THE NORTHEAST DISTRICT AGRICULTURAL EDUCATORS' PERCEPTION OF PROGRAM CHANGES IN THE STATE OF OKLAHOMA

By

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CHAPTER I

INTRODUCTION

The Smith-Hughes Act, an enactment by Congress in 1917, was designed to provide states with funds for specifically providing Vocational Agriculture to young men for the main purpose of learning skills needed on the farm.

Kahler, (1980) Department of Agricultural Education, Iowa State University said,

> Vocational Agriculture was originally designed to offer farm training through comprehensive high schools. During this era of our country's history, Agriculture, (farming) was considered the most basic of all vocations because of the large numbers of farms and young men with farm backgrounds. (p. 32)

In 1927, an organization, the Future Farmers of America was granted a Federal Charger, making it an integral part of and in-separable entity of the Vocational Agricultuure program.

In (1980, p. 33) Kahler reported, "that in the seventy-one year history of Vocational Agriculture, there had been declining numbers of American farms and the families who lived and worked on them. In essence, a transition from the numerous small family farms to fewer but larger, more productive and technologically advanced farms. However, with the decline in numbers of the small farm and the advent of high Agriculture technology came a need for Agriculturalists

with skills, and competencies other than production Agriculturalists."

During this time period, few, if any, attempts towards modernization had been made, thus creating a disparity between production Vocational Agriculture and training of Agriculturalists in other specialized Agricultural career areas.

For Oklahoma to continue an effective and growing Agricultural Education program and FFA organization, it is necessary for Oklahoma Agricultural Educators to insure the vitality of the program by accepting a more modern philosophy, and by incorporating the best and most successful pratices of the Old Vocational Agriculture into the New Agricultural Education.

Statement of the Problem

Most recently the Agricultural Education teachers within the State of Oklahoma were informed that there would be an extensive revision conducted in order to change, or more specifically, modernize the Agricultural Education Curriculum in secondary programs. Therefore, there was a need to know the effects these program changes have had on the Agricultural Education teachers, and too, a need to know what their opinions were of the change.

Purpose of the Study

The purpose of this study was to determine the Northeast District Agricultural Educator's perception of change in Oklahoma.

Objectives of the Study

In order to fulfill the purpose of the study, the following objectives were developed.

1. To determine the Agricultural Educator's opinion concerning the changes taking place in Agricultural Education and whether or not the changes are necessary for continued program vitality.
2. To determine the Agricultural Educator's perceived difficulty relative to making the transition required of them in order to achieve the mandates required by the implemented program changes.
3. To determine the Agricultural Educator's perceptions of the values of the newly implemented program changes.
4. To determine whether or not the Agricultural Educators have either the proper equipment and/or support in order to implement the program changes.
5. To determine whether or not the Agricultural Educators believe the changes made within the National FFA Association will effect the local FFA programs.

Rationale for the Study

Vocational Agriculture was originally designed to offer farm training through comprehensive high schools. During this era of America's history, Agricultural, (farming) was considered the most basic of all vocations, because of the large number of farms and young men with farm backgrounds.

Within the seventy-one year old history of Vocational Agriculture, Americans have witnessed declining numbers of farms and the farm families that lived and worked on them. In essence, a transition from numerous small/farms to fewer but larger more productive technologically advanced farms. However, with the decline in number of the small farms and the advent of advanced Agricultural technology, came a need for Agriculturalists with skills and competencies other than productive farmers. During this period, few, if any, adjustments were made in the original purpose of the Smith-Hughes Act, thus creating a disparity between production Vocational Agriculture and training of Agriculturalists in a number of other specialized Agricultural areas.

As Agricultural Education endeavors to reform and modernize, research must be conducted in order to determine how Agricultural Educators perceive modernization in terms of meeting mandates recommended by the Committee on Agricultural Education in Secondary Schools.

There are many and varying opinions concerning Agricul-

tural Education Reform. This study should give indication as to how Agricultural Educators perceive change and their endeavors to implement modern, and advanced Agricultural Technology.

Assumptions of the Study

Concerning this study, the following assumptions were made:

1. The instrument would be adequate enough to provide needed information from which conclusions and recommendations could be made.
2. The respondents understood the questions asked, and provided sincere and accurate responses.

Scope of the Study

The study included all ninety-eight Agricultural Education teachers of the eighty-one Agricultural Education programs of the Northeast Supervisory District in Oklahoma.

Definition of Terms

For a better understanding of terminology used in this study, the following terms were defined:

1. Agricultural Education - Formerly Vocational Agriculture, a course of instruction at the secondary level for teaching students in the skills and competencies for careers in Agriculture.

2. FFA Organization - Formerly the Future Farmers of America, a youth organization, granted a Federal Charter in 1927 as an integral and inseparable part of Agricultural Education.
3. Smith-Hughes Act - A congressional act made into law in 1917, providing funds to states training young men in farm skills and competencies.
4. Secondary School - Referred to as high school.
5. S.A.E.P. _ Formerly SOEP, Supervised Agricultural Experience Program.
6. P.I. Group - Professional Improvement Group of Agricultural Education teachers, usually in multiple county area to make monthly group gathering more practical for information, business transactions, and training purposes.
7. Academic - Having to do with school or college, scholary; theoretical rather than practical.
8. Change and/or Modernization - Educational Reform in Agricultural Education, Transitioning from an older era into a newer, more modern and technological era.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The purpose of this chapter was to present a review of selected literature which had significance to the study. The review of literature was divided into the following four categories: (1) a Historical Review (2) The Excellence Movement; (3) Understanding Agricultural Education; (4) Modernization of Agricultural Education In Oklahoma (5) Summary.

A Historical Review

Kahler, (1980), Department of Agricultural Education, Iowa State University, said,"Throughout our country's history some form or other of Agriculture education has been a part of our country's educational system. As early as the 1700's, our educational system was basically Latin Grammar. During the late 1700's, the Latin-Grammar system (from much pressure from the American people) gave way to the "Academies", or which taught agriculture, but without any practical emphasis on real life situations."

Kahler (1980, p. 32), Department of Agricultural Education, Iowa State University, reported that "in due time, the academies gave way to the free high school movement in the early 1800's. Agriculture was taught to all students then and was a requirement for graduation. Soon thereafter, another

transition occurred changing the description of agriculture to a new term, "Vocational Agriculture", which turned out not to be a popular move with many educators.

Kahler, (1980, p. 33) Department of Agricultural Education, Iowa State University, indicated the change from a "general" to a "vocational" emphasis on the study of agriculture, was not well accepted by certain groups and leaders in the educational profession. The issue was partially settled by Congress in 1917, when they passed the Smith-Hughes Act. By providing monetary incentives, educators were more easily lured into, including vocational agriculture, as part of their public school curricula.

Kahler, (1980), Department of Agricultural Education, Iowa State University, said,"With the enactment of the Smith-Hughes Act, the Vocational Agriculture movement began to grow throughout the nation. Goals of the program were to prepare young men for employment in farming. Realistically, this bill apparently was one long awaited for, because the program grew in numbers of programs and students served."

Kahler, (1980), also indicated that during the late 1950's and early 1960's, public interest once again had a direct impact on the type of agriculture being offered in the public school system. This pressure grew from the rapid changes taking place in the agricultural industry, the loss of farm population to the cities, and the lack of opportunity for young people. From this transition came another congressional act,

"The Vocational Education Act of 1963" which again provided funds for expansion of the program to include training for other agricultural occupation, as well as farming.

Kahler, (1980, p. 34) Department of Agricultural Education, Iowa State University stated:

> Throughout the era of Agricultural Education, the mission has seemed to change quite drastically. Where once Agricultural Education was considered important for all students, it became a course of study for only those who were interested in preparing for an occupation in farming or an Agricultural occupation other than farming. The narrowing forms in Agricultural Education was due, in the main, to stipulations set down in the congressional acts governing the use of the federal dollars in stimulating programs throughout the nation. Simply, the mission of Agricultural Education had become one legislated by Congress."

The Excellence Movement and Agricultural Education

In each daily endeavor to achieve and maintain an effective Vocational Agriculture program, does not happen without some degree of adversity. Many obstacles stand in the path of quality progress and must be dealt with routinely as they appear. Vocational Agriculture educators can view those problems in two ways, one (1) as negative influences on the program or two (2) as challenges to turn those problems to the programs benefit in the process of developing a more effective program.

The 1980's were faced with a number of challenges that would have an influence on Agricultural Education at the National level. However, it is within the capabilities of Agricultural Educators to determine the outcomes of those

problems that could otherwise potentially have consequential impacts on the program.

