

PREPAREDNESS FOR TEACHING SECONDARY
AGRICULTURAL EDUCATION:
PERCEPTIONS OF
ENTRY YEAR
TEACHERS

By

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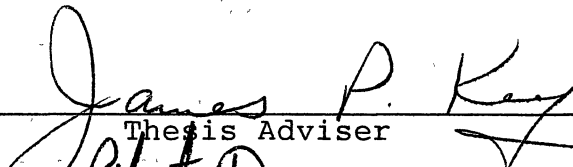
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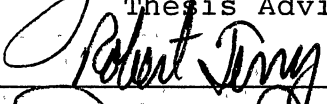
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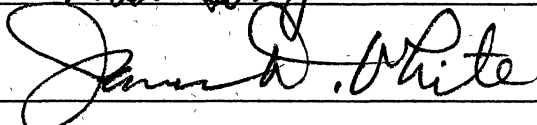
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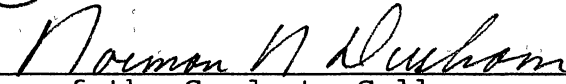
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CHAPTER I

INTRODUCTION

Teacher competency determines the teacher's success and the success of the agricultural education program. Quality teachers are the backbone of any agricultural education program (Johnson, 1983).

One of the conclusions in a study by Berkenbile was:

That the teachers need to possess certain skills such as discipline, a knowledge of agriculture, FFA, and animals, be able to teach arc welding while stressing safety, provide leadership training and motivation, maintain interesting subjects, work with school personnel and provide good public relations to be a well-rounded successful teacher. (1982,p.50).

How well are agricultural education teachers being prepared in Oklahoma? The best way to answer this is to survey the agricultural education teachers in Oklahoma who have finished their first year of teaching.

This study looked at how entry year teachers perceived their preparedness for teaching agricultural education in Oklahoma. It was patterned after a study by Jeffery W. Moss and Curtis J. Borne (1988) titled "Preparedness of Teaching Vocational Agriculture: Perceptions of First Year Teachers".

Problem

With the importance of teacher competency, there is a need for answers in Oklahoma to the two questions that were asked in the previous study. These are:

1. Are teachers of agricultural education adequately prepared for their job responsibilities?
2. What sources of preparation contribute the most to the overall preparedness for teaching agricultural education?

Purpose

The purpose of this study was to determine the preparedness of entry year teachers for teaching agricultural education in Oklahoma and to identify the sources of this preparedness. The objectives were as follows:

1. To determine entry year teachers' self-perceived preparedness for teaching agricultural education.
2. To identify sources of the self-perceived preparedness of entry year teachers.

Terms and Definitions

The following terms are defined as used in this study:

Entry year - the first year a teacher teaches after graduating from Oklahoma State University and receiving certification to teach in Oklahoma.

Agricultural Education Teacher - teacher who teaches agricultural education at the secondary school level. Formerly known as Vocational Agriculture teachers or Vo-Ag instructors.

S.O.E. - Supervised Occupational Experience- a program developed for learning outside the classroom.

Scope of the Study

The scope of the study included the eleven entry year agricultural education teachers in Oklahoma for the school year 1989-1990, who were Oklahoma State University graduates.

Limitations of the Study

The following limitations of the study were recognized by the researcher:

1. Only Oklahoma State University entry year agricultural education teachers in Oklahoma would be included in the study.

2. The study did not attempt to analyze personality, level of success in the college program, or the degree of success in teaching.

Assumptions of the Study

For the purpose of the study, the following assumptions were accepted:

1. The developed instrument provided valid and reliable information.
2. Teachers are qualified to determine their own effectiveness in the program, their abilities and their preparedness.
3. Teachers with one year of teaching experience are more qualified to evaluate their preparedness to teach than teachers with no teaching experience.
4. Only teachers with one year of teaching experience (1989-1990) were used because they would have the most accurate recall of their preparedness and the amount of contribution from each source toward that preparedness.
5. Teachers with one year of experience can better recall their preparedness than the teachers who have been in the field longer.
6. There is no difference in the response of teachers from single and multiple teacher departments.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature included references on beginning teachers, preparedness and competencies of teachers, knowledge of technical agriculture, teacher effectiveness, similar studies, and a summary.

How well are agricultural education teachers prepared to conduct an agricultural education program?

Beginning Teachers

Getting off to a good start is important in the teaching profession. Much literature was available on student teaching and beginning teachers. According to Huling and Hall (1982, p.8):

The primary problems with teacher preparation programs, as teacher educators see it, is the limited amount of exposure students have to education courses and field experience.

A study by Byler and Byler (1984) showed no significant change in the morale of student teachers in the area of "professional preparedness" from the pretest and posttest scores. Morrow and Lane (1983, p.71) stated:

Student teaching is considered by teacher educators and students to be one of the most important components of a teacher preparation program.

Preparedness and Competencies of Teachers

A new teacher must be well backgrounded in a wide variety of agricultural enterprises. He must either have knowledge or know where he can obtain information on these subjects. He must also keep up with any new products and developments.

The demand for multiple specialities is the most striking feature of the job of teacher from the beginning teacher's point of view (Huling and Hall, 1982). This brings up the areas of teacher preparedness and competencies.

