of the purpose

The purpose of the study was to:

1. Evaluate the multicultural awareness of vocational education administrators in Iowa.

2. Document or investigate reasons for enrollment patterns of minority students in vocational education programs.

3. Identify potential discrimination practices administratively induced or maintained.
4. Contribute to the general knowledge base for cultural sensitivity training in Iowa's educational system.

Conclusions

Research hypothesis #1

It was hypothesized that the multicultural perceptions (MAI) scores for Iowa post-secondary vocational education administrators and those for a normative group of sensitive administrators/educators differed significantly.

Discussion It was concluded, based on the results of the pooled t-test findings in the previous chapter and reported in Table 9, that there is a significant MAI score difference between Iowa vocational education administrators and those of a normative standard for administrators/educators.

The extremely low mean score (99.5) of Iowa administrators in comparison to the normative group of administrators (288.9) is indicative of a very low or very inaccurate perception on the part of Iowa administrators on issues of cultural diversity and issues affecting people of color.

Research hypothesis #2

It was hypothesized that the funding allocations for support services for minority and nonminority students differed.
Discussion  It was concluded, based on the results of the $X^2$ findings in the previous chapter and Table 10, that there is no significant difference between the funding allocations for student support services between general student populations (white) and special student populations (nonwhite/limited English speaking) in community colleges in Iowa.

The conclusion for this hypothesis is extremely tenable because of the fact allocations appropriated by federal formulas may have little to do with actual amounts spent for minority student populations.

There is a need to further investigate the allocations and the expenditures by proportional minority populations service in comparison to white populations served even with the parameters of the special populations allocations.

Research hypothesis #3

It was hypothesized that no significant difference existed between the multicultural perceptions of female and male vocational education administrators.

Discussion  Based on the separate t-test administered on this hypothesis, there is no difference between male and female vocational education administrators in Iowa and their multicultural perceptions. It is evident that white female administrators are just as culturally illiterate as white male administrators (see Table 11).
This result is consistent with earlier research cited in the study that compared the racial attitudes between white males and white females. It is this researcher's view that a general misperception or stereotype exists in regard to the white female being more sensitive and aware about culturally diverse people. While individuals within any group differ from the norm as a group, white female administrators in Iowa (who comprised 17% of the respondents) are no different than white males in terms of cultural literacy or sensitivity (see Table 12).

Research hypothesis #4

It was hypothesized that no significant difference in the multicultural perceptions of vocational administrators in selected programs or administrative areas existed.

Discussion Because of the relatively small numbers of administrators by program area, the researcher examined the data gathered by differences between administrative areas of responsibilities. There were four administrative areas in the analysis. They were as follows: presidents, vice-presidents, deans, and department heads. An ANOVA was utilized to test for significance between the groups. The analysis resulted in a F-value of .7848 which did not reach the .05 probability needed to reject the null hypothesis.

Thus, this researcher concluded that no significant
difference existed between various administrative levels and their multicultural perceptions (see Table 12).

Research question #1

It was hypothesized that demographic differences existed between vocational education administrators who score at the culturally sensitivity level in the MAI and those who did not.

Discussion This hypothesis was tested by creating groups to examine various variables (i.e., educational level and age). Overall, there was no significant difference between the administrators on selected variables. There was one isolated case under analysis of differences between educational levels, Group 2, Bachelor of Science, and Group 4, doctorate, where a significant difference existed. However, it was not possible to delineate what contributed to the difference from the statistical test employed.

Thus, it is concluded that no significant demographic differences existed overall between vocational educational administrators and their multicultural perceptions. There was a significant difference between administrators with doctoral degrees and those with bachelor's degrees (see Tables 13 and 14).
Research question #2

What is the status between the multicultural perceptions of vocational education administrators and proportional minority enrollment patterns in Iowa community colleges?