By their cooperative efforts, they devise ways and means of dealing with those problems and at the same time, maintain a superior state of professionalism, and a passion for a healthy program.

Some of the problems in the 1980's were (1) the Excellence Movement as a result of A Nation at Risk, (2) Declining enrollments and FFA memberships (3) A purported negative image of Vocational Agriculture and the Future Farmers of America.

Gerhardt, (1986, p. 6) Senior Vice President of Alfa-Lavel, Inc., expressed concerns, "I have developed a special concern about the need to train our leaders of tomorrow. We have a dramatic structural change occurring throughout Agriculture, including in the classroom, in Vocational Agriculture." Gerhardt poses the question: "Can we have an excellence movement occur in Vocational Agriculture fast enough to keep pace?" Gerhardt recommended to forget tradition and all the bureaucratic reasons why change is difficult and to be futuristic when dealing with agriculture education.

Schuh, (p. 7-8), expressed his concern about the effects of the Excellence Movement on the local programs. The local programs must be meeting the needs of the local community. Where are graduates going? What careers are available in the community and what skills are needed to fill these careers?

The Excellence Movement stressed more math, science, and English and less vocational education. Schuh, (1986), stated, "The effect of the Excellence Movement has also caused the local program to demonstrate how science is taught in the Vo Ag program through fertilizer analysis, embryo transplants in dairy animals, and plant growth and reproduction; and how math is taught through records and record keeping; balancing feed rations, figuring bills of material for an agricultural mechanics project, and figuring a debt-equity ratio in farm management problems; and how English is taught through public speaking, and contests, job interview contest, parliamentary procedure training, group discussions and written reports."

Harris, (1986, p. 8-9) National FFA Executive Secretary said, "As a result of the Excellence Movement, the economic stress in agriculture, and the decreasing student population, vocational agriculture and the FFA are facing challenges at all levels." Harris (1986), suggested the National FFA is impacted first by declining FFA membership. The national membership high of almost 510,000 was in 1976-77; the most recent membership count, 1984-85, is 434,090. A declining membership has caused the National FFA organization to make some major adjustments. Three major adjustments as follows were: (1) Adjustments to reduce cost; (2) Adjustments to broaden the financial base and (3) Movement of selected projects, programs, and activities to the National FFA Foundation.

Harris (1986), stated, "The major concern regarding the

effect of the excellence movement is not the impact on the National FFA, but because through good management and the continuing support of the FFA Foundation, and the National FFA Alumni, we will continue to function and serve the needs of our students."

Harris (1986), asked this question, "Will students in cooperation with their parents, select Vocational Agriculture/ FFA as a part of their education and, will we (Agricultural Education), adjust to student needs and societal, and agricultural changes in order to appeal to tomorrow's high school students?" The FFA at the National level, must be a part of the answer to this question.

Case (1986, p. 10-11), Senior program specialist for Agricultural Education, and National FFA advisor stated, "If Agricultural education programs are to achieve the status of excellence, and survive in the educational market place, agricultural education professionals must be responsive to the social, educational, and agricultural changes taking place at the local, state and national levels." Case said, "These programs must provide highly motivated, well trained personnel to serve the agricultural industry, as well as, function in the public education sector. To accomplish these objectives, two elements are essential: (1) an effective communication system and (2) efficient program management."

Henderson, (1986, p. 13) Department of Agricultural Education, The Ohio State University said, "When in pursuit of

excellence in Vocational Agriculture, we ask ourselves, how do we define an excellent program?" Henderson, (1986), suggested that when we relate the thought of excellence to vocational agriculture, members of advisory committees generate an array of images. Excellence to them means meeting the needs of the students and the community, preparing students for future jobs, competent/dedicated teachers, not limiting instruction to farming practices, but emphasizing the relationship of math, science and communications with the vocational agriculture program, i.e., classroom/laboratory instruction, SOE, and FFA.

Burton, (1986, p. 17) Ph.D. candidate, Agricultural Education, Iowa State University said, "If Vocational Agriculture is to survive and thrive, it must become a part of the Excellence Movement. In order to do that, should all vocational agriculture programs be directed to once again address the philosophical beliefs upon which vocational agriculture was founded?" Burton, (1986, p. 17), said, "No!" The problem runs deeper than that. "In many cases it is necessary to change the philosophical beliefs to reflect what is happening in modern agriculture. A revised set of basic principles is needed to bring new direction to vocational agriculture education. We must be accountable by educating to fulfill sound objectives. As we make this adjustment, we will fall into step with the current trend in education to return to basics."

In conclusion, Knight's (1985) response to "A Nation At Risk", and the "Excellence Movement", was, all programs should fulfill three major objectives: (1) All programs in the educational system should teach students how to be self-disciplined (2) How to solve problems and (3) how to transfer learning.

Understanding Agricultural Education

In 1985, an agreement was signed by the U.S. Secretary's of Agriculture and Education, to assess the contributions of instruction in Agriculture to the maintenance and improvement of U.S. Agricultural productivity and economic competiveness here and abroad. The study was to be done by the National Research Council, which then established the Committee on Agricultural Education in the Secondary Schools System, (National Research Council).

Three groups were involved in the study of which were the Committee on Agricultural Education in Secondary Schools, Board on Agriculture and the Organizing group, National Research Council.

The purpose of the study was to develop an understanding of Agricultural education, its philosophy, goals and virtues, and to make recommendations that would make it a more viable element in the public school system.

In 1986, Warmbrod (1988, p. 4-5) offered this assessment on Agricultural Education, "My experience as a member of the

Committee on Agricultural Education in Secondary Schools, National Academy of Sciences, convinces me that changes in purpose, clientele served, curriculum, and policy for vocational agriculture, must occur for Agricultural Education to be a viable element in the public schools of the future. Change is seldom easy, even when the mandate is clear. When steps towards change are begun, we must be particularly alert to several perceived and real barriers to justifiable reform in Vocational Agriculture in the secondary school."

In order to incorporate the reform needed,changes have to be made. Under the guidance of Dr. Larry case, National FFA Advisor and Senior Program Specialist, the wheels were already in motion before the recommendations by the National Academy of Sciences. . Harris (1988, pp. 5-6) said, "Under Dr. Case's leadership, a strategic planning process was launched. This process is ever changing and dynamic. The following programs were developed and old ones revised. The new priorities are: (1) Recruitment and maintenance of student enrollment; (2) Agri-science and emerging occupations and technologies; (3) Agri-marketing in a global economy; (4) Leadership skill development; (5) Business skill development; (6) Enhancement of community support; (7) Understanding the social, political and economic forces which impact international agriculture.

Modernization of Agricultural Education in Oklahoma

Oklahoma's, Agricultural Education Program and FFA Organization have long been recognized as one of the best in America. Oklahoma's, Agricultural Educators and Supervisors have always made, "excellence", in the program a top priority in order to provide the best possible learning and training situations for their students.

Oklahoma's, Agricultural Education programs are presently being redirected in terms of philosophy, structure, and attitude to begin the transition into a more modern program era. In order to achieve modernization, a new course of study had to be developed. Quality instructional material are part of the criteria necessary to meet new standards. Presently, a new Agricultural Education curriculum is being developed by the Oklahoma Curriculum and Instructional Materials Center (CIMC).

The new curriculum will include instruction specific to Agricultural areas not previously covered in the old CORE Curriculum. They are intended to broaden the scope of the instructional program that will in effect, attract a new breed of students to the program who otherwise would not ordinarily be attracted. The new instructional materials will contain areas of interest in, Introduction to Agricultural Products and Processing, Introduction to Agricultural Sales and Service, Forestry, Fruit and Nut Production, Greenhouse Management and

Operation, Meat and Poultry Processing, and Introduction to Natural Resources (CMIC, Preface, and Index).

Summary

This review of literature presented background information with emphasis on the following areas: (1) A Historical Review; (2) The Excellence Movement and Agricultural Education (3) Understanding Agricultural Education and (4) Modernization of Agricultural Education In Oklahoma.

With the advent of the Excellence in Education Movement, Agricultural Educators, were served notice that as a viable, educational entity, were outdated in terms of philosophy, structure, and course of instruction. With the degree of pressure placed on revamping the educational system, Agricultural Education was not spared. There have been a number studies and articles concerning the position of Agricultural Education in keeping in line with new educational reform. The review of literature revealed that, change, is vital in order for Agricultural Education to survive and then thrive again.

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this chapter was to illustrate the methods used and the procedures followed in conducting this study. The population was determined and instrument was developed for data gathering which would provide information relating to the purpose and objectives of this study. Information was collected in the Spring of 1990.