The need for professional education competency development is important because "teachers of vocational education are prepared to help students attain competencies as well as adequately teach competencies" (Rawls and Fatunsin, 1985, p.59). The backbone of any agricultural program is quality classroom teaching (Johnson, 1983).

Knowledge of Technical Agriculture

Teachers in Oklahoma must be competent in at least the areas of technical agriculture involved in their locality. Some broad knowledge is needed in other areas as well.

According to Warmbrod (1978, p.269) competent teachers are defined as:

...teachers who are experts in the technology and skills in the specialized areas of agriculture and related sciences; teachers who have the ability to apply and relate that knowledge and skill to the world of work generally and to occupations specifically; and teachers who have a high degree of professional expertise and skill in planning, teaching, and evaluating educational programs.

Bowen and Shinn (1983, p.13) reported teachers need to:

...enhance skills, incorporate new techniques in agriculture and education, and to update... on new technology such as video-disks, micro-computers, agricultural machinery, or welding processes.

Teacher Effectiveness

There are many facets to an agricultural education program. This can be overwhelming if a new teacher is not prepared for what to expect in his new position.

Teachers must perform many duties and responsibilities in order to conduct effective agricultural education programs (King and Miller, 1985). Teachers of agricultural education, because of the job responsibilities, must be efficient managers of time in order to serve all students (Dillon, 1979). According to Bowen (1986, p.3):

...few things can match the satisfaction that comes to a teacher who has that rare blend of enthusiasm, presentation skills, and subject matter competence needed to direct the learning process.

One of the conclusions reached in a study by Berkenbile (1982, p.50) was:

That the teachers need to possess certain skills such as discipline, a knowledge of agriculture, FFA, and animals, be able to teach arc welding while stressing safety, provide leadership training and motivation, maintain interesting subjects, work with school personnel and provide good public relations to be a well-rounded successful teacher.

Similar Studies

Reviewing similar studies shows it is important to look at the different sources that contribute to a teacher's preparedness. These sources include the university, student teaching, and the entry year of teaching.

The first source to consider is the university itself.

In relation to all areas covered in the study, the teachers all possessed at least adequate competence. This indicates that the Agricultural Education Department at Oklahoma State University is properly preparing its graduates to begin instructing high school vocational agriculture in Oklahoma. (Smith, 1979, p.66).

Another source that is important is student teaching. Student teaching has a strong influence on the prospective teacher.

There was definitely a change in attitude during the student teaching experience and the cooperating teachers definitely did exert an influence on the student teachers. (Updyke, 1971, p.68).

Student teachers and beginning teachers are unique in many aspects of teaching.

...problems identified by student teachers and beginning teachers are different from those identified by experienced teachers, administrators, and teacher trainers,... (Harris, 1973, p.101).

At all levels of teaching, (student, beginning and experienced) teachers are concerned with their abilities and the characteristics that make them successful. There are characteristics that are identified as necessary to be considered a successful agricultural education instructor.

The top characteristics...Honesty, Interest in Students, Knowledge of Agriculture and FFA, Willingness to Work, Dedication, Ability to Get Along With People, and Patience. These responses and their frequencies indicated that the teachers felt that they should be more careful how they handle and deal with people and do their jobs. (Berkenbile, 1982, p.43).

All the sources of preparedness (the university, student teaching and the entry year of teaching) are important in similar and different ways.

Summary

If teachers of agricultural education are well prepared, competent, and up-to-date, they will be satisfied and have quality programs. They must carry out the many facets of their work and therefore must manage their time well. While student teaching and undergraduate courses are important to preparing new teachers, they provide a limited amount of exposure and experience. University courses, student teaching and the entry year of teaching are all important sources of preparedness. All three are similar in some ways and unique in others.

CHAPTER III

DESIGN AND METHODOLOGY

This study was to determine the self-perceived preparedness of entry year teachers for teaching agricultural education. It was patterned after the study by Jeffery W, Moss and Curtis J. Borne (1988) entitled "Preparedness for Teaching Vocational Agriculture: Perceptions of First Year Teachers".

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 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.

Population

The population from which the data was gathered consisted of all entry year agricultural education teachers, who

were Oklahoma State University graduates, in Oklahoma during the 1989-1990 school year. Contact with the coordinator of the entry year program at Oklahoma State University identified 11 entry year agricultural education teachers.

The population was dispersed over the state of Oklahoma (Table I) with the Northeast District having three; the Northwest District having two; the Southwest District having two, the Southeast District having two; and the Central District having two (one from the North and one from the South).

All of the entry year teachers had been FFA members for at least three years (ten for four years and one for three years). Eight of the eleven had been in 4-H. The range of grade point averages (A=4) was five with 2.5 to 3.0, four with 3.0 to 3.5, and two with 3.5 to 4.0.

Development of the Instrument

A Likert-type scale was utilized to rate the preparedness for teaching in ten program areas. The scale ranged from 1=unprepared to 5=very well prepared. The teachers also rated the amount of contribution from University Courses, Entry Year Teaching, and Student Teaching using a Likert-type scale with 1=no contribution and 5=very high contribution. See Appendix.

Data Gathering

The data was collected by the instrument via a telephone

TABLE I
GEOGRAPHIC LOCATION OF
ENTRY YEAR TEACHERS
1989-1990

District	Number
Northeast	3
Northwest	2
Southwest	2
Southeast	2
Central	
North	1
South	1

survey. The total population (N=11) was surveyed. The data was collected through telephone calls made between October 11, 1990 and November 2, 1990.