Discussion

It was the intent of this research to be able to ascertain whether administrators who score at the sensitivity level on the MAI would be at community colleges where minority student populations were proportionate to the surrounding cities served (proportionate representation figures employed are set by federal and state regulations that is in proportion to the minority population in the areas served).

Because there was no particular area or community college setting where participants scored significantly higher than other fellow areas of responsibility, it was not possible to conduct any analysis by area and enrollment patterns. The researcher confined analysis to very basic statistics by looking at enrollment patterns between white and nonwhite students at community colleges over a three-year period (1985-1988).

Thus, it became quite evident that nonwhite student enrollment patterns are not proportionate to the state's non-white percentage and has continued to decline. It seems rather obvious that, if vocational educational administrators were sensitive to and aware of the status of nonwhite
populations, a natural course of action would be to interrupt declining patterns of participation.

Researcher Comments

As we approach the year 2000 with its endless possibility for science, medicine and education, it is imperative that the nation prepares all of its citizenry or at least affords equal educational opportunity for all to compete in our ever-advancing civilization.

With the need to prepare all, must first come a sense of accuracy about the status of most. This research effort is a first in what is believed to be a national necessity--to assess the needs of those in power and those seeking empowerment.

As a state in economic reorganization and need, Iowa must begin to advance educationally its ethnically and language diverse populations. The universities and colleges have begun to recognize and make plans to meet the challenge in their setting. Community colleges, who by far do and have the potential of serving three times as many must ascertain their priorities to that task. The State Department of Education is in a position to provide the leadership for establishing that all people in Iowa are afforded equal access to educational services and must begin to set priorities and be firmly committed to the principle of equity.
if Iowa as a state is to meet the year 2000 well prepared.

This research points out the need for the state to be concerned about its services to diverse ethnic and language populations by virtue of the fact that an absence of realistic views exists among a significant group of educators regarding those populations. This group may well serve as the sample for administrators in educational institutions throughout the state.

In a state which is developing and interested in global affairs, there is an intense and critical need to be able to perceive accurately and respond appropriately to the diversity within reach before one can effectively work and serve those thousands of miles away.

General Conclusions

The general conclusion of this study is that vocational education administrators in community colleges in Iowa have significantly unrealistic views of the realities of ethnically diverse population. A new term emerging in the field of civil rights and among equity experts is "culturally illiterate" to describe the phenomenon investigated. This "cultural illiteracy" is exclusive of their regions, areas, positions, gender, and age.

Other conclusions are as follows:

The participation of ethnic and language diverse popula-
tions in vocational education is steadily declining.

There are proportional funds allocated federally to serve and support ethnic and language diverse populations.

There is a lack of effective planning for an accountability for community college services to ethnically diverse populations.

These results may be inherently built into the structure of institutional racism which exists throughout institutions in the United States.

Furthermore, the multicultural perceptions of Iowa administrators may be produced and fostered by the homogeneity of Iowa's population.

Thus, Dr. Ron Wilson, author of the MAI, cautions that the low scoring of factors on the MAI, which suggests that a group of people are less culturally aware of others, does not necessarily suggest they are racist. However, if stereotypic views are held and never corrected with accurate information, they begin to be held as fact over a period of time. Social scientists have accurately proven that fact for decades. When action or lack of action is displayed based on stereotypic beliefs, these actions serve to perpetuate a racist institution.
Recommendations

The following recommendations are based upon the research findings of this study.

1. Community college administrators in Iowa should be provided technical assistance in terms of inservice training on multicultural issues and education.

2. Affirmative action efforts should be taken to increase minority student and minority staff (administrative-ly and staff-wise) populations in Iowa community colleges.

3. The Iowa Department of Education (DE) should develop a plan for providing inservice to administrators in community colleges served.

4. The Iowa Department of Education should stipulate in grant proposals and other fundable initiatives an emphasis specifically on services for minority populations in community colleges.

5. The State Plan for Vocational Education needs to specifically address and include the status of minority populations served and/or targeted.

