

DESIRABLE QUALITIES FOR A SECONDARY  
AGRICULTURAL EDUCATION TEACHER AS  
PERCEIVED BY PUBLIC EDUCATORS  
IN OKLAHOMA

By

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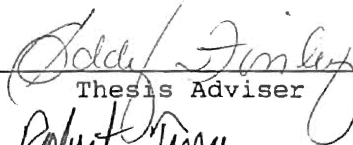
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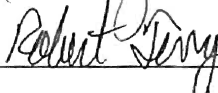
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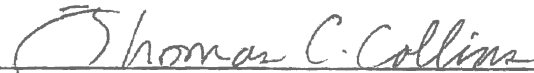
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## CHAPTER I

### INTRODUCTION

Oklahoma has long been nationally recognized as having one of the better agricultural education programs. This can be attributed, at least in part, to the intensive teacher training program provided at the Oklahoma State University and to the many dedicated professors and other personnel within the College (Van Buren, 1963).

In today's world, school administrators are constantly looking for the best qualified teachers that will make their agricultural education departments the best possible. Administrators of today's schools with agricultural education departments recognize the fact that their success is largely dependent upon the selection of a competent agricultural education teacher that will continually do a good job (Berkenbile, 1982). The importance of the teacher to the success of the educational program can be stated thus: "The success of any program of education, and particularly vocational education, will, in the final analysis, depend very largely upon the teacher" (Federal Board of Vocational Education, 1923, p. 20).

We have all had a few excellent teachers, a large number who were only fair, and a few who seemed wholly incompetent. The middle group faded out of our memories. We remember only the best and the worst--the former because they gave us something which we prize beyond any material possession, the latter because of the disgust

and resentment which we felt toward them (Cook, 1947). While it is true that most of the teachers were highly qualified to teach, they may have lacked the qualities necessary to teach.

With the passage of the Smith-Hughes Act in 1917, and the Vocational Education Act of 1963 as amended in 1968, an increasing number of students have gone through agricultural education programs. Colleges and universities across the nation are turning out these agricultural education teachers to meet the demands, but do these teachers possess the qualities to be successful teachers?

With the publication of "A Nation At Risk" (National Commission on Excellence in Education, 1983) and the Holmes Group Report (Tomorrow's Teachers, 1986), there emerged an awareness of the shortcomings of the American educational system in general, and in the preparation of teachers in particular.

Combined with the recent findings of Gilford and Tenenbaum (1990) who pointed out that research has not demonstrated reliable or substantial associations between any of the dimensions of teacher qualifications and student learning outcomes, it would seem appropriate to listen again to the words of Bricker (Agricultural Education for Teachers, 1914):

Everywhere teachers are looking out for first aids in teaching agriculture, when they ought to be looking in. The first aids come from within, and consist of those peculiar, personal characteristics that are essential to success in any given undertaking (p. 30).

### Statement of the Problem

It should be assumed that teacher educators hope to educate and school administrators hope to employ the most qualified teachers for secondary agricultural education. With this in mind, a study was needed to determine if there was a consensus among teacher educators, school administrators, and secondary agricultural education teachers, with regard to the most desirable qualities for a secondary agricultural education teacher possess.

By identifying those qualities that teacher educators, school administrators and agricultural teachers agree are the most desirable, a basis with which to enhance the quality of agricultural education in Oklahoma could be established. It was hoped that this study would provide that basis and that it would describe the model teacher for secondary agricultural education in Oklahoma.

### Purpose of the Study

The central purpose of this study was to determine the most desirable qualities of a secondary agricultural education teacher in Oklahoma. These desirable qualities were to be determined by obtaining the perceptions of the teacher educators, the school administrators, and the secondary agricultural education teachers themselves.

### Objectives of the Study

In order to accomplish the above stated purpose, the following objectives were set forth:

1. To determine the mean age, educational level, length of time in the teaching profession, and the length of time in current position of the public educators surveyed for this study.

2. To determine the most desirable personal qualities for a secondary agricultural education teacher as perceived by the public educators.

3. To determine the most desirable human relation skills/qualities for a secondary agricultural education teacher as perceived by the public educators.

4. To determine the most desirable teaching and assessment qualities for a secondary agricultural education teacher as perceived by the public educators.

5. To determine the most desirable classroom management skills/qualities for a secondary agricultural education teacher as perceived by the public educators.

6. To determine the most desirable professional qualities for a secondary agricultural education teacher as perceived by the public educators.

7. To analyze those perceptions in order to describe the model secondary agricultural education teacher as perceived by the public educators.

#### Assumptions of the Study

The following assumptions were made in conducting this study.

1. An instrument could be developed to obtain perceptions of selected educators as to the degree to which certain desirable qualities are necessary to be a successful secondary agricultural education teacher in Oklahoma.

2. Teacher educators, school administrators, and teachers are themselves a major factor in determining the effectiveness of the educational programs.

3. Teachers entering the profession will choose more wisely if more is known about the desirable qualities that are needed to be a successful secondary agricultural education teacher in Oklahoma.

4. The teacher educators, school administrators, and secondary agricultural education teachers requested to provide information needed for the study were, by the nature of their professions and locations when the study was conducted, the most qualified persons to provide such information.

5. The teacher educators were qualified and capable of making judgment concerning the most desirable qualities for a secondary agricultural education teacher in Oklahoma.

6. The school administrators were qualified and capable of making judgment concerning the most desirable qualities for a secondary agricultural education teacher in Oklahoma.

7. The secondary agricultural education teachers were qualified and capable of making judgment concerning the most desirable qualities needed to be successful in their chosen profession.

### Scope of the Study

This study included a total of nine agricultural teacher educators at Oklahoma State University, Cameron University, and Panhandle State University. The study also included a random sample of 186 school administrators and 186 secondary agricultural education teachers in Oklahoma. The study was concerned with information that pertained to the most desirable qualities for a secondary agricultural education teacher as perceived by the 381 public educators in Oklahoma who participated in this study.

For the purpose of this study, a questionnaire was used as a structured preplanned set of questions designed to yield specific information about the public educator's attitudes and opinions. The data presented were relative to the agricultural education teachers and the secondary agricultural education programs in Oklahoma for the 1993-1994 school year.

### Definition of Terms

These terms were defined as used in this study unless otherwise cited.

1. The term education refers to the drawing out and development of the best capabilities latent within the individual (Stimson, 1920, p. 1).
2. The term agricultural education is the scientific study of the principles and methods of teaching and learning as they pertain to agriculture (Barrick, 1989, p. 24).

3. The term secondary refers to or having to do with a high school, grades nine through 12, for the purposes of this study.

4. The term secondary agricultural education department refers to the facilities and the teacher related to a particular unit in an Oklahoma public high school.

5. The term secondary agricultural education teacher refers to a state certified teacher teaching agricultural classes to high school students in the State of Oklahoma.

6. The term agricultural teacher educator, "A professional person in the field of agricultural education responsible for the preservice preparation and inservice education of agricultural teachers" (Knebel, 1982, p. 20).

7. The term school administrator, for the purposes of this study, refers collectively to principals and superintendents who oversee secondary agricultural education programs in Oklahoma, and possess the ability to hire and fire secondary agricultural education teachers.

8. The term public educators refers collectively to agricultural teacher education, school administrators, and secondary agricultural education teachers for the purpose of this study.

9. The term success refers to the degree or measure of succeeding; it can pertain to the attainment of wealth, favor, or eminence.

10. The term successful refers to the resulting or terminating in success, the gaining or having gained success.

11. The term qualities refers to those individual characteristics that distinguishes or identifies one from all other members of the same kind.

12. The term personal qualities refers to the certain traits of attitude, interest, temperament, or expressed behavior usually indicative of a more or less specific pattern of thought and action peculiar to the individual.

13. The term qualifications refers to being qualified as in with a skill that fits one for a job. The term can be further defined as a restriction or a limiting condition.

14. The term desirable refers to those attributes or qualities that are worth having.



## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter was to present a review of the literature and studies directly and indirectly associated with determining the most desirable qualities for a successful secondary agricultural education teacher. Involved were research studies, books, newsletters, professional magazines, and periodicals pertinent to this study. The review of literature has been organized into seven different sections. These are as follows:

1. Today's Paradox,
2. How Others Have Perceived Teacher Qualities,
3. The Need for Teacher Educator's Opinions,
4. The Need for School Administrator's Opinions,
5. The Need for Agricultural Teacher's Opinions,
6. Perceptions of Desirable Qualities, and
7. Summary.

#### Today's Paradox

Teaching has become a complex profession making it hard to get uniformly high quality teachers. According to Boe (1992) this issue is particularly important because it is widely presumed that higher-quality teachers will engage in higher-quality teaching practices in their classroom, which will lead directly to improved student learning outcomes.

Unfortunately, the design of effective teacher quality improvement policies has been impeded by three problems according to Boe (1992).

1. Little or no general agreement about what specific characteristics of teachers indicate quality.

2. Existing models of teacher supply and demand do not address the subject of teacher quality and therefore offer no guidance.

3. Data on variables that might indicate teacher quality are very limited, a circumstance that restricts research that might lead to practical measures of quality.

Boe (1992) further stated that, traditionally, teacher quality has been defined by a teacher's formal qualifications based on the completion of a teacher preparation program. This has led to the assumption that an individual holding a teaching certificate is presumed to be of a higher quality than an individual without a certificate.

There are at least three problems with using teacher certification as an indicator of teacher quality:

1. Standards and procedures for teacher certification vary widely by state.

2. A teacher who holds a certification in two subjects, but not a third, may be assigned to teach classes in all three. In this circumstance, it is not clear whether the teacher should be considered to be qualified or not.

3. Past research has not demonstrated reliable or substantial associations between any of the dimensions of teacher qualifications and student learning outcomes (Gilford and Tenenbaum, 1990; Hanushek, 1986).

#### How Others Have Perceived

#### Teacher Qualities

Rather than focusing on teacher qualifications, which have resulted in the selection of teachers who have earned Master's degrees or who have scored high on ability tests and yet lack the qualities needed to become an effective teacher, the emphasis should be on improving teacher quality. Since understanding the importance of teacher quality is severely limited by the lack of accepted measures of this attribute, measures are needed that give a truer and more useful indication of teacher quality.

According to Stimson (1920), agricultural education teachers should possess the highest moral principles and they should be required to pursue professional improvement. In addition, Bricker (1914) believed that a teacher of agriculture should possess four important qualities. First and most essential is a kind of spiritual possession that manifests itself into a love for things rural; that he must be enthusiastic about his work; that he must be able to harmoniously adjust to the rural life; and that he possess the professional knowledge of what to teach, how to teach it, and when to teach it.

### The Need for Teacher Educator's Opinions

When looking at undergraduate enrollments, most teacher educators see, . . . former students of agriculture are clearly in the minority. Most have not lived on a farm or worked in other areas of the agricultural industry (Cox and McCormick, 1978, p. 186). Agricultural education has become a broad and diverse field both in the subject matter it covers and in the activities it encompasses.

The multitude of activities with which an agricultural education teacher is involved far surpasses the responsibilities placed on other teachers (Andrews, 1977, pp. 112-113). No undergraduate curriculum and/or combination of skilled teacher educators has yet to prepare the teacher of agriculture fully for the role he/she will perform (Dillon, 1972).

It was hoped that this study would serve as an aid to the teacher educators to help them identify those students who possess the desirable qualities that would set them apart from the other students. Teacher education departments in the various colleges and universities need a recruitment and selection process which will ensure that only those students with the most desirable qualities become secondary agricultural education teachers in Oklahoma. It was with this in mind that it seemed most appropriate that the opinions of the teacher educators should be included in this study.

In their article entitled "Recruiting and Selecting Teachers" Annis and Paul (1967), point out that one of the basic reasons for the recruitment problem was a lack of knowledge relative to what

should be considered in the selection process. Therefore, it seems reasonable to assume that a profile which would identify both desirable and undesirable qualities of teachers of agricultural education would be beneficial. These differences between the qualities identified in the teacher profile could be translated into criteria for a selection process administered by the teacher educators.

Finally, to understand the need for the teacher educators' opinions concerning the most desirable qualities for a secondary agricultural education teacher comes from the results of a study entitled "Recommendations for Formulating State Programs for Improving Agricultural Teachers" (Ivins, 1929, p. 38). Those recommendations included:

1. Providing the teacher educators with a better means of selecting candidates for the agricultural teaching profession.
2. Increasing the college standards to ensure that only those students who are the best qualified receive degrees.
3. The inauguration of a system of self-rating and self-analysis for the prospective teachers.
4. Insisting upon the recognition of a set of professional standards and ideals for agricultural education teachers.

#### The Need for School Administrator's Opinions

School administrator's opinions of agricultural education are very important since their decisions drastically affect program

operations and directions (Viterna, 1971). This can be further explained by Cardozier (1958), when he said that a school administrator must be supportive of agricultural education in order for it to succeed. Just because they have an agricultural education department does not mean that they approve of it and without administrative approval it would be difficult to have an effective program.

In this study it seemed appropriate to include the opinions of the school administrators concerning the most desirable qualities needed by a secondary agricultural education teacher since they are the one's with the final decision as to whether an individual is hired or not. In a study conducted by Van Buren (1963), a questionnaire was mailed to 25 high school administrators asking them to rate desirable qualities for an agricultural education teacher. In the results from his study there was a correlation between the qualities the administrators perceived to be the most desirable and the earlier studies that were conducted by Ivins (1929). In the Van Buren (1963) study these were the top five qualities as perceived by the school administrators.

1. Ability to maintain a stable family life.
2. Possessing a good personality.
3. Being honest.
4. Possessing the ability to communicate effectively.
5. Possessing the ability to get along with others.

In effect, school administrators depend on agricultural education teachers to possess the qualities necessary to maintain an

effective program.

### The Need for Agricultural Teacher's Opinions

Public schools have difficulty retaining agricultural education teachers in the profession. The percentage of agricultural education teachers who leave the teaching profession is higher than the percentage for other teaching fields (Kotrlik, 1986).

In this study, it seemed appropriate to seek the opinions of the secondary agricultural education teachers concerning the most desirable qualities needed to be successful in their own chosen profession. Secondly, if the turnover rate is so high for secondary agricultural education teachers then it would seem even more appropriate to seek their opinions.