Analysis of Data

Data concerning overall preparedness to teach was averaged to obtain arithmetic means. These means were compared for each program area. A weighted mean was calculated and used to determine the total preparedness of the entry year teachers. Responses regarding the sources of preparedness were averaged and the means compared for each of the program areas and the total.

The response categories for preparedness were interpreted as 1=unprepared, 2=slightly prepared, 3=adequately prepared, 4=well prepared, and 5=very well prepared. The absolute limits of the responses were used to determine the appropriate categories. The ranges were as follows:

<u>Range</u>	<u>Category</u>
4.50-5.00	Very Well Prepared
3.50-4.49	Well Prepared
2.50-3.49	Adequately Prepared
1.50-2.49	Slightly Prepared
1.00-1.49	Unprepared

The response categories for the amount of contribution were interpreted as 1=no contribution, 2=some contribution, 3=adequate contribution, 4= high contribution, and 5=very high

contribution. The absolute limits of the responses were used to determine the appropriate categories. The ranges were as follows:

<u>Range</u>	<u>Category</u>
4.50-5.00	Very high contribution
3.50-4.49	High contribution
2.50-3.49	Adequate contribution
1.50-2.49	Some contribution
1.00-1.49	No contribution

The standard deviation was also calculated for the preparedness in each education area and for the contribution to each education area from each source. The standard deviation illustrates the extent to which the responses varied from the mean.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to determine the preparedness of entry year teachers for teaching agricultural education in Oklahoma and to identify the sources of this preparedness. The objectives are as follows:

1. To determine entry year teachers' self-perceived preparedness for teaching agricultural education.
2. To identify sources of the self-perceived preparedness of entry year teachers.

An entry year teacher survey, described earlier, was administered to the 11 agricultural education teachers in the entry year program at Oklahoma State University for the school year 1989-1990. The data was collected through a telephone survey. The total population (N=11) was surveyed.

The ratings (from one to five) for the program areas being considered were totaled, averaged and then ranked in order of most prepared to least prepared (Table II). The absolute limits of the response categories were used to determine the appropriate category of preparedness. The categories are: 1=unprepared, 2=slightly prepared, 3=adequately prepared, 4=well prepared, and 5=very well prepared.

TABLE II
 PREPAREDNESS OF ENTRY YEAR
 AGRICULTURAL EDUCATION
 TEACHERS BY AREA
 OF PROGRAM

Program Area	Rating	Standard Deviation	Category of Preparedness
Animal Science	4.64	.41	Very Well
Agricultural Mechanics	4.45	.43	Well
Classroom and Laboratory Instruction	4.45	.43	Well
FFA	4.36	.60	Well
Supervised Occupational Experience	4.09	.83	Well
Plant and Soil Science	3.45	.61	Adequate
Agricultural Economics	3.36	.78	Adequate
Program Planning	3.00	.55	Adequate
Adult Education	2.91	.81	Adequate
Public Relations/ Advisory Committees	2.64	.96	Adequate
Total Preparedness	3.74	1.07	Well

The average rating for preparedness for Animal Science was 4.64 (standard deviation, $s=.41$), for Agricultural Mechanics ($s=.43$) and Classroom and Laboratory Instruction ($s=.43$) were each 4.45, for FFA was 4.36 ($s=.60$), for Supervised Occupational Experiences was 4.09 ($s=.83$), for Plant and Soil Science was 3.45 ($s=.61$), for Agricultural Economics was 3.36 ($s=.78$), for Program Planning was 3.00 ($s=.55$), for Adult Education was 2.91 ($s=.81$), and for Public Relations/Advisory Committees was 2.64 ($s=.96$). The rating for total preparedness was 3.74 ($s=1.07$).

The category of preparedness by program area was Animal Science, very well prepared; Agricultural Mechanics, Classroom and Laboratory Instruction, FFA, and Supervised Occupational Experience, each well prepared; Plant and Soil Science, Agricultural Economics, Program Planning, Adult Education, and Public Relations/Advisory Committees, each adequately prepared. For Total Preparedness the teachers were well prepared.

The amount of contribution from each of three sources for preparedness, University Courses, Student Teaching and the Entry Year of Teaching, was rated for each of the 10 program areas. The rating was on a scale of 1 to 5 with 1 being no contribution and 5 being very high contribution. The ratings for each program area and for each source were totaled and averaged. The absolute limits of the response categories were used to determine the appropriate category of contribution. The categories are 1=no contribution,

2=some contribution, 3=adequate contribution, 4=high contribution, and 5=very high contribution.

From the University Courses, the amount of contribution (Table III) for Classroom and Laboratory Instruction was 4.27 (s=.92); for Animal Science was 4.09 (s=.63); for Agricultural Mechanics was 4.00 (s=.55); for Agricultural Economics was 3.55 (s=.61); for Plant and Soil Science (s=.60) and FFA (s=.78) was each 3.36; for Supervised Occupational Experience was 3.18 (s=.87); for Program Planning was 3.09 (s=1.54); for Adult Education was 2.64 (s=.78); and for Public Relations/Advisory Committees was 2.27 (s=.56). The total contribution, as rated by the participants from the University Courses was 3.38 (s=1.07).