IRB Statement

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 office of 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 and was granted permission to continue.

The Population

The size of the study included all ninety-eight (98) Agricultural Education Instructors of the eight-one (81) Agricultural Education programs of the Northeast Supervisory District in Oklahoma.

TABLE I

DISTRIBUTION OF AGRICULTURAL EDUCATORS OF THE TULSA MUSKOGEE, VINITA AND MORRIS PI DISTRICTS IN THE NORTHEAST SUPERVISORY DISTRICT IN OKLAHOMA RESPONDING TO SURVEY

Response Categories	Frequency	Distribution
	N	%
Tulsa PI	31	32
Muskogee PI	29	30
Vinita PI	24	24
Morris PI	11	11
Non-respondents	3	3
Total	98	100%

The Instrument

For the purpose of gathering information necessary to fulfill the purpose of the study, a closed or restricted form survey was developed.

The primary advisor of the researcher's committee was responsible for editing and refining of the survey. A copy of the survey was then submitted to the Institutional Review Board (IRB) to insure that the survey was in compliance with Federal regulations and Oklahoma State University policy concerning studies that involved human subjects before the necessary investigations could be accomplished.

In compliance with policy of the Institutional Review Board, this study received the proper scrutiny and was granted permission to continue.

Conduct of the Survey

The refined and approved survey was administered at regularly scheduled Professional Improvement (PI) meetings at four designated localities in the Northeast Supervisory District of Oklahoma. The survey consisted of twenty-three (23) restricted questions and two (2) open-ended questions for respondents to express their concerns.

Of the ninety-eight Agricultural Education teachers in the Northeast Supervisory District, eight (8) were not in attendance at these meetings for the first submission of the survey. Six (6) of those were contacted in person and/or

by telephone to complete the survey, two (2) of the eight were unknown and not contacted. Of the ninety-eight Agricultural Education teachers in the Northeast District there were ninety-five completed surveys.

Analysis of the Data

Information obtained from the questionnaire provided a means for determining what Agricultural Education teachers perceived were the real problems facing their programs and ways they were dealing with the problems. The questionnaire contained questions requiring answers on a Likert-type scale. The major objective of the questionnaire was to determine the degree of concern of each question as a problem as perceived by the Agricultural Education teacher. Descriptive statistics were used to interpret the returned information. Descriptive statistics are number values used to describe information on data, or those techniques used to calculate those numbers. This included frequency distributions and measures of central tendency. Key (1988, p. 142)

The use of descriptive statistics included the means, response, numbers and percentages. Numerical values assigned to the Likert-type scale were from the highest to lowest expressed concerns.

The values assigned were:

Highest	1.00 to 1.49	Agree, Difficulty, Approve, etc.
	1.50 to 2.49	Very much Agree, Difficulty, etc.
	2.50 to 3.49	Agree, Difficulty, Approve, etc.
	3.50 to 4.49	Somewhat Difficult, Approve, etc.
	4.59 to 5.00	Lowest, Do not agree, etc.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to determine the perceptions, opinions and feelings of Agricultural Educators in Northeast Oklahoma towards the changes taking place in the Agricultural Education program.

Information collected in this study involved the perceptions and opinions of 95 Agricultural Education teachers in the Northeast Supervisory District of Oklahoma. The purpose of this chapter is to present to the reader those facts determined from the analysis of information gathered in this research.

Since the inception of the Vocational Agriculture program (now Agricultural Education) in 1917, the basic philosophy had remained relatively the same over the decades. However, in the early 1980's from the roots of the national education study, Nation at Risk, and then the second half of the decade, the Excellence Movement, came a mandate for significant changes in the Agricultural Education program as prescribed by, "Understanding Agriculture", New Directions for Education. This section presents to some degree the views of Agricultural Education teachers about those mandates.

The well-being and need for the Agriculture Education program is vital for young people aspiring to develop proficiencies and competencies needed for Agricultural careers.

Table II of this study indicated that of the ninety-five (95) teachers responding, eighteen(or 18.95%) greatly agreed to a need for change, twenty-three (or 24.21%) indicated they very much agreed, while twenty four (or 25.26%) agree to change, however, twenty three (or 24.21%) indicated they somewhat agree, and seven (or 7.37%) indicated they do not agree to change at all. The mean was 2.77 indicating Agricultural Educators agree.

Change presents more difficulty for some teachers when compared to others. Table III of this study indicates those perceptions of change by the ninety-five (100%) teachers participating in this study. Only five (or 5.26 indicated great difficulty to change, twelve (12.63%) indicated very much difficulty, and thirty-four (35.79%) showed change to be "difficult". However, forty teachers (42.11%) indicated some difficulty, and four (or 4.21%) indicated no difficulty at all. The mean of the table was 3.27 indicating change would be difficult.

TABLE II

DISTRIBUTION OF AGRICULTURAL EDUCATORS' RESPONSES TO THE NECESSITY OF CHANGE FOR CONTINUED PROGRAM VITALITY

Response Categories	Frequency	Distribution
	N	%
Greatly Agree	18	18.95
Very Much Agree	23	24.21
Agree	24	25.26
Somewhat Agree	23	24.21
Do Not Agree	7	7.37
Total	95	100.00%

$\overline{X} = 2.77$ (Agree)

TABLE III

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF DEGREE OF DIFFICULTY TO TRANSITION OF CHANGE OF AGRICULTURAL EDUCATION OFFERINGS

Response Categories	Frequency N	Distribution %
Great Difficulty	5	5.26
Very Much Difficulty	12	12.63
Difficult	34	35.79
Somewhat Difficult	40	42.11
No Difficulty	4	4.21
Total	95	100.00%

$\overline{X}$ = 3.27 (Difficult)

Accompanying changes are the needs for a new curriculum. In order to modernize the program, a more modern curriculum must be presented to students relevant to todays more specialized, and technical Agricultural Industry. Table IV of this study represents the opinions of the ninety-five Agricultural teachers who responded. Of the ninety-five, only three (or 3.16%) greatly approved of the new curriculum being written. Fourteen (or 14.74%) indicated they much approved. However, forty-three (or 45.26%) indicated approval, while twenty-eight (or 29.47%) indicated somewhat approval and seven (or 7.37%) did not approve. The mean was 3.23, indicating Agricultural Educators approve.

For Agricultural Educators to understand and prepare for changes, there is a need for training relevant to change. In June of 1990, Oklahoma Agricultural teachers will attend a one-week seminar for preparing for changes in curriculum. In Table V, of the ninety-five respondents, only four (or 4.21%) felt that the in-service training would be greatly effective, seventeen (or 17.89%) indicated very much effectiveness, and twenty-nine (30.53%) gave an effective approval. However, thirty-six (37.89%) indicated the training to be somewhat effective, and nine indicated no effectiveness

TABLE IV

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF THE NEW CURRICULUM BEING WRITTEN FOR THE AGRICULTURAL EDUCATION PROGRAM

Response Categories	Frequency	Distribution
	N	%
Greatly Approve	3	3.16
Much Approve	14	14.74
Approve	43	45.26
Somewhat Approve	28	29.47
Do Not Approve	7	7.37
Total	95	100.00%

$\overline{X}$ = 3.23 (Approve)

TABLE V

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF IN-SERVICE TRAINING IN HELPING AGRICULTURAL EDUCATORS UNDERSTAND THE CHANGE

Response Categories	Frequency	Distribution
	N	%
Greatly Effective	4	4.21
Very Much Effective	17	17.89
Effective	29	30.53
Somewhat Effective	36	37.89
Not Effective	9	9.47
Total	95	100.00%

$\overline{X}$ = 3.31 (Effective)

at all of the in-service training. The mean of the table was 3.31 indicating effective.

When a program undertakes major changes in philosophy, structure, and teaching, it might be safe to think additional college hours might be in order. Table VI represents those thoughts of Agricultural Education teachers about additional college hours. Of the ninety-five respondents, only six (or 6.32%) indicated a great anticipation of taking more college training, while only three (or 3.16%) indicated very much anticipation. Fifteen or (15.79%) of the respondents anticipate more college, while eighteen (or 18.95%) indicated somewhat anticipation, and fifty-three (or 55.79%) indicated they do not anticipate additional college. The mean was (4.15) indicating Agricultural Educators somewhat anticipate additional college training.