According to Cook (1947), an agricultural education teacher must be a dynamic individual who can meet changing conditions, he must be open-minded, resourceful, be able to exercise good judgment, be sincere, and above all possess desirable leadership qualities and he/she should not be afraid to work.

Stewart (1983) recognized the importance of teacher contributions in agricultural education when he said:

The teacher is the critical catalyst in quality instruction. Planning, assessing student needs, selecting contents, creating a positive atmosphere, utilizing appropriate methodology, maintaining student control, and utilizing resources are all parts of the process (p. 4).

Gartin (1990) complemented highly the responsibility of agricultural teachers in bringing about positive change to the students. He acknowledged that the teacher is one of the single most important features in developing students to become more functional people in society.

Okatahi and Welton (1983) made a special mention of the importance of quality teachers in agricultural education, and that the goals and objectives of agricultural education cannot be achieved without the availability of good quality teachers. Teachers are a critical element in education (Selman, 1990).

Binkley (1981) said that people are born with capacities, aptitudes, and tendencies instead of abilities. The capacity for learning to teach is an ability that few people are able to acquire and the teacher who cannot teach well bungles the job and wastes important learning time of the students. Teaching is, perhaps, the highest type of service occupation.

People are not born with the qualifications to teach, but they are born with the beginnings of the qualities needed to teach.

#### Perceptions for Desirable Qualities

A person considering the profession of teaching agriculture has certain decisions to make. He/she should decide whether he/she has the right qualities to be successful. While it is not hard to see how the qualifications have changed over the years, the qualities that a person must possess have remained the same.



In a study conducted by Ivins (1929), eight of the top 20 reasons given for failure of an agricultural education teacher were:

1. Poor public relations skills,
2. Lack of personality,
3. Lack of enthusiasm,
4. Lack of leadership qualities,
5. Poor self-discipline,
6. Classroom and/or personal life turmoil,
7. Too easily discouraged, and
8. Not openminded.

Even though that study was conducted almost 75 years ago it points out that the desirable qualities that a person must possess to be a successful agricultural education teacher have not changed. In another study conducted by Phipps (1965), the top ten qualities that a secondary agricultural education teacher must possess to be successful are very similar to the earlier study.

1. Unquestionable character,
2. A pleasing personality,
3. A rural-mindedness,
4. Must possess leadership abilities,
5. Must have a commitment to teaching,
6. Must possess self-confidence,
7. Must be neat,
8. Must be courteous and have manners,
9. Must have a correct attitude, and
10. Must have a willingness to cooperate.

Then in a later study conducted by Berkenbile (1982), six of the top seven desirable qualities for a secondary agricultural education teacher were:

1. Honesty,
2. Interest in students,
3. Willingness to work,
4. Be dedicated,
5. Possess the ability to get along with people, and
6. Have patience.

The identification and validation of desirable qualities needed for the successful teaching of agricultural education has been a concern for a long time. In all aspects of agricultural education it is the teacher who is the most important because without good teachers, competent at their work and possessing those desirable qualities which enable them to inspire and develop the latent capacities of their students, agricultural education would not function effectively.

#### Summary

Chapter II presented an overview of the most desirable qualities needed by secondary agricultural education teachers as perceived by the public educators. The Literature Review began with the issues of today, teacher qualifications versus student learning outcomes. This issue has been around for a long time, but what it is interesting to note is that in the past the emphasis was on teacher qualifications rather than qualities.

Through a thorough investigation of the literature there was a basis formed to support the importance of the teacher educators, school administrators, and the agricultural education teacher's opinions concerning the most desirable qualities that are needed to be a successful teacher. Previous studies of agricultural education teacher qualities have pointed out that teachers should be judged by their qualities and not necessarily by their qualifications. With the qualities most often mentioned being: (1) Honesty, (2) Willingness to work with others; (3) Concern for the students, and (4) Stable family life.

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter was to describe the methods and procedures used in conducting this study. These were formulated in order to attain the central purpose of the study which was to determine the most desirable qualities for a secondary agricultural education teacher as perceived by public educators in Oklahoma. In order to collect data which would provide information relating to the purposes and objectives of this study, the population was determined and the instrument was developed for data collection. A procedure was established for data collection and methods of data analysis were selected. Information was collected during the summer and fall of 1993.

Seven specific objectives were formulated and served as guidelines for the design and conduct of this investigation. These objectives were as follows.

1. To determine the mean age, educational level, length of time in the teaching profession, and the length of time in current position of the public educators surveyed for this study.

2. To determine the most desirable personal qualities for a secondary agricultural education teacher as perceived by the public educators.

3. To determine the most desirable human relation skills/ qualities for a secondary agricultural education teacher as perceived by the public educators.
4. To determine the most desirable teaching and assessment qualities for a secondary agricultural education teacher as perceived by the public educators.
5. To determine the most desirable classroom management skills/qualities for a secondary agricultural education teacher as perceived by the public educators.
6. To determine the most desirable professional qualities for a secondary agricultural education teacher as perceived by the public educators.
7. To analyze those perceptions in order to describe the model secondary agricultural education teacher as perceived by the public educators.

#### Type of Research

The research for this study was descriptive in nature and involved the assessment of attitudes and opinions. According to Gay (1981):

Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. One common type of descriptive research involves assessing attitudes or opinions toward individuals. . . Descriptive data are typically collected through a questionnaire survey, an interview, or observation (p. 12).

For this study, a questionnaire survey method was used. According to Key (1974, p. 101), "a questionnaire is considered to be a written or printed form used in gathering information on a subject or subjects consisting of a list of questions to be submitted to one or more persons."

The purpose of a questionnaire, according to Hopkins (1980) is:

To establish prevailing conditions at a point in time and to compare them with some established standards or with conditions in another population or time. Generalizations may also be extracted from conditions. As with all research, the survey must be directed by a clearly presented question that defines the scope and depth of the study (p. 277).

#### Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance, was granted permission to continue, and was assigned the following number: AG-94-003.

#### The Study Population

The population addressed in this study included: teacher educators at the Oklahoma State University, Cameron University, and

Panhandle State University; selected school administrators; and selected secondary agricultural education teachers. The school administrators and secondary agricultural education teachers were randomly selected from the 360 school districts in Oklahoma that have agricultural education programs. The "Table of Random Numbers" (Bartz, 1976, pp. 388-391) was utilized as means of selecting the random sample. Teachers included in this study who were in multiple-teacher departments were randomly selected in the same manner.

Random sampling as suggested by Van Dalen (1979) often means chance or a haphazard method of assignment to many people, but in reality it is a carefully controlled process. Randomization is used to eliminate bias, both conscious and unconscious, that researchers might introduce while selecting a sample according to Key (1988).

Kerlinger (1973) defined randomization as the assignment of objects (subjects, treatments, groups) of a universe to subsets of the universe in such a way that, for any given assignment to a subject, every member of the universe has an equal probability of being chosen for that assignment.

Gay (1981) reported that:

Another point in favor of random sampling is that it is required by inferential statistics. This is very important since inferential statistics permit the researcher to make inferences about populations based on the behavior and samples. If samples are not randomly selected, then one of the major assumptions of inferential statistics is violated, and inferences are correspondingly tenuous (p. 88).

For the purposes of this study, randomization was essential for probability samples which are the only samples that can generalize results back to the population. Popham and Sirotnik (1973) contended that in order to draw legitimate inferences about the population from samples, the sample has to be representative of the population and randomly selected.

Van Dalen (1979) listed three factors that he considered in determining the size of an adequate sample: (1) the nature of the population; (2) the type of investigation; and (3) the degree of precision desired. For this study the randomly selected number was based on a table for determining needed random sample size from a given population, by Krejcie and Morgan (1976).

For this study, the number of school districts with secondary agricultural education programs was 360 and that required a sample size of 186 in order to be able to generalize to the total population based on a 95 percent level of confidence.

Table I reflects the total population and number of respondents of this study by institution and by district where applicable. Of the nine teacher educators included in this study, seven (77.8 percent) responded. Of the 186 school administrators included in this study, 147 (79.0 percent) responded. Of the 186 secondary agricultural education teachers included in this study, 121 (65.0 percent) responded.



TABLE I  
 SAMPLE SIZE AND NUMBER OF RESPONDENTS BY  
 INSTITUTION AND DISTRICT

Respondents	Number of Educators N	Percent	Number of Respondents n	Percent
<b>Teacher Educators:</b>				
Oklahoma State	6	66.7	5	55.6
Cameron State	2	22.2	2	22.2
Panhandle State	1	11.1	0	00.0
	<hr style="width: 50%; margin: auto;"/> 9	<hr style="width: 50%; margin: auto;"/> 100.0	<hr style="width: 50%; margin: auto;"/> 7	<hr style="width: 50%; margin: auto;"/> 77.8
<b>School Administrators:</b>				
Northeast	39	20.9	32	17.2
Southeast	47	25.4	36	19.3
Central	35	18.8	26	14.0
Southwest	33	17.7	28	15.1
Northwest	32	17.2	25	13.4
	<hr style="width: 50%; margin: auto;"/> 186	<hr style="width: 50%; margin: auto;"/> 100.0	<hr style="width: 50%; margin: auto;"/> 147	<hr style="width: 50%; margin: auto;"/> 79.0
<b>Agricultural Education Teachers:</b>				
Northeast	39	20.9	32	17.2
Southeast	47	25.4	26	14.0
Central	35	18.8	25	13.4
Southwest	33	17.7	21	11.3
Northwest	32	17.2	17	9.1
	<hr style="width: 50%; margin: auto;"/> 186	<hr style="width: 50%; margin: auto;"/> 100.0	<hr style="width: 50%; margin: auto;"/> 121	<hr style="width: 50%; margin: auto;"/> 65.0
<b>Totals</b>	<hr style="width: 50%; margin: auto;"/> 381	<hr style="width: 50%; margin: auto;"/> 100.0	<hr style="width: 50%; margin: auto;"/> 275	<hr style="width: 50%; margin: auto;"/> 72.2

### Development of the Instrument

The survey instrument used in this study was in the form of a questionnaire. This questionnaire was developed by reviewing literature to find possible lists of desirable qualities relevant to the study.

In analyzing various data gathering instruments, the questionnaire was determined to be the most appropriate to meet the study objectives. Wallace (1958) provided the following information regarding the use of a questionnaire.

Although mail questionnaires are often the most practical and economical methods of obtaining data, some investigators hesitate to employ them because they tend to yield a low percentage of returns and relatively incomplete responses (pp. 568-578).

However, if the questionnaire is well constructed and accompanied by a cover letter explaining the need for the study, an adequate response rate should be expected. According to Levine and Gordon (1958), the degree to which a questionnaire elicits the desired information depends considerably upon the manner in which it was constructed.

Despite the most diligent effort in questionnaire preparation and design, a considerable number of respondents will fail to respond to the initial mailing.

In order to increase the validity of the instrument, the questionnaire was divided into three parts:

Part I included demographics of the teaching population, with the purpose being to determine a mean profile for the public

educators. This part was used to satisfy the first objective of this study.

Part II consisted of five separate sections, each designed to make a determination about the most desirable qualities for a secondary agricultural education teacher as perceived by the public educators. The five sections of Part II addressed objectives two through six of the study.

Part III was labeled as a general section and it was designed to obtain comments from the respondents to aid in describing the model secondary agricultural education teacher. This part of the questionnaire addressed study objective number seven.

For the purpose of this study, a four-point Likert-type scale was employed to elicit respondent's perceptions as to importance of the various items on the instrument. The categories and values of the response scale were as follows:

- 1 = Definitely Not Important
- 2 = Not Important
- 3 = Important
- 4 = Definitely Important

This type of scale represents a forced choice situation where the respondents must make a definite determination about each quality.

In order to increase the reliability of the instrument, the same questionnaire was sent to each of the response groups being surveyed. The only exception was that the questionnaires sent to the teacher educators were white, the questionnaires sent to the

school administrators were blue, and the questionnaires sent to the secondary agricultural education teachers were yellow. The questionnaires were color-coded to aid in determining in which group they belonged when they were returned to be analyzed.

### Pilot Study

Most of the desirable quality statements used in the questionnaire of this study were drawn from the "Entry Year Teacher Assistance Program." It was presumed that all public educators in Oklahoma would be familiar with the clusters of questions being asked. Further development and scrutiny was necessary in order to improve the content and format of the survey instrument. It was important that the questionnaire contain questions that were both qualitative and quantitative. To accomplish this task, a research class of graduate students was utilized to review and validate the instrument. In addition, the instrument was reviewed and validated by a group of teacher educators.

Fraenkel and Wallen (1990) defined a pilot study as: "A small-scale study administered before conducting an actual study--its purpose is to reveal defects in the research plan" (p. 479).

The data from the pilot study were used to make corrections and to help ensure that the instrument was reliable in obtaining the data needed to accomplish the objectives of the study.

Before mailing, the questionnaire was again checked, this time by the researcher's graduate committee. Again, modifications were made before the instrument could be mailed to the response groups.

### Collection of Data

The questionnaires were mailed on August 16, 1993 to the teacher educators, school administrators, and secondary agricultural education teachers. A self-addressed, stamped envelope was enclosed for each respondent. In addition, a cover letter explaining the importance and value of the study and its relationships to the continued success of the agricultural education programs was also included. There were some responses that were received after the study was completed, however, there were no significant differences between them and those that were analyzed for the study.

### Analysis of Data

The completed instruments returned were scored and tabulated according to the three subgroups (teacher educators, school administrators, and agricultural education teachers). A System for Statistics (SYSTAT) program was used to analyze the data. This was accomplished by using the Oklahoma State University mainframe computer.

The first step in data analysis was to describe it in a summary fashion using descriptive statistics such as frequency counts, mean scores, and percentages. According to Key (1981):

The primary use of descriptive statistics is to describe information or data through the use of numbers. The characteristics of groups of numbers representing information or data are called descriptive statistics (p. 176).

In order to determine the mean responses from the data collected a four-point Likert-type scale was utilized. The

respondents were asked some questions that incorporated forced choice responses which could be rated on scales. Real limits were established and numerical values were assigned to the categories of importance with regard to teacher qualities.