The amount of contribution for preparedness for teaching by category for University Courses was Classroom and Laboratory Instruction, Animal Science, Agricultural Mechanics, and Agricultural Economics, each high contribution; Plant and Soil Science, FFA, Supervised Occupational Experience, Program Planning, and Adult Education, all adequate contribution; and Public Relations/Advisory Committees, some contribution. There was adequate contribution from University Courses for Total Preparedness for teaching.

The amount of contribution from Student Teaching (Table IV) for Classroom and Laboratory Instruction was 4.55 (s=.61); for FFA was 4.27 (s=.38); for Supervised Occupational Experience was 3.91 (s=.45); for Animal Science was 3.82 (s=.69); for Agricultural Mechanics was 3.64 (s=1.14); for

TABLE III
 CONTRIBUTION OF UNIVERSITY COURSES
 TO PREPAREDNESS FOR TEACHING
 BY PROGRAM AREA

Program Area	Rating	Standard Deviation	Category of Contribution
Classroom and Laboratory Instruction	4.27	.92	High
Animal Science	4.09	.63	High
Agricultural Mechanics	4.00	.55	High
Agricultural Economics	3.55	.61	High
Plant and Soil Science	3.36	.60	Adequate
FFA	3.36	.78	Adequate
Supervised Occupational Experience	3.18	.87	Adequate
Program Planning	3.09	1.54	Adequate
Adult Education	2.64	.78	Adequate
Public Relations/ Advisory Committees	2.27	.56	Some
Total Preparedness	3.38	1.07	Adequate

TABLE IV
 CONTRIBUTION OF STUDENT TEACHING
 TO PREPAREDNESS FOR TEACHING
 BY PROGRAM AREA

Program Area	Rating	Standard Deviation	Category of Contribution
Classroom and Laboratory Instruction	4.55	.61	Very High
FFA	4.27	.38	High
Supervised Occupational Experience	3.91	.45	High
Animal Science	3.82	.69	High
Agricultural Mechanics	3.64	1.14	High
Program Planning	3.45	1.34	Adequate
Public Relations/ Advisory Committees	3.45	.79	Adequate
Adult Education	3.27	.74	Adequate
Plant and Soil Science	3.18	.69	Adequate
Agricultural Economics	2.73	1.29	Adequate
Total Preparedness	3.63	1.03	High

Program Planning was 3.45 ($s=1.34$); for Public Relations/Advisory Committees was 3.45 ($s=.79$); for Adult Education was 3.27 ($s=.74$); for Plant and Soil Science was 3.18 ($s=.69$); and for Agricultural Economics as 2.73 ($s=1.29$). The participants rated total contribution from Student Teaching 3.63 ($s=1.03$).

The amount of contribution for preparedness for teaching by category for Student Teaching was Classroom and Laboratory Instruction, each very high contribution; FFA, Supervised Occupational Experience, Animal Science, Agricultural Mechanics, each high contribution; Program Planning, Public Relations/Advisory Committees, Adult Education, Plant and Soil Science, and Agricultural Economics, each adequate contribution. There was high contribution from Student Teaching for Total Preparedness for teaching.

The Entry Year of Teaching contributions to the teachers' preparedness for teaching as rated (Table V) by the participants for FFA was 4.64 ($s=.41$); for Classroom and Laboratory Instruction ($s=.43$) and Supervised Occupational Experiences ($s=.25$) was 4.55 each; for Animal Science ($s=.51$) and Public Relations/Advisory Committees ($s=.33$) was 4.18 each; for Agricultural Mechanics ($s=.45$) and Program Planning ($s=.45$) was 4.09 each; for Adult Education was 3.91 ($s=.81$); for Plant and Soil Science was 3.45 ($s=.79$); and for Agricultural Economics was 2.55 ($s=.79$). The rating for total contribution for the Entry Year was 4.02 ($s=.93$).

TABLE V
 CONTRIBUTION OF ENTRY YEAR TEACHING
 TO PREPAREDNESS FOR TEACHING
 BY PROGRAM AREA

Program Area	Rating	Standard Deviation	Category of Contribution
FFA	4.64	.41	Very High
Classroom and Laboratory Instruction	4.55	.43	Very High
Supervised Occupational Experience	4.55	.25	Very High
Animal Science	4.18	.51	High
Public Relations/ Advisory Committees	4.18	.33	High
Agricultural Mechanics	4.09	.45	High
Program Planning	4.09	.45	High
Adult Education	3.91	.81	High
Plant and Soil Science	3.45	.79	Adequate
Agricultural Economics	2.55	.79	Adequate
Total Preparedness	4.02	.93	High

The amount of contribution to preparedness for teaching by category for Entry Year Teaching was FFA, Classroom and Laboratory Instruction, and Supervised Occupational Experience, each very high contribution; Animal Science, Public Relations/Advisory Committees, Agricultural Mechanics, Program Planning, and Adult Education, high contribution; Plant and Soil Science and Agricultural Economics, each adequate contribution. There was high contribution from Entry Year Teaching for Total Preparedness for teaching.

The different teaching areas varied as to the amount of contribution from each of the sources.

For Agricultural Economics (Table VI) the contribution from University Courses was 3.55 ($s=.61$); from Student Teaching was 2.73 ($s=1.29$); and from the Entry Year was 2.55 ($s=.79$).