It is the intent of this research and the researcher to contribute to the field of vocational education, the status of the perceptions of community college administrators in Iowa, for the purposes of raising and ensuring equal educational opportunity and accessibility for ethnically and language diverse populations.
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Identification and Verification of Competencies Important to Secondary and Post Secondary Administrators of Vocational Education. (1977). National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.


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Ypsen, D. (1988, June 29). Leaders to tell $5 million plan to market state. The Des Moines Register (Des Moines, Iowa), p. 3M.
"A Time to Give Thanks"

The effort, time and final completion of this dissertation has been supported by an array of people and ideals.

I must first thank my husband, Jesse, and my son, Christopher, for allowing me so freely and lovingly to spend endless days and nights away from them to write and study. They have been my inspiration and strength from the beginning to the end of this work.

To my major professor, Dr. William Wolansky, words cannot express the gratitude I will always have for you. You alone afforded me the opportunity and set before me this incredible and rewarding challenge.

To my parents, I am grateful to have received from you the legacy of achievement and self-reliance. And to my sisters (Trish, Jacqui and Martha) and my brother (Leon), thanks for the cheering on and for always believing.

To members of my committee, Dr. Anton Netusil, Dr. Lenola Allen-Sommerville, Dr. Don McKay, Dr. Trevor Howe, and Dr. Quentin Johnson, I thank you for the guidance and the expectation for high standards of academic experience. To Dr. Ronald Wilson at the University of Missouri-Columbia, for allowing me to transpose his instrument to fit the purposes of this study, a sincere thanks. A special thanks to
and for my typist, Ina Couture, who has been a vital and undaunting element through the development and the completion of this manuscript. And a final thanks to Dwight who provided lots of laughter and critique to the final draft of this work.

The attainment of the first Ph.D. within a Black family becomes a symbol of honor for the entire family. There will soon be a second honor bestowed on my family as my cousin Jerome Kennedy completes his internship as a medical doctor (a surgeon) from Stanford. Our family has been especially blessed and strong in their will to ensure a better future for themselves and our people through education. That legacy began with my great grandfather, a minister, teacher and founder of one of the first grade schools in South Carolina for Black youth. That legacy was contained and imprinted in my mind and that of my cousins for as long as I can remember. That spirit of achievement against any odds was also bestowed upon us. Therefore, I would like to thank the following members of my family and special friends: Uncle Scott, Aunt Thelma, Aunt Liz, Aunt Nancy, Aunt Rusha, Uncle George, Aunt Naz, Mrs. Hicks, and Ange. And a final challenge to Wendy and Sonja (the youngest of my cousins) to succeed in their endeavors.

This dissertation is dedicated to mother, my grand-aunt Mrs. Alfair Kennedy Brown, and my great great grandfather
The Reverend George Washington Scott Kennedy, whose lives were a constant drive for me to strive for such excellence and to attain this level of academic achievement. It is also dedicated to my wonderful son, Christopher, and the other heirs of a most powerful and outstanding legacy, my nieces, Tammy, Keisha, Joy, Belva, Brittni, Talia, and my nephews, George, Parris and Akeem.

In closing, I would like to acknowledge the special blessing the Lord has bestowed upon the few of us that reach this level of achievement, with the commitment to change the course for the many.
APPENDIX
August 12, 1985

Ms. Cindy Stewart
Department of Public Instruction
Educational Equity Section
Grimes State Office Building
Des Moines, Iowa 50319

Dear Ms. Stewart:

I have enclosed a copy of the MAI and some data from the study in Lincoln, Nebraska, 1977. These data may not mean much to you until you have reviewed my dissertation. The official title of which is "Development of an Attitude Inventory About Race and Sex." Unpublished Doctoral Dissertation, University of Missouri-Columbia, 1977.

If, after reviewing this material, you wish to discuss this more, please let me know.