The demographic data obtained consisted of respondent's age, educational level, years in the teaching profession, and years in current position. These data were used to arrive at a mean score for each of these four items and then used to arrive at a mean score for each of these four items and then used to determine a profile for each of the response groups.

The respondents were asked to respond to the questions pertaining to desirable teacher qualities by circling either: (1) Definitely Not Important; (2) Not Important; (3) Important; or (4) Definitely Important. Each category was then assigned a specific number therefore enabling the researcher to determine a mean response and interpret that mean response. Definitely Not Important was assigned a value of 1, Not Important was assigned a value of 2, Important was assigned a value of 3, and Definitely Important was assigned a value of 4.

In order to aid in interpreting the mean responses, it was essential to establish real limits for the numbers used in the categorical rating scales. For the category Definitely Not Important, real limits were set at 1.00 to 1.49. For the category Not Important, real limits were set at 1.50 to 2.49. For the category Important, real limits were set at 2.50 to 3.49. And, for

the category Definitely Important, real limits were set at 3.50 to 4.00.

In addition, the respondents were asked to name the one quality that they perceived to be the most important for a secondary agricultural education teacher to possess and to name the one quality that they perceived to need the most improvement. Comments were also solicited from the respondents. The qualitative data obtained from these questions will be used to help describe the model secondary agricultural education teacher, as perceived by the public educators in Oklahoma.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this chapter was to report the results from the mailed questionnaire used to conduct this study. The primary purpose of this study was to determine the most desirable qualities of a secondary agricultural education teacher in Oklahoma. These desirable qualities were to be determined by obtaining the perceptions of the teacher educators, the school administrators, and the secondary agricultural education teachers themselves. In order to accomplish the purpose of this study, the following objectives were set forth:

1. To determine the mean age, educational level, length of time in the teaching profession, and the length of time in current position of the public educators surveyed for this study.
2. To determine the most desirable personal qualities for a secondary agricultural education teacher as perceived by the public educators.
3. To determine the most desirable human relation skills/ qualities for a secondary agricultural education teacher as perceived by the public educators.



4. To determine the most desirable teaching and assessment qualities for a secondary agricultural education teacher as perceived by the public educators.

5. To determine the most desirable classroom management skills/qualities for a secondary agricultural education teacher as perceived by the public educators.

6. To determine the most desirable professional qualities for a secondary agricultural education teacher as perceived by the public educators.

7. To analyze those perceptions in order to describe the model secondary agricultural education teacher as perceived by the public educators.

The scope of this study included all nine of the agricultural teacher educators at Oklahoma State University, Cameron University, and Panhandle State University. The study also included a random sample of 186 of the school administrators and 186 of the secondary agricultural education teachers in Oklahoma. Of the agricultural teacher educators included in this study, seven of 77.8 percent, responded to the mailed questionnaire. Of the school administrators included in this study, 147 or 79.0 percent, responded to the mailed questionnaire. Of the secondary agricultural education teachers included in this study, 121 or 65.0 percent, responded to the mailed questionnaire.

### Demographic Profile of Respondents

In order to more adequately describe the respondents, descriptive research techniques were employed to develop a demographic profile of the agricultural teacher educators, school administrators, and secondary agricultural education teachers surveyed in this study. This brief demographic profile included age, educational level, length of time in the teaching profession, and the length of time in current position.

Information reported in Table II shows the demographic profile of the respondents according to age. Of the seven agricultural teacher educators who responded to the questionnaire, the mean age was 47.86 years with a standard deviation of 9.99 years. Of the 147 school administrators who responded to the questionnaire, the mean age was 48.20 years with a standard deviation of 6.61 years. Of the 120 secondary agricultural education teachers who responded to the questionnaire, the mean age was 37.13 years with a standard deviation of 8.28 years. There was one secondary agricultural education teacher who did not respond to the question concerning age.

Another demographic variable for which data were gathered concerned the educational level of the respondents. Information presented in Table III shows that all of the agricultural teacher educators, who responded to the questionnaire, possessed a Doctoral degree. Of the school administrators who responded to the questionnaire; one possessed a Bachelor's degree, 57 possessed a Master's degree, 66 possessed a Specialist's degree, and 23

TABLE II  
DEMOGRAPHIC PROFILE OF RESPONDENTS  
ACCORDING TO AGE

Respondents	Frequency n	Mean	S.D.
Teacher Educators	7	47.86	9.99
School Administrators	147	48.20	6.61
Agricultural Education Teachers	120	37.13	8.28
Non-Respondents	1		
Total	275		

TABLE III  
 DEMOGRAPHIC PROFILE OF RESPONDENTS BY EDUCATIONAL LEVEL

Respondents	Frequency n	Bachelor's	Master's	Doctoral	Specialist
Teacher Educators	7	0	0	7	0
School Administrators	147	1	57	23	66
Agricultural Education Teachers	121	87	33	0	1
Total	275	88	90	30	67

possessed a Doctoral degree. Of the secondary agricultural education teachers who responded to the questionnaire; 87 possessed a Bachelor's degree, 33 possessed a Master's degree, and one possessed a Specialist's degree.

Another demographic variable studied was the length of time in the teaching profession. Information presented in Table IV shows the frequency distribution of respondents according to the number of years of experience. Of the agricultural teacher educators who responded to the questionnaire, the mean years of experience was 22.29 years with a standard deviation of 8.92 years. Of the school administrators who responded to the questionnaire, the mean years of experience was 24.18 years with a standard deviation of 6.66 years. Of the secondary agricultural education teachers who responded to the questionnaire, the means years of experience was 13.34 years with a standard deviation of 7.98 years. Several secondary agricultural education teachers were entry year teachers and possessed zero years of experience.

The last demographic variable for which data were gathered concerned the respondents' length of time in their current position. Information presented in Table IV, also, shows the frequency distribution of respondents according to the number of years in their current position. Of the agricultural teacher educators who responded to the questionnaire, the mean number of years in their current position was 13.71 years with a standard deviation of 8.22 years. Of the school administrators who responded to the questionnaire, the mean number of years in their current position

TABLE IV

DEMOGRAPHIC PROFILE OF RESPONDENTS ACCORDING TO LENGTH OF TIME IN THE  
TEACHING PROFESSION AND LENGTH OF TIME IN CURRENT POSITION

Demographic Information N=275	<u>Frequency Distribution</u>								
	Teacher Educator			School Administrator			Agricultural Education Teacher		
	n	$\bar{x}$	S.D.	n	$\bar{x}$	S.D.	n	$\bar{x}$	S.D.
Length of time in the teaching profession	7	22.29	8.92	147	24.18	6.66	121	13.34	7.98
Length of time in current position	7	13.71	8.22	147	6.78	6.93	121	9.95	7.04

was 6.78 years with a standard deviation of 6.93 years. There were some school administrators who possessed zero years of experience in their current position. Of the secondary agricultural education teachers who responded to the questionnaire, the mean number of years in their current position was 9.95 years with a standard deviation of 7.04 years. Again, there were several secondary agricultural education teachers who possessed zero years of experience in their current position.

The findings described in this section were in accordance with the first objective of the study. The first objective being to determine the mean, age, educational level, length of time in the teaching profession, and the length of time in current position of the public educators surveyed for this study.

#### Findings of the Perceived Desirable

##### Personal Qualities

The findings described in this section were in accordance with the second objective of the study, that being, to determine the most desirable personal qualities for a secondary agricultural education teacher as perceived by the public educators. The section pertaining to desirable personal qualities was sub-divided into ten areas; is honest, is dependable, is dedicated, is open-minded, has a positive attitude, is not easily discouraged, has a rural background, has an FFA background, made good grades in college, and has a stable family life.

Information presented in Table V shows the perceptions of the agricultural teacher educators concerning desirable personal qualities. Of the agricultural teacher educators who responded to the questionnaire, for the personal quality "is honest" all seven perceived it to be Definitely Important, therefore the mean score was 4.0 (Definitely Important). For the personal quality "is dependable" all seven perceived it to be Definitely Important, therefore the mean score was 4.0 (Definitely Important). For the personal quality "is dedicated," one perceived it to be Important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the personal quality "is open-minded," one perceived it to be Important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the personal quality "has a positive attitude," three perceived it to be Important and four perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the personal quality, "is not easily discouraged," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the personal quality "has a rural background," three perceived it to be Not Important, three perceived it to be Important, and one perceived it to be Definitely Important, therefore the mean score was 2.7 (Important). For the personal quality "has a FFA background," one perceived it to be Not Important and six perceived it to be Important, therefore the mean score was 2.8 (Important). For the personal quality "made good grades in



TABLE V  
 AGRICULTURAL TEACHER EDUCATOR'S PERCEPTIONS OF  
 DESIRABLE PERSONAL QUALITIES

Personal Qualities N=7	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
. . . is honest	0	0	0	7	4.0	Definitely Important
. . . is dependable	0	0	0	7	4.0	Definitely Important
. . . is dedicated	0	0	1	6	3.8	Definitely Important
. . . is open-minded	0	0	1	6	3.8	Definitely Important
. . . has a positive attitude	0	0	3	4	3.5	Definitely Important
. . . is not easily discouraged	0	0	4	3	3.4	Definitely Important
. . . has a rural background	0	3	3	1	2.7	Important
. . . has a FFA background	0	1	6	0	2.8	Important
. . . made good grades in college	0	1	6	0	2.8	Important
. . . has a stable family life	0	1	2	4	3.4	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

college," one perceived it to be Not Important and six perceived it to be Important, therefore the mean score was 2.8 (Important). For the personal quality, "has a stable family life," one perceived it to be Not Important, two perceived it to be Important, and four perceived it to be Definitely Important, therefore the mean score was 3.4 (Important).

Information presented in Table VI shows the perceptions of the school administrators concerning desirable personal qualities. Of the school administrators who responded to the questionnaire, for the personal quality "is honest," ten perceived it to be Important and 137 perceived it to be Definitely Important, therefore the mean score was 3.9 (Definitely Important). For the personal quality "is dependable," nine perceived it to be Important and 138 perceived it to be Definitely Important, therefore, the mean score was 3.9 (Definitely Important). For the personal quality "is dedicated," 16 perceived it to be Important and 131 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the personal quality "is open-minded," 43 perceived it to be Important and 104 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the personal quality "has a positive attitude," 14 perceived it to be Important and 133 perceived it to be Definitely Important, therefore the mean score was 3.9 (Definitely Important). For the personal quality "is not easily discouraged," two perceived it to be Not Important, 50 perceived it to be Important, and 95 perceived it to be Definitely Important, therefore the mean score was 3.6

TABLE VI

## SCHOOL ADMINISTRATOR'S PERCEPTIONS OF DESIRABLE PERSONAL QUALITIES

Personal Qualities N=147	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
. . . is honest	0	0	10	137	3.9	Definitely Important
. . . is dependable	0	0	9	138	3.9	Definitely Important
. . . is dedicated	0	0	16	131	3.8	Definitely Important
. . . is open-minded	0	0	43	104	3.7	Definitely Important
. . . has a positive attitude	0	0	14	133	3.9	Definitely Important
. . . is not easily discouraged	0	2	50	95	3.6	Definitely Important
. . . has a rural background	0	32	88	27	2.9	Important
. . . has a FFA background	1	20	75	51	3.1	Important
. . . made good grades in college	1	26	105	15	2.9	Important
. . . has a stable family life	0	5	83	59	3.3	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

(Definitely Important). For the personal quality "has a rural background," 32 perceived it to be Not Important, 88 perceived it to be Important, and 27 perceived it to be Definitely Important, therefore the mean score was 2.9 (Important). For the personal quality "has a FFA background," one perceived it to be Definitely Not Important, 20 perceived it to be Not Important, 75 perceived it to be Important, and 51 perceived it to be Definitely Important, therefore the mean score was 3.1 (Important). For the personal quality "made good grades in college," one perceived it to be Definitely Not Important, 26 perceived it to be Not Important, 105 perceived it to be Important, and 15 perceived it to be Definitely Important, therefore the mean score was 2.9 (Important). For the personal quality "has a stable family life," five perceived it to be Not Important, 83 perceived it to be Important, and 59 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important).

Information presented in Table VII shows the perceptions of the secondary agricultural education teachers concerning desirable personal qualities. Of the secondary agricultural education teachers who responded to the questionnaire for the personal quality "is honest," seven perceived it to be Important and 114 perceived it to be Definitely Important, therefore the mean score was 3.9 (Definitely Important). For the personal quality "is dependable," nine perceived it to be Important and 112 perceived it to be Definitely Important, therefore the mean score was 3.9 (Definitely Important). For the personal quality "is dedicated," 25 perceived

TABLE VII

## SECONDARY AGRICULTURAL EDUCATION TEACHER'S PERCEPTIONS OF DESIRABLE PERSONAL QUALITIES

Personal Qualities N=121	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
. . . is honest	0	0	7	114	3.9	Definitely Important
. . . is dependable	0	0	90	112	3.9	Definitely Important
. . . is dedicated	0	0	25	96	3.7	Definitely Important
. . . is open-minded	0	3	51	67	3.5	Definitely Important
. . . has a positive attitude	0	0	23	97	3.8	Definitely Important
. . . is not easily discouraged	0	2	53	66	3.5	Definitely Important
. . . has a rural background	1	28	59	22	2.8	Important
. . . has a FFA background	1	9	57	53	3.3	Important
. . . made good grades in college	6	39	72	4	2.6	Important
. . . has a stable family life	1	13	55	52	3.3	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

it to be Important and 96 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the personal quality "is open-minded," three perceived it to be Not Important, 51 perceived it to be Important, and 67 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the personal quality "has a positive attitude," 23 perceived it to be Important and 97 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the personal quality "is not easily discouraged," two perceived it to be Not Important, 53 perceived it to be Important, and 66 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the personal quality "has a rural background," one perceived it to be Definitely Not Important, 38 perceived it to be Not Important, 59 perceived it to be Important, and 22 perceived it to be Definitely Important, therefore the mean score was 2.8 (Important). For the personal quality "has a FFA background," one perceived it to be Definitely Not Important, nine perceived it to be Not Important, 57 perceived it to be Important, and 53 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the personal quality "made good grades in college," six perceived it to be Definitely Not Important, 39 perceived it to be Not Important, 72 perceived it to be Important, and four perceived it to be Definitely Important, therefore the mean score was 2.6 (Important). For the personal quality "has a stable family life," one perceived it to be Definitely Not Important, 13 perceived it to be Not Important, 55

perceived it to be Important, and 52 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important).