In Agricultural Economics, University Courses provided high contribution to preparedness for teaching; and Student Teaching and Entry Year Teaching provided adequate contribution to preparedness for teaching.

Plant and Soil Science (Table VII) contribution from the Entry Year was 3.45 ($s=.79$); from the University Courses was 3.36 ($s=.60$); and from Student Teaching was 3.18 ($s=.69$).

In Plant and Soil Science, each of the Education Sources (University Courses, Student Teaching and Entry Year Teaching) provided adequate contribution to preparedness for teaching.

Animal Science (Table VIII) contribution from the Entry Year was 4.18 ($s=.51$); from the University Courses was 4.09 ($s=.63$); and from Student Teaching was 3.82 ($s=.69$).

TABLE VI
 CONTRIBUTION TO PREPAREDNESS
 IN AGRICULTURAL ECONOMICS
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	3.55	.61	High
Student Teaching	2.73	1.29	Adequate
Entry Year Teaching	2.55	.79	Adequate

TABLE VII
 CONTRIBUTION TO PREPAREDNESS
 IN PLANT AND SOIL SCIENCE
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	3.36	.60	Adequate
Student Teaching	3.18	.69	Adequate
Entry Year Teaching	3.45	.79	Adequate

In Animal Science, each of the Education Sources (University Courses, Student Teaching, and Entry Year Teaching) provided high contribution to preparedness for teaching.

Agricultural Mechanics (Table IX) contribution from the Entry Year was 4.09 ($s=.45$); from the University Courses was 4.00 ($s=.55$); and from Student Teaching was 3.64 ($s=1.14$).

In Agricultural Mechanics, each of the Education Sources (University Courses, Student Teaching, and Entry Year Teaching) provided high contribution to preparedness for teaching.

Program Planning (Table X) contribution from the Entry Year was 4.09 ($s=.45$); from Student Teaching was 3.45 ($s=1.34$); and from the University Courses was 3.09 ($s=1.54$).

In Program Planning, Entry Year Teaching provided high contribution to preparedness for teaching; and University Courses and Student Teaching each provided adequate contribution to preparedness for teaching.

FFA (Table XI) contribution from the Entry Year was 4.64 ($s=.41$); from Student Teaching was 4.27 ($s=.38$) and from the University Courses was 3.36 ($s=.78$).

In FFA, Entry Year Teaching provided very high contribution to preparedness for teaching; Student Teaching provided high contribution to preparedness for teaching; and University Courses provided adequate contribution to preparedness for teaching.

Classroom and Laboratory Instruction (Table XII) contribution from the Entry Year was 4.55 ($s=.43$); from Student

TABLE VIII
 CONTRIBUTION TO PREPAREDNESS
 IN ANIMAL SCIENCE
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	4.09	.63	High
Student Teaching	3.82	.69	High
Entry Year Teaching	4.18	.51	High

TABLE IX
 CONTRIBUTION TO PREPAREDNESS
 IN AGRICULTURAL MECHANICS
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	4.00	.55	High
Student Teaching	3.64	1.14	High
Entry Year Teaching	4.09	.45	High

TABLE X
CONTRIBUTION TO PREPAREDNESS
IN PROGRAM PLANNING
BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	3.09	1.54	Adequate
Student Teaching	3.45	1.34	Adequate
Entry Year Teaching	4.09	.45	High

TABLE XI
CONTRIBUTION TO PREPAREDNESS
IN FFA
BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	3.36	.78	Adequate
Student Teaching	4.27	.38	High
Entry Year Teaching	4.64	.41	Very High

Teaching was 4.55 ($s=.61$); and from the University Courses was 4.27 ($s=.92$).

In Classroom and Laboratory Instruction, Entry Year Teaching and Student Teaching each provided very high contribution to preparedness for teaching; and University Courses provided high contribution to preparedness for teaching.

Public Relations/Advisory Committees (Table XIII) contribution from the Entry Year was 4.28 ($s=.33$); from Student Teaching was 3.45 ($s=.79$); and from the University Courses was 2.27 ($s=.56$).

In Public Relations/Advisory Committees, Entry Year Teaching provided high contribution to preparedness for teaching; Student Teaching provided adequate contribution to preparedness for teaching; and University Courses provided some contribution to preparedness for teaching.

Adult Education (Table XIV) contribution from the Entry Year was 3.91 ($s=.81$); from Student Teaching was 3.27 ($s=.74$); and from the University Courses was 2.64 ($s=.78$).

In Adult Education, Entry Year Teaching provided high contribution to preparedness for teaching; and Student Teaching and University Courses each provided adequate contribution to preparedness for teaching.

Supervised Occupational Experience (Table XV) contribution from the Entry Year was 4.55 ($s=.25$); from Student Teaching was 3.91 ($s=.45$); and from the University Courses was 3.18 ($s=.87$).