When preparing young people for work and careers, much depends upon the educational material they are exposed to. Table VII represents Agricultural Education teachers perceptions of the new curriculum meeting student's needs. Of the ninety-five teachers responding, only two (or 2.11%) thought the new curriculum would he greatly effective. Thirteen (or 13.68%) indicated the new curriculum to be very much effective and forty-two (44.21%) showed, effective, to be sufficient. However, thirty-one (32.63%) indicated somewhat effectiveness and seven (7.37%) indicated the new curriculum to be not effective. The mean of the table was 3.29,

TABLE VI

DISTRIBUTION OF AGRICULTURAL EDUCATORS' RESPONSE TO ADDITIONAL COLLEGE HOURS IN PREPARATION FOR CHANGE

Response Categories	Frequency N	Distribution %
Greatly Anticipate	6	6.32
Very Much Anticipate	3	3.16
Anticipate	15	15.79
Somewhat Anticipate	18	18.95
Do Not Anticipate	53	55.79
Total	95	100.00%

$\overline{X}$ = 4.15 (Somewhat Anticipate)

TABLE VII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF THE NEW CURRICULUM IN MEETING THE NEEDS OF STUDENTS FOR FUTURE EMPLOYMENT

Response Categories	Frequency	Distribution
	N	%
Greatly Effective	2	2.11
Very Much Effective	13	13.68
Effective	42	44.21
Somewhat Effective	31	32.63
Not Effective	7	7.37
Total	95	100.00%

$\overline{X} = 3.29$ (Effective)

indicating effective.

For many years Productive Agriculture has been the main course of study in Agricultural Education. Table VIII of this study indicates the perceptions Agricultural Educators have about the value of Production Agriculture when incorporated into the new curriculum. Of the ninety-five Agricultural Educators responding to this study, seven (or 7.37%) indicated it would have great value, nineteen (or 20%) said it would have very much value, while forty-five (47.37%) indicated value. However, twenty-three (or 24.21%) felt it could have only some value, and one (1.05%) suggested it would have no value. The mean was (3.13) indicating value.

Livestock shows and fairs have always been a very important and educational activity in the Agricultural Program. Table IX of this study represents the perceptions of the ninety-five responding teachers. Of those responding, fourteen (or 14.74%) felt they could still have a great value in the future, thirty-one (or 32.63%) felt they would still have very much value, while twenty-eight (29.47%) indicated they would have value. Fifteen Agricultural teachers (15.74%) suggested they would have some value, and seven (7.37%) could see no value in the future. The mean was (2.68) indicating value.

TABLE VIII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' RESPONSE TO THE VALUE OF PRODUCTION AGRICULTURAL TRAINING WHEN INCORPORATED INTO THE NEW CURRICULUM

Response Categories	Frequency N	Distribution %
Great Value	7	7.37
Very Much Value	19	20.00
Value	45	47.37
Some Value	23	24.21
No Value	1	1.05
total	95	100.00%

$\overline{X}$ = 3.13 (Value)

TABLE IX

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTION OF THE VALUE OF LIVESTOCK SHOWS AND FAIRS IN THE FUTURE OF THE PROGRAM

Response Categories	Frequency N	Distribution %
Great Value	14	14.74
Very Much Value	31	32.63
Value	28	29.47
Some Value	15	15.79
No Value	7	7.37
Total	95	100.00%

$\overline{X}$ = 2.68 (Value)

Under ideal conditions, all Agricultural Educators would prefer to have the most modern and well equipped facility possible to fulfill the mission. Table X of this study reveals how Agricultural teachers evaluated their present facilities. Of the ninety-five responding teachers, eight (8.42%) felt their facilities were greatly adequate, while thirteen (or 13.68%) indicated their facilities were very much adequate, and thirty-six (37.9%) felt theirs were adequate. Twenty-two (23.16%) of the responding teachers felt their facilities were somewhat adequate and sixteen (16.84%) indicated their facilities were not adequate. The mean was 3.26 indicating adequate.

In the course of reforming education, high-tech educational equipment has become the norm. Table XI of this study represents the Agricultural Educators perception of the adequacy of high-tech equipment in their programs. Of the ninety-five reporting, seven (7.37%) indicated their high-tech inventory to be greatly adequate, sixteen (or 16.84%) signified theirs were very much adequate, while twenty-one (22.11%) indicated theirs was adequate. However, eighteen (18.95%) indicated theirs was somewhat adequate and thirty-three (34.74%) said their high-tech inventory was not adequate. The mean of the table was 3.57, indicating somewhat adequate.

In the 1980's, computers became an important part of educational inventory. High technology made video-audio

TABLE X

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIVE THE ADEQUACY OF THEIR TEACHING FACILITIES RELATIVE TO INTEGRATING CHANGES INTO THEIR PROGRAMS

Response Categories	Frequency N	Distribution %
Greatly Adequate	8	8.42
Very much adequate	13	13.68
Adequate	36	37.90
Somewhat Adequate	22	23.16
Not Adequate	16	16.84
Total	95	100.00%

$\overline{X}$ = 3.26 (Adequate)

TABLE XI

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF THE ADEQUACY OF HIGH-TECH, TEACHING EQUIPMENT (COMPUTERS, VCR-TV, ETC.) FOR TEACHING THE NEW CURRICULUM

Response Categories	Frequency	Distribution
	N	%
Greatly Adequate	7	7.37
Very Much Adequate	16	16.84
Adequate	21	22.11
Somewhat Adequate	18	18.95
Not Adequate	33	34.71
Total	95	100.00%

$\overline{X}$ = 3.57 (Somewhat Adequate)

equipment practical and the availability of educational video tapes became readily accessible. Table XII of this study, indicates the value Agricultural educators place on this equipment. Of the ninety-five Agricultural teachers surveyed, twenty-six (or 27.37%) agreed it was greatly valuable, thirty-six (or 37.89%) indicated high-tech equipment to be very much valuable, and twenty-one (or 22.11%) said high-tech equipment to be valuable. However, twelve (or 12.63%) indicated high-tech equipment to be somewhat valuable, but zero (or 0%) of the teachers indicated high-tech equipment to be not valuable. The mean was 2.2, indicating very much valuable.

Funding the program is absolutely essential in order for the program to exist. Table XIII of this study reveals the attitudes Agricultural Educators hold in respect to funding from local, state and federal sources. Of the ninety-five Agricultural Educators reporting, zero (0%) indicated funding would be greatly sufficient, one (or 1.05%) indicated funding would be very much sufficient and sixteen (or 16.84%) said funding to be sufficient. However, thirty-one (or 32.63%) indicated funding would be somewhat sufficient and forty-seven (or 49.47%) indicated funding would not be sufficient. The mean was 4.31, indicating somewhat sufficient.

The curriculum is the heart of the Agricultural classroom. With changes in Agricultural technology, comes a need for modern curriculum. Table XIV of this study, reveals the

TABLE XII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS TO THE VALUE OF MODERN EQUIPMENT (COMPUTER, VCR-TV) AS VALUABLE TOOLS WHEN TEACHING NEW AGRICULTURAL SKILLS AND COMPETENCIES

Response Categories	Frequency	Distribution
	N	%
Greatly Valuable	26	27.37
Very Much Valuable	36	37.89
Valuable	21	22.11
Somewhat Valuable	12	12.63
Not Valuable	0	0.00
Total	95	100.00%

$\overline{X}$ = 2.2 (Very much valuable)

TABLE XIII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS TOWARDS THE SUFFICIENCY OF FUNDING FROM LOCAL, STATE AND FEDERAL SOURCES TO INSURE QUALITY MODERNIZATION

Response Categories	Frequency	Distribution
	N	%
Greatly Sufficient	0	0.00
Very Much Sufficient	1	1.05
Sufficient	16	16.84
Somewhat Sufficient	31	32.63
Not Sufficient	47	49.47
Total	95	100.00%

$\overline{X}$ = 4.31 (Somewhat Sufficient)

perceptions that Agricultural Educators have about the proposed new course outline for Agricultural Education in Oklahoma. Of the ninety-five Agricultural teachers surveyed, only one (or 1.05%) greatly approved, seven or (7.37%) of Agricultural teachers very much approved, and forty-three (or 45.26%) teachers indicated approval of the outline. Meanwhile, thirty-seven (or 38.95%) indicated they somewhat approve and seven (or 7.37%) indicated they do not approve. The mean was 3.43, indicating Agricultural Educators approve.

For a number of years, Agricultural Education had remained basically the same. Teaching the basics of Agricultural Production was the norm. Table XV of this study reveals how Agricultural teachers perceive the present state of the program. Of the ninety-five Agricultural teachers surveyed, five or (5.26%) indicated the program was greatly outdated, six (6.32%) indicated they felt the program very much outdated and twenty or (21.05%) felt the program to be outdated. On the other hand, forty-seven or (49.47%) perceived it to be somewhat outdated, and seventeen (17.89%) indicated the program is not outdated. The mean was 3.68, indicating somewhat outdated.