#### Findings of the Perceived Desirable

##### Human Relation Skills/Qualities

The findings described in this section were in accordance with the third objective of the study, that being, to determine the most desirable human relation skills/qualities for a secondary agricultural education teacher as perceived by the public educators. The section pertaining to desirable human relation skills/qualities was subdivided into 11 areas: reacts with sensitivity to the needs and feelings of others, helps students build self-awareness and a positive self-concept, provides positive reinforcement to students, interacts and communicates effectively with parents and staff, treats students' firmly and fairly while maintaining respect for their worth as individuals, develops and maintains rapport with students, helps students to understand and accept their similarities and differences, shows awareness of the growth and development patterns characteristics of the group taught, exhibits a sense of humor, attempts to include all class members in classroom activities, and accepts and/or uses ideas of students.

Information presented in Table VIII shows the perceptions of the agricultural teacher educators concerning desirable human relation skills/qualities. Of the agricultural teacher educators who responded to the questionnaire for the human relation skills/qualities "reacts with sensitivity to the needs and feelings

TABLE VIII

## AGRICULTURAL TEACHER EDUCATOR'S PERCEPTIONS OF DESIRABLE HUMAN RELATION SKILLS/QUALITIES

Human Relation Skills/Qualities N=7	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... reacts with sensitivity to the needs and feelings of others	0	0	4	3	3.4	Important
... helps students build self-awareness and a positive self-concept	0	0	3	4	3.5	Definitely Important
... provides positive reinforcement to students	0	0	3	4	3.5	Definitely Important
... interacts and communicates effectively with parents and staff	0	0	1	6	3.8	Definitely Important
... treats students firmly and fairly while maintaining respect for their worth as individuals	0	0	0	7	4.0	Definitely Important
... develops and maintains rapport with students	0	0	3	4	3.5	Definitely Important
... helps students to understand and accept their similarities and differences	0	1	3	3	3.2	Important
... shows awareness of the growth and development patterns characteristic of the group taught	0	1	3	3	3.2	Important
... exhibits a sense of humor	0	1	4	2	3.1	Important
... attempts to include all class members in classroom activities	0	0	1	6	3.8	Definitely Important
... accepts and/or uses ideas of students	0	0	4	3	3.4	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important



of others," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the human relation skills/qualities "helps students build self-awareness and a positive self-concept," three perceived it to be Important and four perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the human relation skills/qualities "provides positive reinforcement to students," three perceived it to be Important and four perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the human relation skills/qualities "interacts and communicates effectively with parents and staff," one perceived it to be Important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the human relation skills/qualities "treats students firmly and fairly while maintaining respect for their worth as individuals," all seven perceived it to be Definitely Important, therefore the mean score was 4.0 (Definitely Important). For the human relation skills/qualities "develops and maintains rapport with students," three perceived it to be Important and four perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the human relation skills/qualities "helps students to understand and accept their similarities and differences," one perceived it to be Not Important, three perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.2 (Important). For the human relation

skills/qualities "shows awareness of the growth and development patterns characteristic of the group taught," one perceived it to be Not Important, three perceived it to be Important, and three perceived it to be Definitely Important, therefore the mean score was 3.2 (Important). For the human relation skills/qualities "exhibits a sense of humor," one perceived it to be Not Important, four perceived it to be Important, and two perceived it to be Definitely Important, therefore the mean score was 3.1 (Important). for the human relation skills/qualities "attempts to include all class members in classroom activities," one perceived it to be Important and six perceived it to be Definitely important, therefore the mean score was 3.8 (Definitely Important). For the last human relation skills/qualities "accepts and/or uses ideas of students," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important).

Information presented in Table IX shows the perceptions of the school administrators concerning desirable human relation skills/qualities. Of the school administrators who responded to the questionnaire for the human relation skills/qualities "reacts with sensitivity to the needs and feelings of others," one perceived it to be Not Important, 64 perceived it to be Important, and 82 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the human relation skills/qualities "helps students build self-awareness and a positive self-concept," 27 perceived it to be Important and 120 perceived it to be Definitely Important, therefore the mean score was 3.8

TABLE IX  
 SCHOOL ADMINISTRATOR'S PERCEPTIONS OF DESIRABLE  
 HUMAN RELATION SKILLS/QUALITIES

Human Relation Skills/Qualities N=147	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... reacts with sensitivity to the needs and feelings of others	0	1	64	82	3.5	Important
... helps students build self-awareness and a positive self-concept	0	0	27	120	3.8	Definitely Important
... provides positive reinforcement to students	0	0	32	115	3.7	Definitely Important
... interacts and communicates effectively with parents and staff	0	0	28	119	3.8	Definitely Important
... treats students firmly and fairly while maintaining respect for their worth as individuals	0	0	25	121	3.8	Definitely Important
... develops and maintains rapport with students	0	0	53	93	3.6	Definitely Important
... helps students to understand and accept their similarities and differences	0	5	72	67	3.4	Important
... shows awareness of the growth and development patterns characteristic of the group taught	0	5	87	53	3.3	Important
... exhibits a sense of humor	0	7	81	59	3.3	Important
... attempts to include all class members in classroom activities	0	0	55	92	3.6	Definitely Important
... accepts and/or uses ideas of students	0	6	93	48	3.2	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

(Definitely Important). For the human relation skills/qualities "provides positive reinforcement to students," 32 perceived it to be Important and 115 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the human relation skills/qualities "interacts and communicates effectively with parents and staff," 28 perceived it to be Important and 119 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the human relation skills/qualities "treats students firmly and fairly while maintaining respect for their worth as individuals," 25 perceived it to be Important and 121 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the human relation skills/qualities "develops and maintains rapport with students," 53 perceived it to be Important and 93 perceived it to be Definitely Important, therefore the means core was 3.6 (Definitely Important). For the human relation skills/qualities "helps students to understand and accept their similarities and differences," five perceived it to be Not Important, 72 perceived it to be Important, and 67 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the human relation skills/qualities "shows awareness of the growth and development patterns characteristic of the group taught," five perceived it to be Not Important, 87 perceived it to be Important, and 53 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the human relation skills/qualities "shows awareness of the growth and development patterns characteristic of

the group taught," five perceived it to be Not Important, 87 perceived it to be Important, and 53 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the human relation skills/qualities "exhibits a sense of humor," seven perceived it to be Not Important, 81 perceived it to be Important, and 59 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the human relation skills/qualities "attempts to include all class members in classroom activities," 55 perceived it to be Important and 92 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the last human relation skills/qualities "accepts and/ or uses ideas of students," six perceived it to be Not Important, 93 perceived it to be Important, and 48 perceived it to be Definitely Important, therefore the mean score was 3.2 (Important).

Information presented in Table X shows the perceptions of the secondary agricultural education teachers concerning desirable human relation skills/qualities. Of the secondary agricultural education teachers who responded to the questionnaire for the human relation skills/qualities "reacts with sensitivity to the needs and feelings of others," two perceived it to be Not Important, 73 perceived it to be Important, and 46 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the human relation skills/qualities "helps students build self-awareness and a positive self-concept," 37 perceived it to be Important and 84 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the human relation skills/qualities

TABLE X  
 SECONDARY AGRICULTURAL EDUCATION TEACHER'S PERCEPTIONS OF  
 DESIRABLE HUMAN RELATIONS SKILLS/QUALITIES

Human Relation Skills/Qualities N=121	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... reacts with sensitivity to the needs and feelings of others	0	2	73	46	3.3	Important
... helps students build self-awareness and a positive self-concept	0	0	37	84	3.6	Definitely Important
... provides positive reinforcement to students	0	0	40	81	3.6	Definitely Important
... interacts and communicates effectively with parents and staff	0	0	42	79	3.6	Definitely Important
... treats students firmly and fairly while maintaining respect for their worth as individuals	0	0	36	85	3.7	Definitely Important
... develops and maintains rapport with students	0	0	53	67	3.5	Definitely Important
... helps students to understand and accept their similarities and differences	1	3	79	38	3.2	Important
... shows awareness of the growth and development patterns characteristic of the group taught	0	6	77	38	3.2	Important
... exhibits a sense of humor	0	5	71	44	3.3	Important
... attempts to include all class members in classroom activities	0	2	47	72	3.5	Definitely Important
... accepts and/or uses ideas of students	0	0	84	37	3.3	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

"provides positive reinforcement to students," 40 perceived it to be Important and 81 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the human relation skills/qualities "interacts and communicates effectively with parents and staff," 42 perceived it to be Important and 79 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the human relation skills/qualities "treats students firmly and fairly while maintaining respect for their worth as individuals," 36 perceived it to be Important and 85 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the human relation skills/qualities "develops and maintains rapport with students," 53 perceived it to be Important and 67 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the human relation skills/qualities "helps students to understand and accept their similarities and differences," one perceived it to be Definitely Not Important, three perceived it to be Not Important, 79 perceived it to be Important, and 38 perceived it to be Definitely Important, therefore the mean score was 3.2 (Important). For the human relation skills/qualities "shows awareness of the growth and development patterns characteristic of the group taught," six perceived it to be Not Important, 77 perceived it to be Important, and 38 perceived it to be Definitely Important, therefore the mean score was 3.2 (Important). For the human relation skills/qualities "exhibits a sense of humor," five perceived it to be Not Important, 71 perceived it to be Important

and 44 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the human relation skills/qualities "attempts to include all class members in classroom activities," two perceived it to be Not Important, 47 perceived it to be Important, and 72 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the last human relation skills/qualities "accepts and/or uses ideas of students," 84 perceived it to be Important and 37 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important).

#### Findings of the Perceived Desirable

##### Teaching and Assessment Qualities

The findings described in this section were in accordance with the fourth objective of the study, that being, to determine the most desirable teaching and assessment qualities for a secondary agricultural education teacher as perceived by the public educators. The section pertaining to desirable teaching and assessment qualities was subdivided into eight areas: organizes time, resources, and materials for effective instruction; makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement; implements a variety of instructional strategies to motivate students; encourages class participation through interaction with students and feedback; recognizes and uses opportunities for impromptu teaching; utilizes valid testing techniques based on the identified objectives; exhibits enthusiasm for the subject matter;



and demonstrates initiative and responsibility in changing situations.

Information presented in Table XI shows the perceptions of the agricultural teacher educators concerning desirable teaching and assessment qualities. Of the agricultural teacher educators who responded to the questionnaire for the teaching and assessment quality, "organizes time, resources, and materials for effective instruction," two perceived it to be Important and five perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the teaching and assessment quality "makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement," one perceived it to be Important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the teaching and assessment quality "implements a variety of instructional strategies to motivate students," one perceived it to be important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the teaching and assessment quality "encourages class participation through interaction with students and feedback," three perceived it to be Important and four perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the teaching and assessment quality "recognizes and uses opportunities for impromptu teaching," two perceived it to be Important and five perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely

TABLE XI

AGRICULTURAL TEACHER EDUCATOR'S PERCEPTIONS OF DESIRABLE  
TEACHING AND ASSESSMENT QUALITIES

Human Relation Skills/Qualities N=7	DNI*	NI*	I*	DI*	$\bar{x}$	Descriptor
	(1)	(2)	(3)	(4)		
... organizes, time, resources and materials for effective instruction	0	0	2	5	3.7	Definitely Important
... makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement	0	0	1	6	3.8	Definitely Important
... implements a variety of instructional strategies to motivate students	0	0	1	6	3.8	Definitely Important
... encourages class participation through interaction with students and feedback	0	0	3	4	3.5	Definitely Important
... recognizes and uses opportunities for impromptu teaching	0	0	2	5	3.7	Definitely Important
... utilizes valid testing techniques based on the identified objectives	0	0	4	3	3.4	Important
... exhibits enthusiasm for the subject matter	0	0	2	5	3.7	Definitely Important
... demonstrates initiative and responsibility in changing situations	0	0	4	3	3.4	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

Important). For the teaching and assessment quality "utilizes valid testing techniques based on the identified objectives," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the teaching and assessment quality "exhibits enthusiasm for the subject matter," two perceived it to be Important and five perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the last teaching and assessment quality "demonstrates initiative and responsibility in changing situations," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important).

Information presented in Table XII shows the perceptions of the school administrators concerning desirable teaching and assessment qualities. Of the school administrators who responded to the questionnaire for the teaching and assessment quality "organizes time, resources, and materials for effective instruction," 41 perceived it to be Important and 106 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the teaching and assessment quality "makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement," 44 perceived it to be Important and 103 perceived it to be Definitely important, therefore the mean score was 3.7 (Definitely Important). For the teaching and assessment quality "implements a variety of instructional strategies to motivate students," 50 perceived it to be Important and 97

TABLE XII  
 SCHOOL ADMINISTRATOR'S PERCEPTIONS OF DESIRABLE TEACHING  
 AND ASSESSMENT QUALITIES

Human Relation Skills/Qualities N=147	DNI*	NI*	I*	DI*	$\bar{x}$	Descriptor
	(1)	(2)	(3)	(4)		
... organizes, time, resources and materials for effective instruction	0	0	41	106	3.7	Definitely Important
... makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement	0	0	44	103	3.7	Definitely Important
... implements a variety of instructional strategies to motivate students	0	0	50	97	3.6	Definitely Important
... encourages class participation through interaction with students and feedback	0	0	60	87	3.5	Definitely Important
... recognizes and uses opportunities for impromptu teaching	0	2	79	66	3.4	Important
... utilizes valid testing techniques based on the identified objectives	0	1	85	60	3.4	Important
... exhibits enthusiasm for the subject matter	0	0	38	109	3.7	Definitely Important
... demonstrates initiative and responsibility in changing situations	0	0	53	93	3.6	Definitely Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the teaching and assessment quality "encourages class participation through interaction with students and feedback," 60 perceived it to be Important and 87 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the teaching and assessment quality "recognizes and uses opportunities for impromptu teaching," two perceived it to be Not Important, 79 perceived it to be Important, and 66 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the teaching and assessment quality "utilizes valid testing techniques based on the identified objectives," one perceived it to be Not Important, 85 perceived it to be Important, and 60 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the teaching and assessment quality "exhibits enthusiasm for the subject matter," 38 perceived it to be Important and 109 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the last teaching and assessment quality "demonstrates initiative and responsibility in changing situations," 53 perceived it to be Important and 93 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important).