TABLE XII
 CONTRIBUTION TO PREPAREDNESS IN
 CLASSROOM AND LABORATORY INSTRUCTION
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	4.27	.92	High
Student Teaching	4.55	.61	Very High
Entry Year Teaching	4.55	.43	Very High

TABLE XIII
 CONTRIBUTION TO PREPAREDNESS IN
 PUBLIC RELATIONS/ADVISORY COMMITTEES
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	2.27	.56	Some
Student Teaching	3.45	.79	Adequate
Entry Year Teaching	4.18	.33	High

TABLE XIV
 CONTRIBUTION TO PREPAREDNESS
 IN ADULT EDUCATION
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	2.64	.78	Adequate
Student Teaching	3.27	.74	Adequate
Entry Year Teaching	3.91	.81	High

TABLE XV
 CONTRIBUTION TO PREPAREDNESS IN
 SUPERVISED OCCUPATIONAL EXPERIENCE
 BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	3.18	.87	Adequate
Student Teaching	3.91	.45	High
Entry Year Teaching	4.55	.25	Very High

TABLE XVI
CONTRIBUTION TO PREPAREDNESS
IN THE OVERALL PROGRAM
BY SOURCE

Education Source	Rating	Standard Deviation	Category of Contribution
University Courses	3.38	1.07	Adequate
Student Teaching	3.63	1.03	High
Entry Year Teaching	4.02	.93	High

In Supervised Occupational Experience, Entry Year Teaching provided very high contribution to preparedness for teaching; Student Teaching provided high contribution to preparedness for teaching; and University Courses provided adequate contribution to preparedness for teaching.

The overall contribution (Table XVI) from the Entry Year was 4.02 ($s=.93$); from Student Teaching was 3.63 ($s=1.03$); and from the University Courses was 3.38 ($s=1.07$).

In the overall program, Entry Year Teaching and Student Teaching provided high contribution to preparedness for teaching; and University Courses provided adequate contribution to preparedness for teaching.

Suggestions and Comments

Suggestions and comments were solicited from participants. The suggestions were as follows:

More emphasis on Program Planning and Classroom Instruction

More emphasis on Agricultural Economics

More down to earth/on the farm approach to classes

More emphasis on Time Management, Setting Priorities, and Program Planning

More emphasis on practical experience and teaching

Get more practical in the last year

More information on types of judging teams and help in preparing them

More emphasis on feeding and grooming show animals

More emphasis on shop experience

More practice teaching

Emphasize on a minor in another subject to teach as a back-up

More emphasis on preparing notes and lecturing

More emphasis on Adult Education and Advisory Committees

More time spent with local FFA chapters

Block expanded to 12 weeks was helpful

More emphasis on various paperwork involved

More emphasis on reports and paperwork

The comments were:

University does an excellent job in preparing - some must be learned hands-on

A lot learned during the first year of teaching

Expanding Block to 12 weeks is helpful

Agricultural Education teachers are better prepared than other teachers - a first year teacher in band received little or no support (from their University Department)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the preparedness of entry year teachers for teaching agricultural education in Oklahoma and to identify the sources of this preparedness. The objectives were as follows:

1. To determine entry year teachers' self-perceived preparedness for teaching agricultural education.
2. To identify sources of the self-perceived preparedness of entry year teachers.

An entry year teacher survey, described earlier, was administered to the 11 agricultural education teachers in the entry year program at Oklahoma State University for the school year 1989-1990. The data was collected through a telephone survey. The entire population (N=11) was surveyed.

The responses (from one to five) for the individual areas being considered were totaled, averaged and then ranked in order of most prepared to least prepared. The absolute limits of the response categories were used with

5=very well prepared, 4=well prepared, 3=adequately prepared, 2=slightly prepared, and 1=unprepared.

The amount of contribution from each of three sources for preparedness (University Courses, Student Teaching and Entry Year Teaching) was rated for each of 10 education areas and for total overall preparedness. These responses (from 1 to 5) were totaled and averaged for each area and each source. The absolute limits of the response categories were used with 5=very high contribution, 4=high contribution, 3=adequate contribution, 2=some contribution, and 1=no contribution.

Summary of Findings

From the data collected, the average rating for preparedness for Animal Science was 4.64 ($s=.41$), Agricultural Mechanics was 4.45 ($s=.43$), Classroom and Laboratory Instruction was 4.45 ($s=.43$), FFA was 4.36 ($s=.60$), Supervised Occupational Experience was 4.09 ($s=.83$), Plant and Soil Science was 3.45 ($s=.61$), Agricultural Economics was 3.36 ($s=.78$), Program Planning was 3.00 ($s=.55$), Adult Education was 2.91 ($s=.81$), and Public Relations/Advisory Committees was 2.64 ($s=.96$). The rating for Total Preparedness was 3.74 ($s=1.07$). See Table XVII.

The amount of contribution from each of three sources of preparedness for teaching (University Courses, Student Teaching, and Entry Year Teaching) was rated for each of ten program areas. The total contribution from each was

TABLE XVII
 PREPAREDNESS OF ENTRY YEAR AGRICULTURAL
 EDUCATION TEACHERS BY
 PROGRAM AREA

Program Area	Rating	Standard Deviation
Animal Science	4.64	.41
Agricultural Mechanics	4.45	.43
Classroom and Laboratory Instruction	4.45	.43
FFA	4.36	.60
Supervised Occupational Experience	4.09	.83
Plant and Soil Science	3.45	.61
Agricultural Economics	3.36	.78
Program Planning	3.00	.55
Adult Education	2.91	.81
Public Relations/ Advisory Committees	2.64	.96
Total	3.74	1.07

determined using these ratings (Table XVIII).