Modernizing the program is absolutely necessary to insure the future of the program, but it must become attractive enough to insure a sufficient enrollment of students. Table

TABLE XIV

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF THE NEWLY PROPOSED COURSE OUTLINE FOR AGRICULTURAL EDUCATION IN OKLAHOMA

Response Categories	Frequency N	Distribution %
Greatly Approve	1	1.05
Very Much Approve	7	7.37
Approve	43	45.26
Somewhat Approve	37	38.95
Do Not Approve	7	7.37
Total	95	100.00%

$\overline{X}$ = 3.43 (Approve)

TABLE XV

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTION OF THE CURRENT PROGRAM BEING OUTDATED FOR FUTURE NEEDS OF STUDENTS

Response Categories	Frequency	Distribution
	N	%
Greatly Outdated	5	5.26
Very Much Outdated	6	6.32
Outdated	20	21.05
Somewhat Outdated	47	49.47
Is Not Outdated	17	17.89
Total	95	100.00%

$\overline{X}$ = 3.68 (Somewhat Outdated)

XVI of this survey of the ninety-five Agricultural Educators surveyed, seven (7.37%) indicated modernizing the program would have a great influence, fourteen (14.74%) indicated modernization would have very much influence, and twenty six (or 27.37%) concluded modernization to have influence. However, thirty-eight (40%) indicated modernization to have some influence and ten (or 10.53%) felt it would have no influence. The mean was 3.32, indicating modernization to have influence.

Like many programs, recruiting has been used to influence many students to enroll in the program. Table XVII of this study reveals how many Agricultural teachers perceive recruiting as being influential. Of the ninety-five respondents, sixteen (16.84%) indicate recruiting to be greatly effective, twenty-nine (or 30.53%) feel recruiting is very much effective and thirty-one (32.63%) indicate recruiting to be effective. Meanwhile, seventeen (or 17.89%) indicate recruiting to be somewhat effective and two (2.11%) feel recruiting is not effective. The mean was (2.58) indicating recruiting to be effective.

The school counselor is a very important and influential individual when advising students of their academic needs. Table XVIII of this study reveals how Agricultural Educators perceive counselors when advising students. How the ninety-five Agricultural Educators perceive counselors when advising students. Of the ninety-five Agricultural Educators

TABLE XVI

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF MODERNIZING THE PROGRAM ON ATTRACTING NEW STUDENTS

Response Categories	Frequency	Distribution
	N	%
Greatly Influence	7	7.37
Very Much Influence	14	14.74
Influence	26	27.37
Some Influence	38	40.00
No Influence	10	10.53
Total	95	100.00%

$\overline{X} = 3.32$ (Influence)

TABLE XVII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF RECRUITING AS AN EFFECTIVE TOOL FOR INFLUENCING STUDENTS TO ENROLL IN THE PROGRAM

Response Categories	Frequency	Distribution
	N	%
Greatly Effective	16	16.84
Very Much Effective	29	30.53
Effective	31	32.63
Somewhat Effective	17	17.89
Not Effective	2	2.11
Total	95	100.00%

$\overline{X} = 2.58$ (Effective)

TABLE XVIII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS ABOUT SCHOOL COUNSELORS WHEN ADVISING STUDENTS ABOUT THE AGRICULTURAL EDUCATION PROGRAM

Response Categories	Frequency	Distribution
	N	%
Greatly Effective	4	4.21
Very Much Effective	4	4.21
Effective	10	10.53
Somewhat Effective	18	18.95
Not Effective	59	62.11
Total	95	100.00%

$\overline{X}$ = 4.31 (Somewhat Effective)

surveyed, four (4.21%) indicate the counselor to be greatly effective, four (4.21%) Agricultural teachers feel counselors to be very much effective, and ten (10.53%) Agricultural teachers indicate counselors to be effective. However, eighteen (18.95%) Agricultural teachers feel counselors are somewhat effective, and fifty-nine Agricultural teachers (62.11%) perceive the school counselor to be not effective. The mean was 4.31, indicating school counselors to be somewhat effective.

The FFA Organization is one of the more elite youth organizations in America. Table XVIX of this study, indicates how Agricultural Educators perceive the FFA Organization when attracting new students. Of the ninety-five Agricultural teachers responding, twenty-five (or 26.32%) indicate the FFA to be greatly effective, thirty-four (35.79%) indicated the FFA to be very much effective, and twenty-five (or 26.32%) felt the FFA Organization to be effective. On the other hand, ten (10.53%) of Agricultural Educators perceived the FFA to be somewhat effective, and one (1.05%) indicated the FFA to be not effective when attracting new students. The mean of the study was 2.24, indicating the FFA to be very much effective.

The document, "Understanding Agriculture," New Directions for Education was a study of the National Academy of Science. Table XX of this study indicated how ninety-five Agricultural Educators perceived the document. Two (2.11%)

TABLE XVIX

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF THE FFA ORGANIZATION WHEN INFLUENCING NEW STUDENT ENROLLMENT

Response Categories	Frequency	Distribution
	N	%
Greatly Effective	25	26.32
Very Much Effective	34	35.79
Effective	25	26.32
Somewhat Effective	10	10.53
Not Effective	1	1.05
Total	95	100.00%

$\overline{X}$ = 2.24 (Very Much Effective)

TABLE XX

DISTRIBUTION OF AGRICULTURAL EDUCATORS' UNDERSTANDING OF THE DOCUMENT, "UNDERSTANDING AGRICULTURE", NEW DIRECTIONS FOR EDUCATION

Response Categories	Frequency	Distribution
	N	%
Greatly Understand	2	2.11
Very Much Understand	10	10.53
Understand	41	43.16
Somewhat Understand	32	33.68
Do Not Understand	10	10.53
Total	95	100.00%

$\overline{X} = 3.4$ (Understand)

of the respondents indicated they greatly understand the message, ten or (10.53%) indicated that they very much understand, and forty-one (43.16%) felt that they understand the document. However, thirty-two (33.68%) indicated somewhat understanding, and ten (10.53%) revealed that they do not understand. The mean was 3.4, indicating Agricultural Educators understand.

Changing the name of the Future Farmers of America to the National FFA Organization has created much controversy among Agricultural Educators. Table XXI of this study, reveals how Agricultural Educators in the Northeast District of Oklahoma perceive the name change. Of the ninety-five respondents, three (3.16%) felt it greatly enhanced modernization, five (5.26%) indicated it very much enhanced, and ten (10.53%) indicated the name change enhanced modernization. However, sixteen (16.84%), perceived the name change somewhat enhanced modernization, and sixty-one (64.21%) felt the name change did not enhance modernization. The mean 4.34, indicated the name change somewhat enhanced modernization.

Lack of knowledge about Agriculture is quite common among America's young people. Table XXII of this study, gives an indication of how some Agricultural Educators perceive illiteracy of Agriculture as a problem. Of the ninety-five respondents, sixteen (16.84%) greatly advocate a national program in literacy of Agriculture, six (6.32%) indicate they very much advocate, and thirty-one (32.63%) advo-

TABLE XXI

DISTRIBUTION OF AGRICULTURAL EDUCATORS' OPINIONS OF THE NAME CHANGE OF THE FUTURE FARMERS OF AMERICA TO THE NATIONAL FFA ORGANIZATION, WAS IT NECESSARY TO ENHANCE MODERNIZATION OF THE PROGRAM?

Response Categories	Frequency	Distribution
	N	%
Greatly Enchanced	3	3.16
Very Much Enhanced	5	5.26
Enhanced	10	10.53
Somewhat Enhanced	16	16.84
Not Enhanced	61	64.21
Total	95	100.00%

$\overline{X}$ = 4.34 (Somewhat Enhanced)

TABLE XXII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTION ABOUT NATIONAL LITERACY ABOUT AGRICULTURE AND A NATIONAL COURSE ABOUT AGRICULTURE IN GRADES K-12

Response Categories	Frequency	Distribution
	N	%
Greatly Advocate	16	16.84
Very Much Advocate	6	6.32
Advocate	31	32.63
Somewhat Advocate	15	15.79
Do Not Advocate	27	28.42
Total	95	100.00%

$\overline{X}$ = 3.33 (Advocate)

cate a national program. On the other hand, fifteen, (or 15.79%) indicate they somewhat advocate, and twenty-seven, (28.42%) indicated that they do not advocate a national literacy program. The mean of the study was 3.33, indicating Agricultural teachers advocate.