Information presented in Table XIII shows the perceptions of the secondary agricultural education teachers concerning the desirable teaching and assessment qualities of the secondary agricultural education teachers who responded to the questionnaire for the teaching and assessment quality "organizes time, resources,

TABLE XIII  
 SECONDARY AGRICULTURAL EDUCATION TEACHER'S PERCEPTIONS OF  
 DESIRABLE TEACHING AND ASSESSMENT QUALITIES

Human Relation Skills/Qualities N=121	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... organizes, time, resources and materials for effective instruction	0	2	62	57	3.4	Important
... makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement	0	0	72	49	3.4	Important
... implements a variety of instructional strategies to motivate students	0	3	56	62	3.4	Important
... encourages class participation through interaction with students and feedback	0	1	54	65	3.5	Definitely Important
... recognizes and uses opportunities for impromptu teaching	0	2	71	48	3.3	Important
... utilizes valid testing techniques based on the identified objectives	0	7	75	39	3.2	Important
... exhibits enthusiasm for the subject matter	0	1	45	75	3.6	Definitely Important
... demonstrates initiative and responsibility in changing situations	0	0	62	58	3.4	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

and materials for effective instruction," two perceived it to be Not Important, 62 perceived it to be Important, and 57 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the teaching and assessment quality "makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement," 72 perceived it to be Important and 49 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the teaching and assessment quality "implements a variety of instructional strategies to motivate students," three perceived it to be Not Important, 56 perceived it to be Important, and 62 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the teaching and assessment quality "encourages class participation through interaction with students and feedback," one perceived it to be Not Important, 54 perceived it to be Important, and 65 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the teaching and assessment quality "recognizes and uses opportunities for impromptu teaching," two perceived it to be Not Important, 71 perceived it to be Important, and 48 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the teaching and assessment quality "utilizes valid testing techniques based on the identified objectives," seven perceived it to be Not Important, 75 perceived it to be Important, and 39 perceived it to be Definitely Important, therefore the mean score was 3.2 (Important). For the teaching and assessment quality

"exhibits enthusiasm for the subject matter," one perceived it to be Not Important, 45 perceived to be Important, and 75 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the last teaching and assessment quality "demonstrates initiative and responsibility in changing situations," 62 perceived it to be Important and 58 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important).

#### Findings of the Perceived Desirable Classroom Management Skills/Qualities

The findings described in this section were in accordance with the fifth objective of the study, that being, to determine the most desirable classroom management skills/qualities for a secondary agricultural education teachers as perceived by the public educators. This section pertaining to desirable classroom management skills/qualities was subdivided into eight areas: maintains classroom discipline; handles disruptive students effectively; treats students fairly; provides an environment conducive to learning; teacher and students have accessibility to materials and supplies; students and teacher are courteous and respectful to one another; gives clear, explicit directions to students; and teacher is careful for the safety of the student.

Information presented in Table XIV shows the perceptions of the agricultural teacher educators concerning desirable classroom management skills/qualities. Of the agricultural teacher educators



TABLE XIV

AGRICULTURAL TEACHER EDUCATOR'S PERCEPTIONS OF DESIRABLE  
CLASSROOM MANAGEMENT SKILLS/QUALITIES

Human Relation Skills/Qualities N=7	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... maintains classroom discipline	0	0	1	6	3.8	Definitely Important
... handles disruptive students effectively	0	0	1	6	3.8	Definitely Important
... treats students fairly	0	0	2	5	3.7	Definitely Important
... provides an environment conducive to learning	0	0	1	6	3.8	Definitely Important
... teacher and students have accessibility to materials and supplies	0	0	4	3	3.4	Important
... students and teacher are courteous and respectful to one another	0	0	3	4	3.5	Definitely Important
... gives clear, explicit directions to students	0	0	2	5	3.7	Definitely Important
... teacher is careful for the safety of the student	0	0	1	6	3.8	Definitely Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

who responded to the questionnaire for the classroom management skills/qualities "maintains classroom discipline," one perceived it to be Important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the classroom management skills/qualities "handles disruptive students effectively," one perceived it to be Important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the classroom management skills/qualities "treats students fairly," two perceived it to be Important and five perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the classroom management skills/qualities, "provides an environment conducive to learning," one perceived it to be Important and six perceived it to be Definitely Important, therefore, the mean score was 3.8 (Definitely Important). For the classroom management skills/qualities "teacher and students have accessibility to materials and supplies," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the classroom management skills/qualities "students and teacher are courteous and respectful to one another," three perceived it to be Important and four perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the classroom management skills/qualities "gives clear, explicit directions to students," two perceived it to be Important and five perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the

last classroom management skills/qualities "teacher is careful for the safety of student," one perceived it to be Important and six perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important).

Information presented in Table XV shows the perceptions of the school administrators concerning desirable classroom management skills/qualities. Of the school administrators who responded to the questionnaire for the classroom management skills/qualities "maintains classroom discipline," one perceived it to be Not Important, 26 perceived it to be Important, and 120 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the classroom management skills/qualities "handles disruptive students effectively," 36 perceived it to be Important and 111 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the classroom management skills/qualities "treats students fairly," 19 perceived it to be Important and 128 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the classroom management skills/qualities "provides an environment conducive to learning," 37 perceived it to be Important and 110 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the classroom management skills/qualities "Teacher and students have accessibility to materials and supplies," 80 perceived it to be Important and 67 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the classroom management skills/qualities

TABLE XV

SCHOOL ADMINISTRATOR'S PERCEPTIONS OF DESIRABLE  
CLASSROOM MANAGEMENT SKILLS/QUALITIES

Human Relation Skills/Qualities N=147	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... maintains classroom discipline	0	1	26	120	3.8	Definitely Important
... handles disruptive students effectively	0	0	36	111	3.7	Definitely Important
... treats students fairly	0	0	19	128	3.8	Definitely Important
... provides an environment conducive to learning	0	0	37	110	3.7	Definitely Important
... teacher and students have accessibility to materials and supplies	0	0	80	67	3.4	Important
... students and teacher are courteous and respectful to one another	0	0	47	100	3.6	Definitely Important
... gives clear, explicit directions to students	0	0	46	101	3.6	Definitely Important
... teacher is careful for the safety of the student	0	0	16	131	3.8	Definitely Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

"students and teacher are courteous and respectful to one another," 47 perceived it to be Important and 100 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the classroom management skills/qualities "gives clear, explicit directions to students," 46 perceived it to be Important and 101 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the last classroom management skills/qualities "teacher is careful for the safety of the students," 16 perceived it to be Important and 131 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important).

Information presented in Table XVI shows the perceptions of the secondary agricultural education teachers concerning desirable classroom management skills/qualities. Of the secondary agricultural education teachers who responded to the questionnaire for the classroom management skills/qualities "maintains classroom discipline," 19 perceived it to be Important and 102 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important). For the classroom management skills/qualities "handles disruptive students effectively," one perceived it to be Not Important, 28 perceived it to be Important, and 92 perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the classroom management skills/qualities "treats students fairly," one perceived it to be Not Important, 27 perceived it to be Important, and 93 perceived it to be Definitely Important, therefore the mean score was 3.7

TABLE XVI

SECONDARY AGRICULTURAL EDUCATION TEACHER'S PERCEPTIONS OF DESIRABLE  
CLASSROOM MANAGEMENT SKILLS/QUALITIES

Human Relation Skills/Qualities N=121	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... maintains classroom discipline	0	0	19	102	3.8	Definitely Important
... handles disruptive students effectively	0	1	28	92	3.7	Definitely Important
... treats students fairly	0	1	27	93	3.7	Definitely Important
... provides an environment conducive to learning	0	2	39	79	3.6	Definitely Important
... teacher and students have accessibility to materials and supplies	0	4	52	65	3.5	Definitely Important
... students and teacher are courteous and respectful to one another	0	0	43	78	3.6	Definitely Important
... gives clear, explicit directions to students	0	0	52	69	3.5	Definitely Important
... teacher is careful for the safety of the student	0	0	19	102	3.8	Definitely Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

(Definitely Important). For the classroom management skills/qualities "provides an environment conducive to learning," two perceived it to be Not Important, 39 perceived it to be Important, and 79 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the classroom management skills/qualities "teacher and students have accessibility to materials and supplies," four perceived it to be Not Important, 52 perceived it to be Important, and 65 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the classroom management skills/qualities "students and teacher are courteous and respectful to one another," 43 percent perceived it to be Important and 78 perceived it to be Definitely Important, therefore the mean score was 3.6 (Definitely Important). For the classroom management skills/qualities "gives clear, explicit directions to students," 52 perceived it to be Important and 69 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the last classroom management skills/qualities "teacher is careful for the safety of the student," 19 perceived it to be Important and 102 perceived it to be Definitely Important, therefore the mean score was 3.8 (Definitely Important).

#### Findings of the Perceived Desirable

##### Professional Qualities

The findings described in this section were in accordance with the sixth objective of the study, that being, to determine the most

desirable professional qualities for a secondary agricultural education teacher as perceived by the public educators. The section pertaining to desirable professional qualities was subdivided into seven areas: maintains a friendly, cooperative, and helpful relationship with other teachers; exhibits leadership by sharing knowledge and techniques with other faculty; works effectively as a member of an educational team; demonstrates evidence of professional demeanor, scholarship, and behavior; effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary; demonstrates appropriate behavior and composure in a variety of situations; and uses current educational theories and practices.

Information presented in Table XVII shows the perceptions of the agricultural teacher educators concerning desirable professional qualities. Of the agricultural teacher educators who responded to the questionnaire for the professional quality "maintains a friendly cooperative, and helpful relationship with other teachers," five perceived it to be Important and two perceived it to be Definitely Important, therefore the mean score was 3.2 (Important). For the professional quality "exhibits leadership by sharing knowledge and techniques with other faculty," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the professional quality "work effectively as a member of an education team," two perceived it to be Important and five perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the



TABLE XVII

AGRICULTURAL TEACHER EDUCATOR'S PERCEPTIONS OF DESIRABLE  
PROFESSIONAL QUALITIES

Human Relation Skills/Qualities N=7	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... maintains a friendly, cooperative relationship with other teachers	0	0	5	2	3.2	Important
... exhibits leadership by sharing knowledge and techniques with other faculty	0	0	4	3	3.4	Important
... works effectively as a member of an educational team	0	0	2	5	3.7	Definitely Important
... demonstrates evidence of professional demeanor, scholarship, and behavior	0	0	3	4	3.5	Definitely Important
... effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary	0	0	2	5	3.7	Definitely Important
... demonstrates appropriate behavior and composure in a variety of situations	0	0	4	3	3.4	Important
... uses current educational theories and practices	0	1	1	5	3.5	Definitely Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

professional quality "demonstrates evidence of professional demeanor, scholarship and behavior," three perceived it to be Important and four perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the professional quality "effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary," two perceived it to be Important and five perceived it to be Definitely Important, therefore the mean score was 3.7 (Definitely Important). For the professional quality "demonstrates appropriate behavior and composure in a variety of situations," four perceived it to be Important and three perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the last professional quality "uses current educational theories and practices," one perceived it to be Not Important, one perceived it to be Important, and five perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important).

Information presented in Table XVIII shows the perceptions of the school administrators concerning desirable professional qualities. Of the school administrators who responded to the questionnaire for the professional quality "maintains a friendly, cooperative, and helpful relationship with other teachers," 64 perceived it to be Important and 82 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the professional quality "exhibits leadership by sharing knowledge and techniques with other faculty," six perceived it to be Not Important, 82 perceived it to be Important, and 59 perceived it

TABLE XVIII

SCHOOL ADMINISTRATOR'S PERCEPTIONS OF DESIRABLE  
PROFESSIONAL QUALITIES

Human Relation Skills/Qualities N=147	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... maintains a friendly, cooperative relationship with other teachers	0	0	64	82	3.5	Definitely Important
... exhibits leadership by sharing knowledge and techniques with other faculty	0	6	82	59	3.3	Important
... works effectively as a member of an educational team	0	0	65	82	3.5	Definitely Important
... demonstrates evidence of professional demeanor, scholarship, and behavior	0	0	63	84	3.5	Definitely Important
... effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary	0	0	80	67	3.4	Important
... demonstrates appropriate behavior and composure in a variety of situations	0	0	64	83	3.5	Definitely Important
... uses current educational theories and practices	0	9	88	50	3.2	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

to be Definitely Important, therefore the mean score was 3.3 (Important). For the professional quality, "work effectively as a member of an educational team," 65 perceived it to be Important and 82 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the professional quality "demonstrates evidence of professional demeanor, scholarship, and behavior," 63 perceived it to be Important and 84 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the professional quality "effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary," 80 perceived it to be Important and 67 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the professional quality "demonstrates appropriate behavior and composure in a variety of situations," 64 perceived it to be Important and 83 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the last professional quality "uses current educational theories and practices," nine perceived it to be Not Important, 88 perceived it to be Important, and 50 perceived it to be Definitely Important, therefore the mean score was 3.2 (Important).