Sincerely,

Ronald S. Wilson, Ed.D.
Director

Enclosure:
September 23, 1986

Cindy Reed-Stewart
Department of Public Instruction
Educational Equity Section
Grimes State Office Building
Des Moines, Iowa 50319

Dear Ms. Reed-Stewart:

You have my complete permission to use any part of my dissertation including the Multifactor Attitudes Inventory. I, of course, would expect full and accurate attribution as to source for any materials used.

Good luck with your research.

Sincerely yours,

Ronald S. Wilson, Ed.D.
Director

RSW/pls
November 7, 1986

Dr. Ronald Wilson, Director
Extension Service
University of Missouri-Columbia
Route #4 Box 199
Columbia, Missouri 65201

Dear Ron:

I sincerely hope things are going well in Columbia. We are in the aftermath of reorganization. So we are in the process of adjusting to the new structure and division names. I am now in the Bureau of Compensatory and Equity Education. Fortunately, my address remains the same.

Enclosed you will find a copy of my research instrument (or rather your instrument as transposed). The questionnaire went out about a week ago. I await anxiously for the responses to come in. In the meantime, I am working on the third chapter of my dissertation. Thank you so much for your assistance. The findings are to be shared with the Department of Education, Iowa State University, and other educational institutions. Rest assured, you will be acknowledged in the completed product. If you have any suggestions, please feel free to contact me at:

Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319
Office: 515/281-8582
Home: 515/282-6828

Cordially,

[Signature]

Cyndy Reed-Stewart
Consultant, Bureau of
Compensatory & Equity Education

CRS/rv

Enclosure
July 29, 1986

Mrs. Cynthia D. Reed-Stewart
Department of Education
Bureau of Compensatory Education
Des Moines, Iowa 50319-0146

Dear Cynthia:

I have reviewed your program entitled, "The Multicultural Perceptions of Vocational Administrators in Iowa," and feel that your study will help update information that the Department of Education can use to increase program effectiveness throughout the state.

The questions you have proposed are sensitive and your probe may help surface some concerns of administrators and instructors. Your study is an opportunity to help persons discuss minorities and efforts to serve minorities in our existing education structure. This opportunity is in itself a fine purpose.

We are looking forward to the results to help direct statewide activities.

Respectfully,

Raymond E. Morley, Consultant
Bureau of Compensatory Education
September 24, 1986

Dear

Cindy Reed-Stewart, a doctoral candidate in the Department of Industrial Education & Technology at Iowa State University, and the Iowa Department of Education are interested in evaluating vocational education programs and services as they relate to special needs populations (specifically, minority populations). Special emphasis in the research project will provide data for "Analysis of the multicultural perceptions of vocational education administrators in Iowa.

All area community colleges in the state have been selected for participation in the study. The information your institution provides will be used to establish a data base for targeting technical assistance (regionally). The information required will be requested from individuals employed in administrative positions governing students services and programs. Providing that information requires fifteen (15) minutes for selected participants. Please be informed that all information gathered will be regarded as confidential.

I will be more than happy to answer any questions you may have about the project. The project has begun, your response is urgently needed. Please contact me at the Iowa Department of Education, 281-5502. Thank you for your cooperation as we work towards enhancing educational opportunities.

Sincerely,

Cindy Reed-Stewart

Ms. Reed-Stewart:

I have read the above about the research project "Analysis of the multicultural perceptions of vocational education administrators in Iowa. I understand all information is strictly confidential and will be reported in terms of regional group data. I grant permission to those conducting the study to include this institution.

Signed

Print name
Area I
Superintendent Clyde Kramer
Northeast Iowa Technical Institute
P.O. Box 400
Calmar, Iowa 52132

Area II
Superintendent David L. Buettner
North Iowa Area Community College
500 College Drive
Mason City, Iowa 50401

Area III
Superintendent R. H. Blacker
Iowa Lakes Community College
19 South 7th Street
Estherville, Iowa 51334

Area IV
Superintendent Frank Adams
Northwest Iowa Technical College
Highway 18 West
Sheldon, Iowa 51201