The amount of contribution from University Courses for Classroom and Laboratory Instruction was 4.27 (s=.92), Animal Science was 4.09 (s=.63), Agricultural Mechanics was 4.00 (s=.55), Agricultural Economics was 3.55 (s=.61), Plant and Soil Science was 3.36 (s=.60), FFA was 3.36 (s=.78), Supervised Occupational Experience was 3.18 (s=.87), Program Planning was 3.09 (s=1.54), Adult Education was 2.64 (s=.78), and Public Relations/Advisory Committees was 2.27 (s=.56). The total contribution, as rated by the participants, from the University Courses was 3.38 (s=1.07).

The amount of contribution from Student Teaching for Classroom and Laboratory Instruction was 4.55 (s=.61), FFA was 4.27 (s=.38), Supervised Occupational Experience was 3.91 (s=.45), Animal Science was 3.82 (s=.69), Agricultural Mechanics was 3.64 (s=1.14), Program Planning was 3.45 (s=1.34), Public Relations/Advisory Committees was 3.45 (s=.79), Adult Education was 3.27 (s=.74), Plant and Soil Science was 3.18 (s=.69), and Agricultural Economics was 2.73 (s=1.29). The participants rated total contribution of Student Teaching 3.63 (s=1.03).

The Entry Year of Teaching contributions to the teachers' preparedness for teaching, as rated by the participants, for FFA was 4.64 (s=.41), Classroom and Laboratory Instruction was 4.55 (s=.43), Supervised Occupational Experience was 4.55 (s=.25), Animal Science was 4.18 (s=.51), Public Relations/Advisory Committees was 4.18 (s=.33),

TABLE XVIII
 CONTRIBUTION TO PREPAREDNESS
 FOR EACH PROGRAM AREA
 BY SOURCE

Program Area	Contribution to Preparedness		
	University Courses	Student Teaching	Entry Year Teaching
	<u>Mean</u> <u>sd</u>	<u>Mean</u> <u>sd</u>	<u>Mean</u> <u>sd</u>
Animal Science	<u>4.09</u> .63	<u>3.82</u> .69	<u>4.18</u> .51
Agricultural Mechanics	<u>4.00</u> .55	<u>3.64</u> 1.14	<u>4.09</u> .45
Classroom and Laboratory Instruction	<u>4.27</u> .92	<u>4.55</u> .61	<u>4.55</u> .43
FFA	<u>3.36</u> .78	<u>4.27</u> .38	<u>4.64</u> .41
Supervised Occupational Experience	<u>3.18</u> .87	<u>3.91</u> .45	<u>4.55</u> .25
Plant and Soil Science	<u>3.36</u> .60	<u>3.18</u> .69	<u>3.45</u> .79
Agricultural Economics	<u>3.55</u> .61	<u>2.73</u> 1.29	<u>2.55</u> .79
Program Planning	<u>3.09</u> 1.54	<u>3.45</u> 1.34	<u>4.09</u> .45
Adult Education	<u>2.64</u> .78	<u>3.27</u> .74	<u>3.91</u> .81
Public Relations/ Advisory Committees	<u>2.27</u> .56	<u>3.45</u> .79	<u>4.18</u> .33
Total	<u>3.38</u> 1.07	<u>3.63</u> 1.03	<u>4.02</u> .93

Agricultural Mechanics was 4.09 (s=.45), Program Planning was 4.09 (s=.45), Adult Education was 3.91 (s=.81), Plant and Soil Science was 3.45 (s=.79), and Agricultural Economics was 2.55 (s=.79). The rating for total contribution for the Entry Year Teaching was 4.02 (s=.93).

Conclusions

Based upon an analysis of the data collected, analyzed, and presented in this study, certain conclusions can be suggested about the preparedness of Entry Year Teachers.

Participants were (Table XIX) very well prepared in Animal Science; well prepared in Agricultural Mechanics, Classroom and Laboratory Instruction, FFA, and Supervised Occupational Experience; adequately prepared in Plant and Soil Science, Agricultural Economics, Program Planning, Adult Education, and Public Relations/Advisory Committees. In overall preparedness, the participants were well prepared.

University Courses (Table XX) provided some contribution to preparedness in Public Relations/Advisory Committees; adequate contribution in Plant and Soil Science, Program Planning, FFA, Adult Education, and Supervised Occupational Experience; and high contribution in Agricultural Economics, Animal Science, Agricultural Mechanics, and Classroom and Laboratory Instruction. University Courses provided adequate contribution to the overall program.

Student Teaching (Table XX) provided adequate contribution to preparedness in Agricultural Economics, Plant and

TABLE XIX
 DEGREE OF PREPAREDNESS OF ENTRY YEAR
 AGRICULTURAL EDUCATION TEACHERS

Program Area	Degree of Preparedness
Animal Science	Very Well Prepared
Agricultural Mechanics	Well Prepared
Classroom and Laboratory Instruction	Well Prepared
FFA	Well Prepared
Supervised Occupational Experience	Well Prepared
Plant and Soil Science	Adequately Prepared
Agricultural Economics	Adequately Prepared
Program Planning	Adequately Prepared
Adult Education	Adequately Prepared
Public Relations/ Advisory Committees	Adequately Prepared
Overall	Well Prepared