Information presented in Table XIX shows the perceptions of the secondary agricultural education teachers concerning desirable professional qualities. Of the secondary agricultural education teachers who responded to the questionnaire for the professional quality "maintains a friendly, cooperative, and helpful relationship with other teachers," one perceived it to be Not Important, 62

TABLE XIX  
 SECONDARY AGRICULTURAL EDUCATION TEACHER'S PERCEPTIONS OF  
 DESIRABLE PROFESSIONAL QUALITIES

Human Relation Skills/Qualities N=121	DNI* (1)	NI* (2)	I* (3)	DI* (4)	$\bar{x}$	Descriptor
... maintains a friendly, cooperative relationship with other teachers	0	1	62	58	3.4	Important
... exhibits leadership by sharing knowledge and techniques with other faculty	0	4	70	47	3.3	Important
... works effectively as a member of an educational team	0	1	63	57	3.4	Important
... demonstrates evidence of professional demeanor, scholarship, and behavior	0	1	60	60	3.4	Important
... effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary	0	2	70	49	3.3	Important
... demonstrates appropriate behavior and composure in a variety of situations	0	0	55	66	3.5	Definitely Important
... uses current educational theories and practices	2	7	74	38	3.2	Important

\*DNI = Definitely Not Important    \*NI = Not Important    \*I = Important    \*DI = Definitely Important

perceived it to be Important, and 58 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the professional quality "exhibits leadership by sharing knowledge and techniques with other faculty," four perceived it to be Not Important, 70 perceived it to be Important, and 47 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the professional quality, "works effectively as a member of an educational team," one perceived it to be Not Important, 63 perceived it to be Important, and 57 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the professional quality "demonstrates evidence of professional demeanor, scholarship, and behavior," one perceived it to be Not Important, 60 perceived it to be Important, and 60 perceived it to be Definitely Important, therefore the mean score was 3.4 (Important). For the professional quality "effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary," two perceived it to be Not Important, 70 perceived it to be Important, and 49 perceived it to be Definitely Important, therefore the mean score was 3.3 (Important). For the professional quality "demonstrates appropriate behavior and composure in a variety of situations," 55 perceived it to be Important and 66 perceived it to be Definitely Important, therefore the mean score was 3.5 (Definitely Important). For the last professional quality "uses current educational theories and practices," two perceived it to be Definitely Not Important, seven perceived it to be Not Important, 74 perceived it to be Important,

and 38 perceived it to be Definitely Important, therefore the mean score was 3.2 (Important).

#### Comments Expressed by the Respondents

The findings described in this section were in accordance with the seventh and last objective of the study, that being, to analyze those perceptions in order to describe the model secondary agricultural education teacher as perceived by the public educators. This section was designed to obtain both qualitative and quantitative comments from the respondents. All respondents were requested to name the one quality that they thought was the most important for a secondary agricultural education teacher to possess and to, also, name the one quality that they felt needed the most improvement by the secondary agricultural education teachers.

Information presented in Table XX shows the perceptions of the agricultural teacher educators concerning the most important quality for a secondary agricultural education teacher to possess. Of the agricultural teacher educators who responded to the questionnaire; three perceived "provides an environment conducive to learning" to be Most Important, one perceived "not easily discouraged," to be Most Important, and one perceived "caring attitude" to be Most Important, one perceived "organizational ability" to be Most Important, and one perceived a "knowledge base in the behavioral sciences" to be Most Important.

Information presented in Table XXI shows the perceptions of the agricultural teacher educators concerning the one quality that needs

TABLE XX  
AGRICULTURAL TEACHER EDUCATOR'S PERCEIVED  
MOST IMPORTANT QUALITY

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Quality N=7	Frequency n
Provides an environment conducive to learning	3
Not easily discouraged	1
Caring attitude	1
Organizational ability	1
Knowledge base in the behavioral sciences	1

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TABLE XXI  
AGRICULTURAL TEACHER EDUCATOR'S PERCEIVED  
QUALITY IN NEED OF THE MOST IMPROVEMENT

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Quality N=7	Frequency n
Professional Demeanor	2
Communication with parents	2
Organizational ability	1
Positive attitude	1
Knoweldge base in the behavioral sciences	1

---

the most improvement by secondary agricultural education teachers. Of the agricultural teacher educators who responded to the questionnaire; two perceived "professional demeanor" to Need the Most Improvement, two perceived "communication with parents" to Need the Most Improvement, one perceived "Organizational Ability" to Need the Most Improvement, one perceived "positive attitude" to Need the Most Improvement," and one perceived "knowledge base in the behavioral sciences" to Need the Most Improvement.

Information presented in Table XXII shows the perceptions of the school administrators concerning the most important quality for a secondary agricultural education teacher to possess. Of the school administrators who responded to the questionnaire; 23 perceived "human or public relation skills" to be Most Important, 21 perceived "puts students first" to be Most Important, 18 perceived "honesty" to be Most Important, 15 perceived "dedication" to be Most Important, 11 perceived "positive attitude" to be Most Important, eight perceived "be a team player" to be Most Important, six perceived "builds student's self-awareness" to be Most Important, four perceived "enthusiasm" to be Most Important, and four perceived "flexibility" to be Most Important. There were 23 other responses, but none of those had a frequency of more than three. Of the 147 school administrators who responded to the questionnaire, 138 (93.9 percent) named the one quality that they perceived to be the most important for a secondary agricultural education teacher to possess.

Information presented in Table XXIII shows the perceptions of the school administrators concerning the one quality that needs the

TABLE XXII  
SCHOOL ADMINISTRATOR'S PERCEIVED  
MOST IMPORTANT QUALITY

Quality N=147	Frequency n
Human or public relation skills	23
Puts students first	21
Honesty	18
Dedication	15
Positive attitude	11
Be a team player	8
Knowledge of subject matter	6
Builds student's self-awareness	5
Enthusiasm	4
Flexibility	4
Others	23
Total number responded	138
Percentage	93.9

TABLE XXIII  
 SCHOOL ADMINISTRATOR'S PERCEIVED QUALITY IN NEED  
 OF THE MOST IMPROVEMENT

Quality N=147	Frequency n
Be a team player	19
Less emphasis on stock shows	17
Time management, planning, and organization	16
Use of current educational theories and practices	14
Human or public relation skills	14
Dedication	11
Professionalism	5
Well rounded program	5
Put students first	5
Attitude	4
Others	19
Total number responded	129
Percentage	87.8

most improvement by secondary agricultural education teachers. Of the school administrators who responded to the questionnaire; 19 perceived "be a team player" to Need the Most Improvement, 17 perceived "less emphasis on stock shows" to Need the Most Improvement, 16 perceived "time management, planning, and organization" to Need the Most Improvement, 14 perceived "use of current educational theories and practices" to Need the Most Improvement, 14 perceived "human or public relation skills" to Need the Most Improvement, 11 perceived "dedication" to Need the Most Improvement, five perceived "professionalism" to Need the Most Improvement, five perceived "well rounded program" to Need the Most Improvement, five perceived "put students first" to Need the Most Improvement, and four perceived "attitude" to Need the Most Improvement. There were 19 other responses, but none of those had a frequency of more than three. Of the 147 school administrators who responded to the questionnaire, 129 (87.8 percent) named the one quality that they perceived to need the most improvement by the secondary agricultural education teachers.

Information presented in Table XXIV shows the perceptions of the secondary agricultural education teachers concerning the most important quality for a secondary agricultural education teacher to possess. Of the secondary agricultural education teachers who responded to the questionnaire; 22 perceived "honesty" to be Most Important, 20 perceived "human or public relation skills" to be Most Important, 16 perceived "dedication" to be Most Important, 14 perceived "put students first" to be Most Important, 11 perceived

TABLE XXIV  
 SECONDARY AGRICULTURAL EDUCATION TEACHER'S PERCEIVED  
 MOST IMPORTANT QUALITY

Quality N=121	Frequency n
Honesty	22
Human or public relation skills	20
Dedication	16
Put students first	14
Positive attitude	11
Motivator	9
Flexibility	6
Time management, planning, and organization	5
Professionalism	4
Knowledge of subject matter	3
Others	6
Total number responded	116
Percentage	95.9

"positive attitude" to be Most Important, nine perceived being a "motivator" to be Most Important, six perceived "flexibility" to be Most Important, five perceived "time management, planning, and organization" to be Most Important, four perceived "professionalism" to be Most Important, and three perceived "knowledge of subject matter" to be Most Important. There were six other responses, but none of those had a frequency of more than two. Of the 121 secondary agricultural education teachers who responded to the questionnaire, 116 (95.9 percent) named the one quality that they perceived to be the most important for a secondary agricultural education teacher to possess.

Information presented in Table XXV shows the perceptions of the secondary agricultural education teachers concerning the one quality that needs the most improvement by secondary agricultural education teachers. Of the secondary agricultural education teachers who responded to the questionnaire; 18 perceived "professionalism" to Need the Most Improvement, 12 perceived "human or public relation skills" to Need the Most Improvement, 12 perceived "time management, planning, and organization" to Need the Most Improvement, eight perceived "classroom teaching techniques" to Need the Most Improvement, eight perceived "positive attitude" to Need the Most Improvement, six perceived "use of current educational theories and practices" to Need the Most Improvement, four perceived "honesty" to Need the Most Improvement, four perceived "be a team player" to Need the Most Improvement, and three perceived "leadership ability" to Need the Most Improvement. There were 24 other responses, but none

TABLE XXV  
 SECONDARY AGRICULTURAL EDUCATION TEACHER'S PERCEIVED  
 QUALITY IN NEED OF THE MOST IMPROVEMENT

Quality N=121	Frequency n
Professionalism	18
Human or public relation skills	12
Time management, planning, and organization	12
Classroom teaching techniques	8
Positive attitude	8
Use of current educational theories and practices	6
Dedication	5
Honesty	4
Be a team player	4
Leadership ability	3
Others	24
Total number responded	104
Percentage	86.0



of those had a frequency of more than two. Of the 121 secondary agricultural education teachers who responded to the questionnaire, 104 (86.0 percent) named the one quality that they perceived to need the most improvement by the secondary agricultural education teachers. The comments of the respondents are listed in Appendix C.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

The purpose of this chapter was to present a concise summary of the following topics: statement of the problem; purpose of the study; objectives of the study; scope of the study; and, major findings of the research. Also, through a detailed inspection of these topics, conclusions, and recommendations are presented as based on the analysis of the data.

#### Statement of the Problem

A study was needed to determine if there was a consensus among agricultural teacher educators, school administrators, and secondary agricultural education teachers with regard to the most desirable qualities for a secondary agricultural education teacher to possess.

By identifying those qualities that teacher educators, school administrators, and agricultural education teachers agree are the most desirable, a basis with which to enhance the quality of agricultural education in Oklahoma could be established. It was hoped that this study would provide that basis and that it would describe the model teacher for secondary agricultural education in Oklahoma.

### Purpose of the Study

The central purpose of this study was to determine the most desirable qualities of a secondary agricultural education teacher in Oklahoma. These desirable qualities were to be determined by obtaining the perceptions of the teacher educators, the school administrators, and the secondary agricultural education teachers themselves.

### Objectives of the Study

In order to accomplish the above stated purpose, the following objectives were set forth:

1. To determine the mean age, educational level, length of time in the teaching profession, and the length of time in current position of the public educators surveyed for this study.
2. To determine the most desirable personal qualities for a secondary agricultural education teacher as perceived by the public educators.
3. To determine the most desirable human relation skills/qualities for a secondary agricultural education teacher as perceived by the public educators.
4. To determine the most desirable teaching and assessment qualities for a secondary agricultural education teacher as perceived by the public educators.
5. To determine the most desirable classroom management skills/qualities for a secondary agricultural education teacher as perceived by the public educators.

6. To determine the most desirable professional qualities for a secondary agricultural education teacher as perceived by the public educators.

7. To analyze those perceptions in order to describe the model secondary agricultural education teacher as perceived by the public educators.

#### Scope of the Study

This study included a total of nine agricultural teacher educators at Oklahoma State University, Cameron University, and Panhandle State University. The study also included a random sample of 186 of the school administrators and 186 of the secondary agricultural education teachers in Oklahoma. The study was concerned with information that pertained to the most desirable qualities for a secondary agricultural education teacher as perceived by the 381 public educators in Oklahoma who participated in this study.

For the purpose of this study, an instrument containing a structured preplanned set of questions designed to yield specific information about the public educator's attitudes and opinions was used. The data presented were relative to the agricultural education teachers and the secondary agricultural education programs in Oklahoma for the 1993-1994 school year.

### Summary of Findings

The findings of the study are presented in both tabular and narrative summaries in the following sections.

#### Demographic Data of the Respondents

The first objective of this study was to determine the mean age, educational level, length of time in the teaching profession, and the length of time in current position of the public educators surveyed. The researcher perceived it to be important that these demographic data be compiled to add credence to three of the assumptions of this study. Those assumptions being that the teacher educators, school administrators, and secondary agricultural education teachers were qualified and capable of making judgment concerning the most desirable qualities.

Information presented in Table XXVI summarizes the demographic data collected from the public educators. Of the seven agricultural teacher educators, who responded to the questionnaire, their mean age was 47.86 years, all possessed Doctoral degrees, their mean length of time in the teaching profession was 22.29 years, and their mean length of time in their current position was 13.71 years.

For the 147 school administrators, who responded to the questionnaire, their mean age was 48.20 years, most possessed either Master's or Doctoral degrees, their mean length of time in the teaching profession was 24.18 years, and their mean length of time in their current position was 6.78 years.

TABLE XXVI  
 SUMMARY OF DEMOGRAPHIC DATA CONCERNING PUBLIC EDUCATORS  
 PARTICIPATING IN THE STUDY

Demographic Items	Teacher Educators	School Adminis.	Teachers	Total
Number of Respondents	7	147	121	275
Mean Age Level	47.86	48.20	37.13	
Educational Level				
Bachelor's	0	1	87	88
Master's	0	57	33	90
Specialist	0	23	0	23
Doctorate	7	66	1	74
Mean Length of Time in Teaching Profession	22.29	24.18	13.34	
Mean Length of Time in Current Position	13.71	6.78	9.95	

For the 121 secondary agricultural education teachers who responded to the questionnaire; their mean age was 37.13 years, while most possessed Bachelor's degrees there were some who possessed Master's degrees, their mean length of time in the teaching profession was 13.34 years, and their mean length of time in the teaching profession was 9.95 years.

#### Findings Concerning Public Educators

##### Perceptions of Desirable Personal

##### Qualities

The second objective of this study was to determine the most desirable personal qualities for a secondary agricultural education teacher as perceived by the public educators. Information presented in Table XXVII summarizes the perceptions of the 275 public educators, who responded to the questionnaire, concerning desirable personal qualities. All three groups of respondents perceived "is honest," "is dependable," "is dedicated," "is open minded," and "has a positive attitude" to be Definitely Important. As stated by one of the school administrators: "All the above are answered Definitely Important because a lesser importance always causes problems."