Because Agricultural teachers are perceived by the community to be experts in their field, it might be assumed that they would be the most logical personnel to act as advisors and consultants to an elementary class studying Agriculture. Table XXIII of this study, illustrates how Agriculture teachers in the Northeast District suggested how they would react to such a situation. Of the ninety-five Agriculture teachers responding, thirteen (or 13.68%) indicated they would be greatly willing to serve as advisors and/or consultants, while nine (9.47%) indicated they would be very much willing and forty-four (or 46.32%) indicated they would be willing if called on. However, seventeen (or 17.89%) suggested they would only be somewhat willing and twelve (12.63%) were not willing at all. The mean of the study was 3.06, indicating Agriculture teachers to be willing.

Quality support from the Administration and community is absolutely necessary for a strong, healthy program. It becomes totally essential when the program is expected to undergo major changes. TAble XXIV of this study, indicates how Agricultural educators in the Northeast district perceive

TABLE XXIII

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF ACTING AS ADVISOR AND/OR CONSULTANT TO TEACHERS K-12 IN THEIR DISTRICT FOR TEACHING AGRICULTURAL LITERACY

Response Categories	Frequency	Distribution
	N	%
Greatly Willing	13	13.68
Very Much Willing	9	9.47
Willing	44	46.32
Somewhat Willing	17	17.89
Not Willing	12	12.63
Total	95	100.00%

$\overline{X} = 3.06$ (Willing)

TABLE XXIV

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTIONS OF LOCAL ADMINISTRATION AND COMMUNITY SUPPORT WHEN PROMOTING MODERNIZATION OF THE PROGRAM

Response Categories	Fequency	Distribution
	N	%
Greatly Support	6	6.32
Very Much Support	11	11.58
Support	51	53.68
Somewhat Support	20	21.05
No Support	7	7.37
Total	95	100.00%

$\overline{X}$ = 3.12 (Support)

how they may expect such support. Of the ninety-five Agricultural teachers completing the survey, six (6.32%), felt their programs would receive great support, eleven (or 11.58%) of the teachers suggested their programs would receive very much support, and fifty-one (53.68%) indicated support from their administration and community. Meanwhile, twenty (21.05%) teachers surveyed indicated somewhat support from their locality, and seven (7.37%) indicated no support from their administration and community. The mean was (3.12) indicating support.

Table XXV of this study, describes how Agricultural Educators in the Northeast District of Oklahoma favor modernization in the Agricultural Program. Because this table entails numerous perceptions, they were categorized by the researcher into groups that indicated the same perceptions. Of the ninety-five responding educators, twenty-one (or 22.11%) favored a broader, more diversified, and inclusive curriculum, twenty-one (or 22.11%) gave no response, and ten (10.53%) felt the re-vitalized program would appeal to a broader population of students.

Ten (or 10.53%) of the responding educators indicated that program modernization would give it new life and direction, seven (7.37%) teachers felt modernization would provide a broader choice of career specializations, five (5.26%) predicted that modernizing would offer students a broader choice of Agricultural options, five (5.26%) of those

TABLE XXV

DISTRIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTION OF WHAT THEY FAVOR MOST OF THE CHANGES OCCURRING IN THE PROGRAM

Response Categories	Frequency Distribution	
	N	%
A more modern, and diversified curriculum	21	22.11
No Response	21	22.11
Appeals to broader population of students	10	10.53
Modernizing the program, new life and direction	9	9.47
A broader choice of career specialization	7	7.37
More Agricultural options for students	5	5.26
More Agricultural options for teachers to teach	5	5.26
Improved public opinion	5	5.26
Relevancy of curriculum to job opportunities in Geographic areas	4	4.21
Increase in classroom instruction	1	1.05
Implemented changes already	1	1.05
Maintaining Ag I, Ag II, and Ag Mech.	1	1.05
Re-writing Ag III and Ag IV	1	1.05
Tele-conference by Vo Tech	1	1.05
Modern Equipment	1	1.05

De-emphasizing show program	1	1.05
Helping students solve problems	1	1.05
Total	95	100.00%

responding teachers, felt that modernization would offer a wider menu of Agricultural options to teach. Five (5.26%) indicated modernization would induce an improved public opinion.

Of the responding teachers, four (or 4.21%) indicated that modernization would present a greater opportunity to teach curricular specialties corresponding to employment opportunities in a given geographic area.

To a lesser extent, there was a one (or 1.05%) response each for the following, favored responses for change, they were increase in classroom instruction, have already implemented change, maintaining Ag I, Ag II, and Ag. Mechanics, the re-writing of Ag III and Ag IV, the tele-conference by Vo-Tech, mdoern equipment, de-emphasis of the show program, and helping students to solve problems.

Table XXVI of this study, describes what Agricultural Educators in the Northeast District of Oklahoma favor least of the changes occurring in the program. Because this table entails numerous opinions not favorable to the expected changes in the program, they were categorized into groups according to their meanings. Of ninety-five Agricultural Educators responding to the survey, sixteen (or 16.84%) gave no response in unfavorable terms, fourteen (or 14.79%) indicated a fear of de-emphasis of production Agriculture, and fourteen (14.74%) felt a lack of funding and support would be insufficient to insure quality modernization.

Of the ninety-five responding teachers, seven (or 7.37%) did not favor change at all, while five (or 5.26%) indicated a fear of the State Director and staff to weaken the program, five (or 5.26%) loathed the name change of the youth organization, and the program, and five (5.26%) indicated change to be too rapid.

In June of 1990, a one-week inservice conference will be held for the purpose of orienting Oklahoma Agricultural Educators to the new curriculum. Of the ninety-five respondents, five (or 5.26%) indicated disfavor of the inservice week. Eight of the respondents (or 8.42%) suggested the new curriculum might not be well planned, three (3.16%) indicated the State Director and Staff to be insensitive to programs and teachers in the field. Two (or 2.11%) felt that there was disorganization of the re-organization process of the program and two teachers (2.11%) felt that modernization would omit successful practices of the present program.

Two (2.11%) indicated a lack of information was available to teachers in the field, and one (1.05%) each respondents signified a possibility of funding, "Black Mail", to some programs and the assumption that the program needed changing.

TABLE XXVI

DISTIBUTION OF AGRICULTURAL EDUCATORS' PERCEPTION OF WHAT THEY FAVOR LEAST OF THE CHANGES OCCURRING IN THE PROGRAM

Response Categories	Frequency Distribution N	%
No Response	16	16.84
Fear of De-emphasizing Production Agriculture	14	14.74
Lack of funding and support to insure quality change	14	14.74
Fear new curriculum not well-planned	8	8.42
Change	7	7.37
Fear of State Directory Staff to weaken program	5	5.26
Name change of youth organization, program, and professional org.	5	5.26
Change too rapid	5	5.26
In-service week of summer of 1990	5	5.26
State Directory Staff insensitive to programs and teachers in field	3	3.16
Disorganization in re-organization process	2	2.11
Omitting successful practices of present program	2	2.11
Lack of information in change process	2	2.11
Funding "Black Mail", towards same programs	1	1.05
Assumptions that total program needs changed	1	1.05
Total	95	100.00%

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this chapter is to present the following topics: purpose of the study, specific objectives, rationale for the study, and the major findings of the research. Through a detailed inspection of the preceeding issues, conclusions, and recommendations were presented based on the analysis of information within.

PURPOSE OF THE STUDY

The purpose of this study was to determine the Northeast District Agricultural Educator's perception of program change in Oklahoma.

OBJECTIVES OF THE STUDY

In order to fulfill the purpose of the study, the following objectives were developed.

1. To determine the Agricultural Educator's opinion concerning the changes taking place in Agricultural Education and whether or not the changes are necessary for continued program vitality.

2. To determine the Agricultural Educator's perceived difficulty relative to making the transition required of them in order to achieve the mandate required by the implemented change.

3. To determine the Agricultural Educator's perception of the value of the newly implemented program changes.

4. To determine whether or not the Agricultural Educators have either the proper equipment and/or support in order to implement the program changes.

5. To determine whether or not the Agricultural Educators believe the changes made within the National FFA Association will effect the local FFA Programs.

Rationale for the Study

Vocational Agriculture was originally designed to offer farm training through comprehensive high schools. During this era of the country's history, Agriculture, (farming) was considered the most basic of all vocations because of the large number of farms and young men with farm backgrounds.