Area V
Superintendent Harvey Martin
Iowa Central Community College
330 Avenue M
Fort Dodge, Iowa 50501

Area VI
Superintendent John J. Prihoda
Iowa Valley Community College
Box 536
3700 South Center Street
Marshalltown, Iowa 50158

Area VII
Superintendent John E. House
Hawkeye Institute of Technology
Box 8015
1501 East Orange Road
Waterloo, Iowa 50704

Area IX
Superintendent Michael E. Crawford
Eastern Iowa Community College
2804 Eastern Ave.
Administrative Center
Davenport, Iowa 52803

Area X
Superintendent Norman R Nielsen
Kirkwood Community College
Box 2068
6301 Kirkwood Blvd. S.W.
Cedar Rapids, Iowa 52406

Area XI
Superintendent Joseph A. Borgen
Des Moines Area Community College
2006 S.W. Ankeny Blvd.
Ankeny, Iowa 50021

Area XII
Superintendent Robert Kiser
Western Iowa Tech Community College
Box 265
4647 Stone Avenue
Sioux City, Iowa 51102

Area XIII
Superintendent Robert D. Looft
Iowa Western Community College
Box 4-C
2700 College Road
Council Bluffs, Iowa 51502

Area XIV
Superintendent Richard L. Byerly
Southwestern Community College
P.O. Box 458
1501 West Townline
Creston, Iowa 50801
Dear Madam/Sir:

In view of the recent legislation (ie. The Carl Perkins Vocational Education Act, P.L. 98-524), vocational education has again refocused its' efforts toward assuring access to special populations. The largest appropriation of those special funds are specifically targeted for the "disadvantaged" (22%).

In the state of Iowa minority groups are delineated under that category in the State Plan for the Administration of Vocational Education within Career Education, 1986-1988. The Bureau of Compensatory and Equity Education has the responsibility of providing technical assistance, evaluating and monitoring vocational programs as they relate to special needs population at the fifteen (15) merged area schools and (146) secondary school districts and (15) area education agencies.

My strong interest in this investigation stems largely from a strong belief in the role that institutional administrators play in providing services to special needs (ie. minority) populations. Believing that administrators make more affirmative decisions on realistic beliefs and needs of all populations served. Hence, the purpose of this research. The Special Needs Section of the Department of Education will also utilize the results of the data as a basis for developing technical assistance to area colleges. The study will provide invaluable data to the State as we strive in our efforts to assure equal educational opportunities. Therefore, your participation is very important. Please complete this questionnaire and return it to me within 10 days. The questionnaire take approximately 15 minutes. Postage for the questionnaire is prepaid, all you need to do is tape it on the three open sides and drop it in a mailbox.

You may be assured of complete confidentiality of all information. The questionnaire has an identification number only for record keeping purposes. Upon receipt of the returned questionnaires, identification numbers will be expunged.

Your cooperation in this study of an issue vital to services for minority populations is deeply appreciated, and I wish to thank you for your assistance. If you are interested in the study, please check the appropriate box at the top left corner of the first page of the questionnaire.

Sincerely,

Cyndy Reed-Stewart
Doctoral Candidate
Industrial Education and Technology

Dr. William D. Wolansky
Coordinator and Major Professor
International Education Programs
College of Education
We are interested in what you think

Multi-Factor Perceptions & Attitudes Inventory

A study of the multi-cultural perceptions of vocational education administrators in Iowa
PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

102b-108
INFORMATION ON THE USE OF HUMAN SUBJECTS IN RESEARCH
IOWA STATE UNIVERSITY

(Please follow the accompanying instructions for completing this form.)

1. Title of project (please type): "Analysis of the multicultural perceptions of vocational education administrators in Iowa"

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

   Cynthia D. Reed-Stewart
   Typed Name of Principal Investigator
   #3 I.Ed. II, Dept. of I.Ed. & Tech.
   Campus Address
   294- 8529
   Campus Telephone

   Date
   Signature of Principal Investigator

3. Signatures of others (if any) 

   William D. Wolansky
   Typed Name 
   Date 
   Relationship to Principal Investigator 

   Major Professor

4. ATTACH an additional page(s) (A) describing your proposed research and (B) the subjects to be used, (C) indicating any risks or discomforts to the subjects, and (D) covering any topics checked below. CHECK all boxes applicable.