For the personal quality "is not easily discouraged," the teacher educators perceived it to be Important on the average while both the school administrators and the secondary agricultural education teachers perceived it to be Definitely Important. Of the four remaining personal qualities; "has a rural background," "has a FFA background," "made good grades in college," and "has a stable family

TABLE XXVII

## SUMMARY OF FINDINGS CONCERNING PUBLIC EDUCATOR'S PERCEPTIONS OF DESIRABLE PERSONAL QUALITIES

Personal Qualities	Teacher Educators	School Administrators	Teachers	$\bar{X}$	Grand Descriptor
...is honest	4.0	3.9	3.9	3.9	Definitely Important
...is dependable	4.0	3.9	3.9	3.9	Definitely Important
...is dedicated	3.8	3.8	3.7	3.8	Definitely Important
...is open-minded	3.8	3.7	3.5	3.6	Definitely Important
...has a positive attitude	3.5	3.9	3.8	3.8	Definitely Important
...is not easily discouraged	3.4	3.6	3.5	3.5	Definitely Important
...has a rural background	2.7	2.9	2.8	2.9	Important
...has a FFA background	2.8	3.1	3.3	3.2	Important
...made good grades in college	2.8	2.9	2.6	2.7	Important
...has a stable family life	3.4	3.3	3.3	3.3	Important



life," all three groups of respondents perceived them to only be Important. As stated by one of the secondary agricultural education teachers: "The successful teacher has most or all of the traits listed. If a teacher does not have a rural background, he can listen and work to overcome it."

#### Findings Concerning Public Educators

##### Perceptions of Desirable Human

##### Relation Skills/Qualities

The third objective of this study was to determine the most desirable human relation skills/qualities for a secondary agricultural education teacher as perceived by the public educators. Information presented in Table XXVIII summarizes the perceptions of the 275 public educators, who responded to the questionnaire, concerning desirable human relation skills/qualities. All three groups of respondents perceived "helps students build self-awareness and a positive self-concept," "provides positive reinforcement to students," "interacts and communicates effectively with parents and staff," "treats students firmly and fairly while maintaining respect for their worth as individuals," "develops and maintains rapport with students," and "attempts to include all class members in classroom activities" to be Definitely Important. As stated by one of the school administrators: "Ag teachers need to cooperate (give and take) with coaches, students, parents, and staff to develop the maximum program."

TABLE XVIII

SUMMARY OF FINDINGS CONCERNING PUBLIC EDUCATOR'S PERCEPTIONS  
OF DESIRABLE HUMAN RELATION SKILLS/QUALITIES

Human Relation Skills/Qualities	Teacher Educators $\bar{x}$	School Adminis. $\bar{x}$	Teachers $\bar{x}$	$\bar{x}$	Grand Descriptor
... reacts with sensitivity to the needs and feelings of others	3.4	3.5	3.3	3.4	Important
... helps students build self-awareness and a positive self-concept	3.5	3.8	3.6	3.7	Definitely Important
... provides positive reinforcement to students	3.5	3.7	3.6	3.7	Definitely Important
... interacts and communicates effectively with parents and staff	3.8	3.8	3.6	3.7	Definitely Important
... treats students firmly and fairly while maintaining respect for their worth as individuals	4.0	3.8	3.7	3.7	Definitely Important
... develops and maintains rapport with students	3.5	3.6	3.5	3.6	Definitely Important
... helps students to understand and accept their similarities and differences	3.2	3.4	3.2	3.3	Important
... shows awareness of the growth and development patterns characteristic of the group taught	3.2	3.3	3.2	3.3	Important
... exhibits a sense of humor	3.1	3.3	3.3	3.3	Important
... attempts to include all class members in classroom activities	3.8	3.6	3.5	3.6	Definitely Important
... accepts and/or uses ideas of students	3.4	3.2	3.3	3.2	Important

For the human relation skills/quality "reacts with sensitively to the needs and feelings of others" both the teacher educators and the secondary agricultural education teachers perceived it to be only Important while the school administrators perceived it to be Definitely Important. Of the four remaining human relation skills/qualities: "helps students to understand and accept their similarities and differences," "shows awareness of the growth and development patterns characteristic of the group taught," "exhibits a sense of humor," and "accepts and/or uses ideas of students," all three groups of respondents perceived them to only be Important.

#### Findings Concerning Public Educators

##### Perceptions of Desirable Teaching and Assessment Qualities

The fourth objective of this study was to determine the most desirable teaching and assessment qualities for a secondary agricultural education teacher as perceived by the public educators. Information presented in Table XXIX summarizes the perceptions of the 275 public educators, who responded to the questionnaire, concerning desirable teaching and assessment qualities. All three groups respondents perceived "encourages class participation through interaction with students and feedback" and "exhibits enthusiasm for the subject matter" to be Definitely Important.

For the teaching and assessment qualities; "organizes time, resources, and materials for effective instruction," "makes a clear and adequate explanation of materials presented and procedures

TABLE XXIX

SUMMARY OF FINDINGS CONCERNING PUBLIC EDUCATOR'S PERCEPTIONS OF  
DESIRABLE TEACHING AND ASSESSMENT QUALITIES

Teaching and Assessment Qualities N=275	Teacher Educators $\bar{x}$	School Adminis. $\bar{x}$	Teachers $\bar{x}$	$\bar{x}$	Grand Descriptor
... organizes, time, resources and materials for effective instruction	3.7	3.7	3.4	3.6	Definitely Important
... makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement	3.8	3.7	3.4	3.5	Definitely Important
... implements a variety of instructional strategies to motivate students	3.8	3.6	3.4	3.5	Definitely Important
... encourages class participation through interaction with students and feedback	3.5	3.5	3.5	3.5	Definitely Important
... recognizes and uses opportunities for impromptu teaching	3.7	3.4	3.3	3.4	Important
... utilizes valid testing techniques based on the identified objectives	3.4	3.4	3.2	3.3	Important
... exhibits enthusiasm for the subject matter	3.7	3.7	3.6	3.6	Definitely Important
... demonstrates initiative and responsibility in changing situations	3.4	3.6	3.4	3.5	Definitely Important

followed, and teacher expectations for student involvement," and "implements a variety of instructional strategies to motivate students," the secondary agricultural education teachers perceived them to only be Important whereas both the teacher educators and school administrators perceived them to be Definitely Important. For the teaching and assessment quality "recognizes and uses opportunities for impromptu teaching," only the teacher educators perceived it to be Definitely Important and for the teaching and assessment quality "demonstrates initiative and responsibility in changing situations" only the school administrators perceived it to be Definitely Important.

One of the surprises of the survey was that for teaching and assessment quality "utilizes valid testing techniques based on the identified objectives," all three of the groups of respondents perceived it to only be Important and not Definitely Important.

#### Findings Concerning Public Educators

##### Perceptions of Desirable Classroom

##### Management Skills/Qualities

The fifth objective of this study was to determine the most desirable classroom management skills/qualities for a secondary agricultural education teacher as perceived by the public educators. Information presented in Table XXX summarizes the perceptions of the 275 public educators, who responded the questionnaire, concerning desirable classroom management skills/qualities. All three groups of respondents perceived "maintains classroom discipline," "handles

TABLE XXX

SUMMARY OF FINDINGS CONCERNING PUBLIC EDUCATOR'S PERCEPTIONS OF  
DESIRABLE CLASSROOM MANAGEMENT SKILLS/QUALITIES

Teaching and Assessment Qualities N=275	Teacher Educators $\bar{x}$	School Adminis. $\bar{x}$	Teachers $\bar{x}$	$\bar{x}$	Grand Descriptor
... maintains classroom discipline	3.8	3.8	3.8	3.8	Definitely Important
... handles disruptive students effectively	3.8	3.7	3.7	3.7	Definitely Important
... treats students fairly	3.7	3.8	3.7	3.8	Definitely Important
... provides an environment conducive to learning	3.8	3.7	3.6	3.7	Definitely Important
... teacher and students have accessibility to materials and supplies	3.4	3.4	3.5	3.4	Important
... students and teacher are courteous and respectful to one another	3.5	3.6	3.6	3.6	Definitely Important
... gives clear, explicit directions to students	3.7	3.6	3.5	3.6	Definitely Important
... teacher is careful for the safety of the student	3.8	3.8	3.8	3.8	Definitely Important

disruptive students effectively," "treats students fairly," provides an environment conducive to learning," "students and teacher are courteous and respectful to one another," "gives clear, explicit directions to students," and "teacher is careful for the safety of the student" to be Definitely Important.

It was interesting that for the classroom management skills/quality "teacher and students have accessibility to materials and supplies" only the secondary agricultural education teachers perceived it to be Definitely Important. The teacher educators and school administrators perceived it to only be Important.

#### Findings Concerning Public Educators

##### Perceptions of Desirable

##### Professional Qualities

The sixth objective of this study was to determine the most desirable professional qualities for a secondary agricultural education teacher as perceived by the public educators. Information presented in Table XXXI summarizes the perceptions of the 275 public educators, who responded to the questionnaire, concerning desirable professional qualities. There were none of the seven professional qualities that all three groups of respondents perceived to be Definitely Important. In fact, this was the one section of the questionnaire that produced the widest range of perceptions. Both the teacher educators and the school administrators perceived "work effectively as a member of an educational team" and "demonstrates evidence of professional demeanor, scholarship, and behavior" to be

TABLE XXI

SUMMARY OF FINDINGS CONCERNING PUBLIC EDUCATOR'S PERCEPTIONS  
OF DESIRABLE PROFESSIONAL QUALITIES

Teaching and Assessment Qualities N=275	Teacher Educators $\bar{x}$	School Adminis. $\bar{x}$	Teachers $\bar{x}$	$\bar{x}$	Grand Descriptor
...maintains a friendly, cooperative, and helpful relationship with other teachers	3.2	3.5	3.4	3.5	Definitely Important
...exhibits leadership by sharing knowledge and techniques with other faculty	3.4	3.3	3.3	3.3	Important
...works effectively as a member of an educational team	3.7	3.5	3.4	3.5	Definitely Important
...demonstrates evidence of professional demeanor, scholarship, and behavior	3.5	3.5	3.4	3.5	Definitely Important
...effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary	3.7	3.4	3.3	3.4	Important
...demonstrates appropriate behavior and composure in a variety of situations	3.4	3.5	3.5	3.5	Definitely Important
...uses current educational theories and practices	3.5	3.2	3.2	3.2	Important



Definitely Important whereas the secondary agricultural education teachers perceived them to only be Important.

For the professional quality "demonstrates appropriate behavior and composure in a variety of situations" both the school administrators and the secondary agricultural education teachers perceived it to be Definitely Important, but the teacher educators only perceived it to be Important. In contrast, the teacher educators perceived "effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary" and "uses current educational theories and practices" to be Definitely Important, whereas the school administrators and secondary agricultural education teachers perceived them to only be Important.

For the professional quality "maintains a friendly, cooperative, and helpful relationship with other teachers" only the school administrators perceived it to be Definitely Important. In fact, the only professional quality all three groups perceived alike was the quality "exhibits leadership by sharing knowledge and techniques with other faculty," and for that quality it was only perceived to be Important.

Findings Concerning Public Educators

Perceptions of the Most Important

Quality and the Quality in Need

of the Most Improvement

The seventh, and last, objective of this study was to analyze those perceptions in order to describe the model secondary agricultural education teacher as perceived by the public educators. Information presented in Table XXXII summarizes the perceptions of the 275 public educators, who responded to the questionnaire, concerning the most important quality for a secondary agricultural education teacher to possess. The teacher educators perceived "provides an environment conducive to learning" to be Most Important, followed by "not easily discourages," "caring attitude," "organizational ability," and a better "knowledge base in behavioral sciences."

As far as the school administrators were concerned, "human/public relation skills" was Most Important. This quality was followed in frequency by "puts students first," "honesty," "dedication," and maintains a "positive attitude." For the secondary agricultural education teachers, "honesty" was most important. This quality was followed in frequency by "human/public relation skills," "dedication," "puts students first," and maintains a "positive attitude."

Information presented in Table XXXIII summarizes the perceptions of the 275 public educators, who responded to the questionnaire, concerning the one quality in need of the most

TABLE XXXII  
 SUMMARY OF FINDINGS CONCERNING PUBLIC EDUCATOR'S  
 PERCEPTIONS OF THE MOST IMPORTANT QUALITY

Public Educators	Top Five Responses
Teacher Educators	Provides an environment conducive to learning Not easily discouraged Caring attitude Organizational ability Knowledge base in behavioral sciences
School Administrators	Human/public relation skills Puts students first Honesty Dedication Positive attitude
Secondary Agricultural Education Teachers	Honesty Human/public relation skills Puts students first Positive attitude



improvement. The teacher educators perceived "professional demeanor" to be the one quality in need of the most improvement, followed by "communication with parents," "organizational ability," "positive attitude," and a better "knowledge base in behavioral sciences."

As far as the school administrators were concerned, "being a team player" was perceived as being the quality in need of the most improvement. This quality was followed in frequency by "less emphasis on stock shows," "time management, planning, and organization," "use of current educational theories and practices," and "human/public relation skills." For the secondary agricultural education teachers "professionalism" was the one quality that they perceived as needing the most improvement. This quality was followed in frequency by "human/public relation skills," "time management, planning, and organization," "classroom teaching techniques," and "positive attitude."

#### Conclusions of the Study

The conclusions for this study were based on the findings of this study and are presented as follows:

1. Based on the vast majority of the respondent's perceptions it is concluded that the secondary agricultural education teachers should be honest, dependable, dedicated, open-minded, and have a positive attitude. To a lesser degree, it is further concluded they should not be easily discouraged, possess both a rural and a FFA background, make good grades in college and have a stable family life.

2. Because of an overwhelming consensus among the respondents, it is also concluded that the secondary agricultural education teacher should be sensitive to the needs of the students, help build the student's self-awareness, provide positive reinforcement, communicate effectively, treats students fairly, include all students in activities, and develop a good rapport with the students. In other words, the secondary agricultural education teacher needs to remember that the students come first.

3. Based on the consensus among the respondents concerning teaching and assessment, it was concluded that the secondary agricultural education teacher must be able to organize time and resources, clearly explain the materials presented, use a variety of methods to motivate students, encourage class participation, be enthusiastic about the subject matter, and be able to respond to change.