Within the seventy-one year old history of Vocational Agriculture, Americans witnessed declining numbers of farms and the farm families who lived and worked on them. In essence, a transition from the numerous small farms to fewer but larger more productive technologically advanced farms. However, with the decline in numbers of the small farms and the advent of advanced Agricultural technology, came a need for Agriculturalists with skills and competencies other than productive farmers. During this period, few if any adjustments were made in the original purpose of the Smith-Hughes Act, thus creating a disparity between produc-

tion Vocational Agriculture and training of Agriculturalists in a number of other specialized Agricultural areas.

As Agricultural Education endeavors to reform and modernize, research must be conducted in order to determine how Agricultural Educators perceive modernization in terms of meeting mandates recommended by the Committee on Agricultural Education in Secondary Schools.

There are many and varying opinions concerning Agricultural Education Reform. This study should give indication as to how Agricultural Educators perceive change and their endeavors to implement modern Agricultural technology. Also, the study should be useful in determining Agricultural Educators' concerns and recommendations. This information should be useful to the Oklahoma State Department of Vocational and Technical Education, Agricultural Education Division, and Department of Agricultural Education, Oklahoma State University, giving them insight for future planning in relationship to the transition into a more modern program.

Findings

Table XXVII, reveals the results of the findings of this study in terms of the mean response ($\overline{x}$) and category to which findings were categorized. Notice, that the mean ranged from 2.2 to 4.34 on a Likert type scale.

There were six (6) responses that fell into the <u>somewhat</u> category. They were (1) the name change Future Farmers of

America to the National FFA Organization with a mean of 4.34, indicating it somewhat enhanced modernization. Two (2) Agriculture Educators' perceptions of school counselors being somewhat effective, with a mean of 4.31. Also, (3) with a mean of 4.31, was funding from local, state and federal sources to insure quality modernization, signifying somewhat sufficient. Agriculture Educators' response to more college (4), training with a mean of 4.15, indicating they somewhat anticipate. Number (5) was Agriculture teachers response to the present program being outdated for future needs of students with a mean of 3.68 meaning it is somewhat outdated, and number (6) with a mean of 3.57, was the adequacy of hi-tech instructional equipment, which was indicated to be somewhat adequate.

In the mid-range, there were fifteen (15) responses to be found. First (1) of these was Agricultural Educators' perceptions of the newly proposed course outline with a mean of 3.43, indicating approval. Next, (2) was Agricultural Educators knowledge of the document, "Understanding Agriculture," New Directions for Education, with a mean of 3.4, indicating they understood. Number (3) was Agricultural teachers perceptions of modernizing the program as an influence to attract new students with a mean of 3.32, meaning it had an influence.

The fourth (4) finding with a mean of 3.31, was Agricultural Educators' perceptions of in-service training to help

them understand the change. Ag teachers indicated the one week in-service training at Stillwater, Oklahoma in June of 1990, would be effective.

The mid-range finding (5) was Agricultural Educators' perceptions of national literacy of Agriculture. They were asked if they would advocate a national literacy curriculum for grades K-12. With a mean of 3.33, Agriculture teachers agreed they would advocate such an activity.

Also in the mid-range, (6) was Agricultural Educators' perceptions of the new curriculum. With a mean of 3.29, they indicated the new curriculum to be effective in meeting the needs of students for future employment. In respect to teachers attitude, (7) about difficulty in change of the program for modernization purposes, a mean of 3.27 was determined, indicating change to be difficult.

Falling into the mid-range with a mean of 3.26, indicating adequate was (8), Agricultural Educators' perceptions of their facilities being adequate enough to implement change. In terms of the new curriculum, (9) being written for Agricultural Education, Agricultural teachers indicated they approve by a mean of 3.23.

The tenth (10) mid-range findings was Agricultural Educators' perceptions of production agriculture training's value when incorporated into the new curriculum. With a mean of 3.13, they agreed it would have value in modernization. Agricultural Educators' perception (11) of support

from the local administration and community for promoting modernization, was indicated as support with a mean of 3.12.

As for acting as advisors and/or consultants (12) to teachers K-12 for teaching Agricultural Literacy, Agriculture teachers indicated they were willing by a mean of 3.06.

In response to the need for change (13) in terms of vitality to the program, Agricultural Educators agree that change would be in order by a mean of 2.77. Agricultural Educators (14) indicated that livestock shows and fairs would still have an important part in the future by indicating with a mean of 2.68, their value. When questioned about recruiting as an effective means of attracting new students to the program, (15) Agricultural Educators indicated it is effective by a mean of 2.58.

Those questions illiciting the most positive responses from Agricultural Educators were the following: With a mean of 2.24, Agricultural Educators indicated that the FFA organization was very much effective when influencing new students to enroll in the program. Last of the findings, with a mean of 2.2, (indicating very much valuable), was Agricultural Educators' perceptions of the value of modern educational equipment (VCR-TV's, Computers, etc.) when used in the program.

TABLE XXVII

A SUMMARY OF MAJOR FINDINGS WITHIN THE STUDY

Agricultural Educators' Perceptions of	Mean Response $\overline{X}$	Category
Necessity of change for continued program vitality	2.77	Agree
Difficulty to transition of change of Agricultural Education offerings	3.27	Difficult
New curriculum being written for the Agricultural Education program	3.23	Approve
In-service training to help Agricultural Educators understand the changes . . .	3.31	Effective
Additional college hours in preparation for change . . .	4.15	Somewhat Anticipate
New curriculum in meeting the needs of students for futre employment	3.29	Effective
Production Agriculture training value when incorporated into new curriculum	3.13	Value
Value of Livestock Shows and Fairs in the future of the program	2.68	Value
Adequacy of their teaching facilities relative to integrating changes	3.26	Adequate
Adequacy of hi-tech, teaching equipment for teaching the new curriculum	3.57	Somewhat Adequate
Value of modern equipment (computers, TV-VCR) when teaching new Agricultural skills and competencies . .	2.2	Very much Valuable

Agricultural Educators' Perceptions of	Mean Response $\overline{X}$	Category
Funding from local, state, and federal sources to insure quality modernization . . .	4.31	Somewhat Sufficient
Newly proposed course outline for Agricultural Education in Oklahoma	3.43	Approve
Current program being outdated for future needs of students	3.68	Somewhat Outdated
Modernizing the program as influence to attract new students	3.32	Influence
Recruiting as an effective tool for influencing students to enroll in the program . . .	2.58	Effective
School counselors when advising students about the Agricultural Education program . .	4.31	Somewhat Effective
The FFA organization when influencing new student enrollment	2.24	Very much Effective
The Document, "Understanding Agriculture," New Directions for Education.	3.4	Understand
The name change of the Future Farmers of America to the National FFA Organization to enhance modernization. . . .	4.34	Somewhat Enhanced
The National literacy about Agriculture and a national course about Agriculture in grades K-12	3.33	Advocate
Acting as advisors and/or consultants to teachers K-12 for teaching Agricultural literacy	3.06	Willing

Agricultural Educators' Perceptions of	Mean Response $\overline{X}$	Category
Of local administration and community support when promoting modernization of the program	3.12	Support
What they favor most about changes in the Agricultural Education program	See table XXV	
What they favor least of all about the changes taking place in Agricultural Education . . .	See table XXVI	

Conclusions

Based upon the findings, it was concluded that Agricultural Educators to a large degree, agreed change was in order for maintaining program vitality.

It was further concluded, based upon the findings, that a large majority of Agricultural Educators perceived change to be difficult in making the transition to modernization.

Based upon the evidence, it was concluded that most of the Agricultural Educators surveyed felt the new curriculum would be effective.

It was also concluded, based upon Agricultural Educators' responses, that most of their teaching facilities were at a minimum adequate, but that several indicated their facilities to be inadequate.

It was also concluded, based upon the findings, that about half of all Agricultural teachers responding, perceived funding to be inadequate in pursuing modernization. Whereas, the other half of Agricultural teachers responding felt some funding would be available, but hedged on how sufficient funding might be.

Based upon the findings in the study, it was further concluded that Agricultural Educators responding, approved the new course outline proposed by the State Department of Vo-Tech.

Based upon strong evidence, it was further concluded

that a majority of Agricultural Teachers perceived school counselors to be ineffective when advising students about Agricultural Education.

It was also concluded that the majority of Agriculture teachers had some understanding of the document, "Understanding Agriculture", New Directions For Education.

Based upon very strong evidence, it was concluded that Agricultural Educators in Northeast Oklahoma were greatly opposed to name changing of the youth organization, The Future Farmers of America, in order to enhance modernization.

Recommendations

Based upon the findings and conclusions, the following recommendations are presented.

Teachers of Agriculture Education should continue taking the necessary steps needed to insure that a strong program will be maintained.

It is also recommended that Agricultural Educators approach modernization with an open mind and objective attitude in order to alleviate transition difficulty.