   □ Medical clearance necessary before subjects can participate
   □ Samples (blood, tissue, etc.) from subjects
   □ Administration of substances (foods, drugs, etc.) to subjects
   □ Physical exercise or conditioning for subjects
   □ Deception of subjects
   □ Subjects under 14 years of age and(or)
   □ Subjects 14-17 years of age
   □ Subjects in institutions
   □ Research must be approved by another institution or agency

5. ATTACH an example of the material to be used to obtain informed consent and CHECK which type will be used.

   □ Signed informed consent will be obtained.
   □ X Modified informed consent will be obtained.

6. Anticipated date on which subjects will be first contacted: Oct. 13, 1986
   Anticipated date for last contact with subjects: Jan. 2, 1987

7. If Applicable: Anticipated date on which audio or visual tapes will be erased and(or) identifiers will be removed from completed survey instruments:
   N/A

8. Signature of Head or Chairperson 
   Date 
   Department or Administrative Unit 

   Trevor L. Tjaden
   Industrial Education & Technology

9. Decision of the University Committee on the Use of Human Subjects in Research:

   □ Project Approved
   □ Project not approved
   □ No action required

   Name of Committee Chairperson
   Date
   Signature of Committee Chairperson
September 24, 1986

Superintendent Joseph Borgen
Des Moines Area Community College
2006 S.W. Ankeny Boulevard
Ankeny, Iowa 50021

Dear Superintendent Borgen:

Cyndy Reed-Stewart, a doctoral candidate in the Department of Industrial Education & Technology at Iowa State University, and the Iowa Department of Education are interested in evaluating vocational education programs and services as they relate to special needs populations (specifically, minority populations). Special emphasis in the research project will provide data for "Analysis of the multicultural perceptions of vocational education administrators in Iowa.

All area community colleges in the state have been selected for participation in the study. The information your institution provides will be used to establish a data base for targeting technical assistance (regionally). The information required will be requested from individuals employed in administrative positions governing students services and programs. Providing that information requires fifteen (15) minutes for selected participants. Please be informed that all information gathered will be regarded as confidential.

I will be more than happy to answer any questions you may have about the project. The project has begun, your response is urgently needed. Please contact me at the Iowa Department of Education, 281-5502. Thank you for your cooperation as we work towards enhancing educational opportunities.

Sincerely,

Cyndy Reed-Stewart

William D. Wolansky, Professor
& Coordinator
International Education Programs

Ms. Reed-Stewart:

I have read the above about the research project "Analysis of the multicultural perceptions of vocational education administrators in Iowa. I understand all information is strictly confidential and will be reported in terms of regional group data. I grant permission to those conducting the study to include this institution.

Signed Des Moines Area Community College
Print name_ ___________________________ _
Dear Dr. Karas:

Subject: Proposal on "Analysis of the multicultural perceptions of vocational education administrators in Iowa."

As a partial requirement for the Doctor of Philosophy degree, I am submitting my proposal on a study of the multicultural perceptions of vocational education administrators in Iowa.

Due to recent legislation (Carl Perkins Vocational Education Act, P.L. 98-524); transcripts from the public hearings on the State Plan for Vocational Education (February, 1986) previous research ("A Follow-up Study of Minority Populations in Iowa Vocational Education Programs, Cyndy Reed, 1985); and other concerns indicated the State Department of Education (Bureau of Compensatory and Equity Education) on services to minority populations; I am interested in creating a data base for the department of Education on the multicultural perception and attitudes of vocational education administrators in the state of Iowa. The data base will serve as the framework for inservices and other technical assistance type activities toward improving services to minority populations in Iowa.