4. It is further concluded where classroom management skills/qualities were concerned, (based on the findings that all respondents expressed a samiliar level of importance), secondary agricultural education teachers should be able to maintain class discipline and control disruptive students, treat students fairly while maintaining a high level of respect for one another, give class directions to the students, and being careful for the student's safety.

5. Based on the respondent's perceptions, it is further concluded that the secondary agricultural education teacher be able to work effectively as a team player, demonstrate a high level of

professionalism with appropriate behavior no matter what the situation, and be able to communicate using correct grammar and appropriate vocabulary.

6. With regard to the one quality that the public educators perceived as being most important for the secondary agricultural education teachers to possess, it is concluded that human/public relation skills are of most importance. It was further concluded, based on the findings that all three groups of respondents perceived that the most successful secondary agricultural education teachers must be able to communicate in a positive manner with students, parents, teachers, and school administrators.

7. Based on the respondent's perceptions, it is concluded that professionalism was the one quality of the secondary agricultural education teachers that was in need of the most improvement. It is also important to mention that all three of the groups of respondents perceived time management, planning, and organization skills as being a quality that definitely needs improvement.

8. Based on the findings of this study, it is also concluded that those individuals wishing to become successful secondary agricultural education teachers must be honest, dedicated, dependable, professional in their demeanor, have a positive attitude, put their students first, and have good human/public relation skills. The findings of this study should serve as a model by which future secondary agricultural education teachers can be judged and perceived.

### Recommendations

The following recommendations are made based upon the findings of this study:

1. Agricultural education programs should continue to place major emphasis on preparing secondary agricultural education teachers based not only on qualifications, but also on the most desirable qualities as outlined by this study.

2. Major emphasis should be placed upon teacher honesty, dedication, dependability, attitude, and professionalism. By maintaining this high standard, the success of agricultural education programs will continue to be assured.

3. It is recommended, based on the conclusions of this study, that more emphasis be placed upon developing the human relation skills of future secondary agricultural education teachers. As stated by one of the school administrators: "Many of the entry year Agricultural Education teachers I have interviewed are (seemingly) immature and lack . . . communication skills."

4. It is further recommended, again based on the conclusions of this study, that more emphasis be placed on promoting the idea that secondary agricultural education teachers need to be team players. These teachers need to keep in mind that their program is only a part of the whole.

5. Finally, it is recommended, again based on the conclusions of this study, that more emphasis be placed on time management, planning, and organizational skills in the secondary agricultural



education teacher preparatory classes.

#### Recommendations for Additional Research

The following recommendations are made in regard to additional research. The recommendations are judgements based on having conducted this study and on the examination of the findings of this study:

1. A more comprehensive study should be conducted after reworking the survey instrument. Instrument improvements might include the utilization of a different Likert-type scale that might broaden the respondent choices from Important and Definitely Important to Important, Slightly Important, Moderately Important, and Definitely Important.

2. Future research should be conducted concerning desirable teacher qualities by broadening the study from secondary agricultural education teachers to include all teachers in Oklahoma.

3. A similar study should be conducted which would include questions pertaining to demographic areas which would enable the researcher to conduct a more in-depth analysis which would possibly yield data where by comparisons of respondents could be made, upon which conclusions could be made and further recommendations established.

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APPENDIXES

APPENDIX A  
CORRESPONDENCE



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION  
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078-0484  
448 AGRICULTURAL HALL  
405-744-5129  
FAX: 405-744-9693

August 16, 1993

(Name of School)  
(Title of Respondent)  
(Address)  
(City), (State) (Zip)

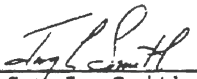
Dear (Name),


We are conducting an in-depth study in an effort to determine the most desirable qualities needed to be a successful secondary agricultural education teacher in Oklahoma. The results of this study should benefit all of us in light of the many changes and the future demands that will be placed on agricultural education.

As a professional public educator, you have been selected to participate in this important study. Please take a few minutes of your time to respond and complete the enclosed survey instrument and return it by September 3, 1993, using the pre-addressed stamped envelope provided. Also, please be assured that your responses will be kept confidential.

Your taking time to complete and return the survey is greatly appreciated. Thank you.

Sincerely,

  
Jay L. Smith  
Graduate Student

  
Dr. Eddy Finley  
Professor

APPENDIX B

QUESTIONNAIRE MAILED TO PUBLIC

EDUCATORS IN OKLAHOMA





## Levels of Qualities

- 1 = Definitely Not Important (DNI)      3 = Important (I)  
 2 = Not Important (NI)                      4 = Definitely Important (DI)

C. Teaching and Assessment Qualities	<u>DNI</u>	<u>NI</u>	<u>I</u>	<u>DI</u>
...organizes time, resources, and materials for effective instruction	1	2	3	4
...makes a clear and adequate explanation of materials presented and procedures followed, and teacher expectations for student involvement	1	2	3	4
...implements a variety of instructional strategies to motivate students	1	2	3	4
...encourages class participation through interaction with students and feedback	1	2	3	4
...recognizes and uses opportunities for impromptu teaching	1	2	3	4
...utilizes valid testing techniques based on the identified objectives	1	2	3	4
...exhibits enthusiasm for the subject matter	1	2	3	4
...demonstrates initiative and responsibility in changing situations	1	2	3	4
<b>D. Classroom Management Skills/Qualities</b>				
...maintains classroom discipline	1	2	3	4
...handles disruptive students effectively	1	2	3	4
...treats students fairly	1	2	3	4
...provides an environment conducive to learning	1	2	3	4
...teacher and students have accessibility to materials and supplies	1	2	3	4
...students and teacher are courteous and respectful to one another	1	2	3	4
...gives clear, explicit directions to students	1	2	3	4
...teacher is careful for the safety of the student	1	2	3	4
<b>E. Professional Qualities</b>				
...maintains a friendly, cooperative, and helpful relationship with other teachers	1	2	3	4
...exhibits leadership by sharing knowledge and techniques with other faculty	1	2	3	4
...works effectively as a member of an educational team	1	2	3	4
...demonstrates evidence of professional demeanor, scholarship, and behavior	1	2	3	4
...effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary	1	2	3	4
...demonstrates appropriate behavior and composure in a variety of situations	1	2	3	4
...uses current educational theories and practices	1	2	3	4

**III. GENERAL**

1. Please name the one quality that you think is the most important for a Secondary Agricultural Education Teacher to possess:
  
2. Please name the one quality that you think needs the most improvement by Secondary Agricultural Education Teachers:
  
3. Comments:

Thank You

APPENDIX C

COMMENTS OF THE RESPONDENTS

## COMMENTS OF THE AGRICULTURAL TEACHER EDUCATORS

"I would have liked a balance of desirable and undesirable statements to respond to. Sections one and two were too bookish - seem to have been taken directly from a given source of recommendations. I don't think you gained much by asking responses to such "known" statements."

## COMMENTS OF SCHOOL ADMINISTRATORS

"Good timing! - Ag. program needs to change to the year 2000. Curriculum change is good - Ag teacher needs to adopt."

"Ag teachers need to be as concerned about teaching students as they are about having a double cab truck with a gooseneck trailer."

"Ag teachers need to have an IQ above 100."

"Ag teachers throughout the state are attempting to be cowboys with their appearance. The field is changing and so should our attitudes."

"Secondary agricultural teachers must develop a modern daily curriculum. The meat of their programs should be the daily classroom curriculum with less classtime utilized for the traditional show part of the program. Bored students will not enroll in future Ag. classes reducing the need for many future Ag teachers."

"As in any profession the majority of Ag Ed Instructors do a great job but occasionally that 1 or 2% that do not do things correctly can cause considerable damage to the profession."

"This survey lacks the statements of most Ag. teachers - lazy."

"Too many Ag Ed teachers do not know or practice what their summer employment is to entail - My Ag Ed teacher works but when the neighboring teachers do not it makes it hard on me as his superintendent!"

"Ag teachers must realize that most of the students they work with are not going to be farmers and teach as such!"

"Honesty: Involves the legal preparation of 'show animals' which in my evaluation is a well known 'cover-up' in the FFA Program."

"All teachers must be well prepared, consistent in the treatment of students, parents, and the public, as well as being very organized. If any employee is where they should be, doing what they should be doing, when they should be doing their job, then they will be a very good employee."

"I feel too much emphasis is placed upon the show program."

"Our Ag teachers work harder than any employee on staff. They do this because our community expects it and because our teachers want to be the best. I worry about them burning out. They do a great job!"

"I believe Agriculture Education Teachers are in the ideal environment to assist students in forming positive concepts of their school, community, and their individual career choices."

"Missing too much of school for contests. Ag contests over 3 days should be Fri-Sat & Sun."

"Statewide, we must get away from the livestock shows as the center of agriculture activities. They take teachers and students out of the classroom and district too often, and eliminate many students from enrolling and becoming involved in Ag Ed."

"All of the above are important for any teacher to be successful. I have yet seen a teacher who failed because of the lack of knowledge of subject matter. The biggest problem is the qualities listed above."

"Great program! Keep up the good work."

"I have an excellent vocational agriculture teacher in my school."

"Ag teachers play an important role in students lives and I fell that more should be done to teach lifetime skills."

"Slow down on FFA stock shows, I sometimes wonder if the name should be changed to "FFA Showtime" instead of Sec. Ag. Ed. Also, the ten day rule applies except for State contests. Now, most shows or contests are labeled "state contest", so, 10 day rule does not apply."

"Students are very well prepared."

"How could anyone mark anything less than a '4' for a professional who works in such a capacity."

"Lousy grammar and goat roper manners."

"I hope this information will be used to help the profession."

"I feel that most educators in Vo Ag are doing a wonderful job and our state should be proud to have the programs we have."

"Educate public on other aspects of Vo Ag and FFA, other than showing animals."

"All the above are answered Definitely Important because a lesser - Importance always causes problems."

"All teachers need to get along - Ag teachers need to cooperate - (give-take) - with coaches, students, parents, and staff (teachers, admin.) to develop the maximum program."

"Many of the entry year Ag Ed teachers I have interviewed are (seemingly) immature and lack the communication skills I mention above. Also, teachers who plan to go to chapters with show programs need to be proficient in feeding, fitting, and grooming."

"Ag is no different than coaching - be a teacher first, then concentrate on your area of expertise."

"We have an excellent teacher who is an OSU graduate. Just keep up the good job."

"The new Ag Ed curriculum is excellent. As an administrator I would like to see more emphasis on classroom instruction and a real decrease in emphasis placed on show programs. I realize the value of animal projects, but believe it is over-emphasized."

"Oklahoma has an excellent agricultural education program."

COMMENTS OF SECONDARY AGRICULTURAL  
EDUCATION TEACHERS

- "I would like to see teachers also be able to take on some administration duties to be able to be involved in planning, etc."
- "Some Ag Ed teachers aren't getting the job done and need to find another line of work!"
- "Ag teachers are expected to do more with less and usually do."
- "I feel that most Ag Ed teachers coming out of college do not understand the basic idea of what there is to do."
- "Most of us need to spend more time having good classroom instruction in many Ag. related subjects. We dwell too much on FFA (speeches, contests, and stock shows, etc.) during class time."
- "Having been around for sometime, I find it disturbing to hear the young Ag teachers opinions as far as lack of commitment and durability is concerned."
- "The classroom needs to be used, however SAE's and FFA activities are a very important part of our job, if you want students to use the skills they are taught."
- "Some of the new ideas and programs being introduced are very good for some programs but not necessarily so for everyone across the state. If a person is successful and the community is well satisfied then I think it should be left alone."
- "There is always alot of outside factors that determine the success of an Ag. teacher (parents, administrators, etc.)."
- "The successful teacher has most or all of the traits listed. What is important is that if they are low in a certain area, it can be overcome. If a teacher doesn't have a rural background, he can listen and work to overcome. In my estimation, the successful teacher is the one who has determined to be successful and works every day to have a better program and to meet each student's needs."



"We all have been in meetings with Ag teachers and we would not allow our students to act the way some Ag teachers act in meetings."

"Students have changed over the years - we as educators need to provide the best programs possible to meet the needs of today's students."

"Get Sandy Garret out of office."

VITA 2

Jay L. Smith

Candidate for the Degree of

Master of Science

Thesis: DESIRABLE QUALITIES FOR A SECONDARY AGRICULTURAL EDUCATION  
TEACHER AS PERCEIVED BY PUBLIC EDUCATORS IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in San Antonio, Texas, June 20, 1955, the  
son of Hershhal and Lorraine Smith.

Education: Graduated from Robert E. Lee High School, San  
Antonio, Texas in May, 1973; received the Bachelor of  
Science degree from Texas A&M University in 1976, with a  
major in Animal Science, Production Option; completed  
requirements for the Master of Science degree from  
Oklahoma State University in December, 1993, with a major  
in Agricultural Education.

Professional Experience: Supervisor, Hormel Meat Company,  
1977-1979; Superintendent, L. R. Inscore Construction  
Company, 1980-1981; Service Engineer, B. J. Hughes, Inc.,  
1981-1986; Self-employed, 1986-1987; Revenue Officer,  
Internal Revenue Service, 1987-1992; Substitute Teacher,  
1992-1993; Graduate Teaching Assistant, Oklahoma State  
University, 1993-Present.

Professional Organizations: Oklahoma Vocational Agricultural  
Teachers Association; National Vocational Agriculture  
Teachers Association.

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
FOR HUMAN SUBJECTS RESEARCH

Date: 07-15-93

IRB#: AG-94-003

Proposal Title: DESIRABLE QUALITIES FOR A SECONDARY AGRICULTURAL  
EDUCATION TEACHER AS PERCEIVED BY PUBLIC EDUCATORS

Principal Investigator(s): Dr. Eddy Finley, Jay L. Smith

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

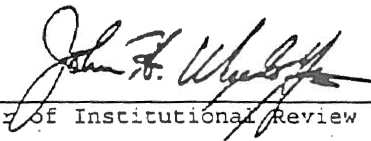
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW  
BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A  
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR  
BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO  
BE SUBMITTED FOR APPROVAL.

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Comments, Modifications/Conditions for Approval or Reasons for  
Deferral or Disapproval are as follows:

Signature:



Chair of Institutional Review Board

Date: July 15, 1993