TABLE XX
 CATEGORY OF CONTRIBUTION TO PREPAREDNESS
 FOR EACH PROGRAM AREA
 BY SOURCE

Program Area	Contribution to Preparedness from		
	University Courses	Student Teaching	Entry Year Teaching
Animal Science	High	High	High
Agricultural Mechanics	High	High	High
Classroom and Laboratory Instruction	High	Very High	Very High
FFA	Adequate	High	Very High
Supervised Occupational Experience	Adequate	High	Very High
Plant and Soil Science	Adequate	Adequate	Adequate
Agricultural Economics	High	Adequate	Adequate
Program Planning	Adequate	Adequate	High
Adult Education	Adequate	Adequate	High
Public Relations/ Advisory Committees	Some	Adequate	High
Overall	Adequate	High	High

Soil Science, Program Planning, Public Relations/Advisory Committees, and Adult Education; high contribution in Animal Science, Agricultural Mechanics, FFA, and Supervised Occupational Experience; and very high contribution in Classroom and Laboratory Instruction. Student Teaching provided high contribution to the overall program.

Entry Year Teaching (Table XX) provided adequate contribution to preparedness in Agricultural Economics and Plant and Soil Science; high contribution in Animal Science, Agricultural Mechanics, Program Planning, Public Relations/Advisory Committees, and Adult Education; and very high contribution in Classroom and Laboratory Instruction, Supervised Occupational Experience, and FFA. Entry Year Teaching provided high contribution to the overall program.

Recommendations

The author feels the Agricultural Education Department of Oklahoma State University should be commended on an excellent job of preparing agricultural education instructors. Future studies are needed to assure the quality is maintained.

Based on the results of this study the author suggests the following recommendations for the Agricultural Education Department at Oklahoma State University:

1. Continue to use the current system which includes the Entry Year Teaching program.

2. Continue to focus on the importance of each of the sources for preparedness (University Courses, Student Teaching, and Entry Year Teaching).
3. Through student advising and student class selection, continue to emphasize the importance of a well-balanced, well-rounded education.
4. Continue to emphasize the importance of practice teaching and lesson planning, and make this practice as close to actual teaching as possible.
5. Emphasize and provide training in the non-teaching duties of an agricultural education teacher, i.e. judging teams, paperwork and reports, and time management.
6. Utilize agricultural education teachers who have completed the Entry Year Teacher program as resource people in some of the Agricultural Education courses.
7. Increase emphasis on the importance of FFA, Supervised Occupational Experience, Plant and Soil Science, Program Planning, Adult Education, and Public Relations/Advisory Committees in the University Courses.
8. Increase emphasis on the importance of Plant and Soil Science, Agricultural Economics,

Program Planning, Adult Education, and Public Relations/Advisory Committees during Student Teaching.

9. Increase emphasis on the importance of Plant and Soil Science and Agricultural Economics during Entry Year Teaching.
10. Using all three sources of preparedness, increase the emphasis on Plant and Soil Science, Agricultural Economics, Program Planning, Adult Education, and Public Relations/Advisory Committees.

In addition, the author recommends to the State Young Farmer Coordinators, emphasis and training need to be increased in the area of Adult Education.

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Appendix

Preparedness for Teaching Agricultural Education:
Perceptions of Entry Year Teachers

Survey Instrument

Hello _____ . My name is Dennis Garr.
I'm in a M.S. program in Agricultural Education at Oklahoma
State University. I'm doing a survey about entry level
teachers.

May I ask you a few questions?

Yes _____

No _____

I. Please rate your overall preparedness for entry year of teaching.

On a scale of 1 to 5 with 1=unprepared and 5=very well prepared.

Ag Economics	1	2	3	4	5
Plant & Soil Science	1	2	3	4	5
Animal Science	1	2	3	4	5
Ag Mechanics	1	2	3	4	5
Classroom & Laboratory Instruction	1	2	3	4	5
FFA	1	2	3	4	5
Supervised Occupational Experience	1	2	3	4	5
Public Relations/ Advisory Committees	1	2	3	4	5
Program Planning	1	2	3	4	5
Adult Education	1	2	3	4	5
Total Preparedness	1	2	3	4	5

In which area were you best prepared?

In which area were you least prepared?

Suggestions?

II. Please rate the amount of contribution from each source in each area.

The sources are University Courses, Entry Year Teaching, and Student Teaching. On a scale of 1 to 5 with 1=no contribution and 5=very high contribution, please rate the following.

	University Courses	Entry Year Teaching	Student Teaching
Ag Economics			
Plant & Soil Science			
Animal Science			
Ag Mechanics			
Program Planning			
FFA			
Classroom & Laboratory Instruction			
Public Relations/ Advisory Committees			
Adult Education			
Supervised Occupation Experience			
Total Preparedness			
Most help?			
Least help?			
Suggestions?			

III. General Information:

Were you in FFA? _____ 4-H _____

How long? _____

GPA 2-2.5 _____ 2.5-3 _____ 3-3.5 _____ 3.5-4 _____

Number of OSU supervisory visits during student teaching? _____

VITA

Dennis W. Garr

Candidate for the Degree of
Master of Science

Thesis: PREPAREDNESS FOR TEACHING SECONDARY AGRICULTURAL
EDUCATION: PERCEPTIONS OF ENTRY YEAR TEACHERS

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