This research will also provide a more in-depth follow-up previous research underwritten by the Department of Education (Joan Roberts, 1981 Perceptions of Faculty and Drop-Out of the Supportive Environment Within a Post-Secondary Vocational Program) that sought to document perceptions of faculty and administrators on providing support to ethnically diversified and handicapped students.

Problem of the Study

The problem of the study is to investigate and document the multicultural perceptions and attitudes of vocational education administrators in post-secondary institutions in Iowa.
Methodology

The "Multi-Factor Attitudes Inventory" (enclosed) developed by Dr. Ronald S. Wilson, of the University of Missouri-Columbia, Midwest Center for Equal Educational Opportunity, will be used to gather data for the proposed research. This instrument was developed, approved and endorsed by the U.S. Department of Education, numerous Title IV (Race Equity centers) General Assistance Centers across the nation and educators. Educators from Iowa, Kansas, Missouri and Nebraska were used in establishing validation and reliability of the instrument.

Permission to use the questionnaire was granted by Dr. Wilson via a telephone conversation. A letter of confirmation from Dr. Wilson was forwarded providing additional support for the research effort.

The questionnaire will be mailed to participants who will return the completed questionnaire to me. The confidentiality and the privacy of participants is guaranteed since the data will be presented as group datum in terms of regions. The study will provide the following information:

1. Data on administrators multicultural perceptions in terms of regions, gender, years of experience and training.

2. Data on enrollment of minority populations at area colleges in relations to the multicultural awareness of their administrators.

3. Data on enrollment patterns of minority populations in program areas in area colleges.

4. Data on appropriation of funds for special student populations, programs and activities by area colleges.

5. Demographic data on vocational education administrators who attain high scores on the multicultural inventory compared to those who score low.

The data to be obtained will be limited to vocational education administrators in post-secondary institutions in Iowa. The population includes approximately 275 individuals.

Characteristics of the Subjects

Participants in the study will be limited to vocational education administrators in the fifteen (15) area colleges and their satellite campuses in the state.

All subjects must be employed in any of the administrative capacities which govern student programs and services. For example, the Dean of Student Development or the head of Nursing Programs will be eligible as participants. While the Director of Building and Grounds may not.
The data requested on the questionnaire is confidential and will be used exclusively for the proposed study. Furthermore, subjects will be informed as to the purposes and scope of the research via a letter accompanying the questionnaire. The Delman format will be used as the style for administering the questionnaire. This style was selected because it allows participants with one compact instrument ready to be returned after completion.

Respectfully submitted,

Cyndy Reed-Stewart
Doctoral Candidate
Department of Industrial Education & Technology

William D. Wolansky, Ph.D.
Major Professor and Coordinator
International Education Programs
Cynthia Daphne Reed (Cyndy) was born February 1, 1956 in Panama City, Florida. She graduated from Denmark-Olan High School, Denmark, South Carolina, in 1973. Ms. Reed received her B.S. degree in Elementary Education from South Carolina State College in 1977. The fall of 1978, she taught kindergarten in Estill, South Carolina. While teaching, Ms. Reed returned as a full-time graduate student pursuing the M.Ed. in Special Education from South Carolina State. During the fall of 1949, Ms. Reed was selected as a teaching assistant at South Carolina State College, where she completed the M.Ed. degree requirements in the spring of 1980.

In the fall of 1980, Ms. Reed entered Iowa State University in pursuit of a doctorate in education. In 1983, Ms. Reed left Iowa State to teach in the public schools of Iowa (Waterloo and Des Moines, respectively). In the interim, marriage, a gifted son, a M.S. in Industrial Education and Technology, and a position in the Iowa Department of Education ensued. The Ph.D. in Industrial Technology and Education (with emphasis on Education Administration and Research) was completed in 1988.

Dr. Stewart remains as race equity consultant in the Iowa Department of Education, where she monitors, provides technical assistance and lectures on ethnic/cultural issues in