In respect to the new curriculum, it is recommended that Agricultural Educators teach it objectively for those skills and competencies that might enhance the students employability.

It is very strongly recommended to boards of education and administrations that they provide the best educational

facilities possible with the most modern instructional implements that can be provided.

It is also very strongly recommended that local, state, and federal authorities provide, and legislate sufficient funding to education in general and Agricultural Education specifically in order to insure maximum educational opportunities to students.

For those programs that have become educationally stale, it is highly recommended that they carefully analyze the new course outline for the new programs that could stimulate the vitality of the present program.

If Agricultural Education is to become more attractive to a broader cross section of students, it is going to need the influence of the school counselor. Therefore, it is imperative that Agricultural Educators diplomatically orientate school counselors to the new program and to persuade them of the future needs of society in respect to Agricultural needs.

Because, the document, "Understanding Agriculture", New Directions for Education, is a major instrument in the mandate for Agricultural Education Reform, it is highly recommended that Agricultural Educators become more familiar with it for a better and smoother transition in program recommendations.

Even though the majority of Agricultural Educators are opposed to the name change of the Future Farmers of

America, is most urgently recommended to them to comply gracefully to the name change for a more smoother and orderly transition, and most specifically not to confuse and confound FFA members present and future.

Recommendations for Additional Research

The following recommendations are suggested in respect to an extended and follow-up research. The study should include the following:

1. Extending this study to include a larger geographic area, specifically a state, region, and/or national population.

2. Create a clear and concise instrument that would include questions that would require the most complete answers possible.

3. Would recommend an extended study at the present and a follow-up study in a minimum of five (5) years.

The product of this study should serve the Agricultural industry and Agricultural Education Profession, as to their status as a result of the, Excellence in Education, era.

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APPENDIX

TEACHER QUESTIONNAIRE

QUESTIONNAIRE

Agriculture Educator's
Perception of Program Changes in Oklahoma

Note: All responses are strictly confidential. Also, the terms "change" and "modernization" are synonymous.

INSTRUCTIONS

For each statement or question below, please check the appropriate blank for your response.

1. In your opinion, the changes taking place in Agricultural Education are necessary for continued program vitality.

   _____ (1) Greatly Agree
   _____ (2) Very Much Agree
   _____ (3) Agree
   _____ (4) Somewhat Agree
   _____ (5) Do Not Agree

2. In your opinion, how difficult will it be to complete the transition concerning change of Agricultural Education offerings?

   _____ (1) Great Difficulty
   _____ (2) Very Much Difficulty
   _____ (3) Difficult
   _____ (4) Somewhat Difficult
   _____ (5) No Difficulty

3. What is your opinion of the new curriculum being written for the Agricultural Education Program?

   _____ (1) Greatly Approve
   _____ (2) Much Approve
   _____ (3) Approve
   _____ (4) Somewhat Approve
   _____ (5) Do Not Approve

4. In your opinion, how effective will in-service training be in helping Agricultural Educators to understand the changes?

_____ (1) Greatly Effective
_____ (2) Very Much Effective
_____ (3) Effective
_____ (4) Somewhat Effective
_____ (5) Not Effective

5. Do you anticipate taking college credit hours in conjunction with in-service training to prepare for the changes?

_____ (1) Greatly Anticipate
_____ (2) Very Much Anticipate
_____ (3) Anticipate
_____ (4) Somewhat Anticipate
_____ (5) Do Not Anticipate

6. In your opinion, how do you perceive the new curriculum in meeting the needs of students for future employment?

_____ (1) Greatly Effective
_____ (2) Very Much Effective
_____ (3) Effective
_____ (4) Somewhat Effective
_____ (5) Not Effective

7. In your opinion, what value will present day production agriculture training have when incorporated into the new curriculum?

_____ (1) Great Value
_____ (2) Very Much Value
_____ (3) Value
_____ (4) Some Value
_____ (5) No Value

8. In your opinion, what educational value will livestock shows and fairs have in the future of the program?

_____ (1) Great Value
_____ (2) Very Much Value
_____ (3) Value
_____ (4) Some Value
_____ (5) No Value

9. In your opinion, how adequate are your teaching facilities relative to integrating change into your program?

_____ (1) Greatly Adequate
_____ (2) Very Much Adequate
_____ (3) Adequate
_____ (4) Somewhat Adequate
_____ (5) Not Adequate

10. In your opinion, how adequate is your "high tech" teaching equipment (computers, VCR-TV, etc.,) for teaching the new curriculum?

_____ (1) Greatly Adequate
_____ (2) Very Much Adequate
_____ (3) Adequate
_____ (4) Somewhat Adequate
_____ (5) Not Adequate

11. In your opinion, how do you perceive modern electronic equipment (such as computer, VCR-Television, and cam-corder) as valuable tools when teaching new agricultural skills and competencies?

_____ (1) Greatly Valuable
_____ (2) Very Much Valuable
_____ (3) Valuable
_____ (4) Somewhat Valuable
_____ (5) Not Valuable

12. In your opinion, will there be sufficient funding from local, state and federal sources to insure quality modernization?

_____ (1) Greatly Sufficient
_____ (2) Very Much Sufficient
_____ (3) Sufficient
_____ (4) Somewhat Sufficient
_____ (5) Not Sufficient

13. What is your opinion of the new course outline proposed by the State Department of Vo-Tech for Agricultural Education?

_____ (1) Greatly Approve
_____ (2) Much Approve
_____ (3) Approve
_____ (4) Somewhat Approve
_____ (5) Do Not Approve

14. In your opinion, is the current program out-dated for future needs of students?

_____ (1) Greatly Outdated
_____ (2) Very Much Outdated
_____ (3) Outdated
_____ (4) Somewhat Outdated
_____ (5) Is Not Outdated

15. In your opinion, what degree of influence will modernizing the program have on attracting new students?

_____ (1) Great Influence
_____ (2) Very Much Influence
_____ (3) Influence
_____ (4) Some Influence
_____ (5) No Influence

16. In your opinion, how do you perceive recruiting as an effective tool to influence students enrolling in your program?

_____ (1) Greatly Effective
_____ (2) Very Much Effective
_____ (3) Effective
_____ (4) Somewhat Effective
_____ (5) Not Effective

17. In your opinion, how effective are school counselors when advising students about the Agricultural Education program?

_____ (1) Greatly Effective
_____ (2) Very Much Effective
_____ (3) Effective
_____ (4) Somewhat Effective
_____ (5) Not Effective

18. In your opinion, what affect does the FFA organization have when influencing new student enrollment?

_____ (1) Greatly Affective
_____ (2) Very Much Affective
_____ (3) Affective
_____ (4) Somewhat Affective
_____ (5) Not Affective

19. In your opinion, what is your level of understanding pertaining to the document, "Understanding Agriculture" New Directions for Education?

_____ (1) Greatly Understand
_____ (2) Very Much Understand
_____ (3) Understand
_____ (4) Somewhat Understand
_____ (5) Do Not Understand

20. In your opinion, was the name change Future Farmers of America to National FFA Organization necessary to enhance modernization in the program?

_____ (1) Greatly Enhanced
_____ (2) Very Much Enhanced
_____ (3) Enhanced
_____ (4) Somewhat Enhanced
_____ (5) Do Not Enhance

21. In terms of National literacy about Agriculture, would you advocate a National Core Curriculum to be taught in grades K-12 for students not otherwise enrolled in Agricultural Education?

_____ (1) Greatly Advocate
_____ (2) Very Much Advocate
_____ (3) Advocate
_____ (4) Somewhat Advocate
_____ (5) Do Not Advocate

22. Would you be willing to act as an advisor and/or consultant to the teacher K-12 in your district for teaching Agricultural Literacy?

_____ (1) Greatly Willing
_____ (2) Very Much Willing
_____ (3) Willing
_____ (4) Somewhat Willing
_____ (5) Not Willing

23. In your opinion, what degree of support do you perceive your local administration and community will lend to modernization of the program?

_____ (1) Great Support
_____ (2) Very Much Support
_____ (3) Support
_____ (4) Some Support
_____ (5) No Support

24. In relation to all you have heard and know of the mission to modernize Agricultural Education, what do you <u>like most?</u>

25. In relation to all you have heard and know of the mission to modernize Agricultural Education, what do you <u>like least of all?</u>

VITA

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Candidate for the Degree of

Master of Science

Thesis: THE NORTHEAST DISTRICT AGRICULTURAL EDUCATORS' PERCEPTION OF PROGRAM CHANGES IN THE STATE OF OKLAHOMA

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