

PERCEPTIONS OF SELECTED OKLAHOMA VOCATIONAL  
AGRICULTURE TEACHERS AS TO THE FORMAT AND  
DESIGN CHANGES MADE IN THE 1984  
REVISION OF VOCATIONAL  
AGRICULTURE I  
INSTRUCTIONAL  
MATERIALS

By

RAYMOND KEITH HARP  
II

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

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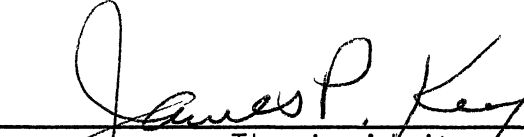
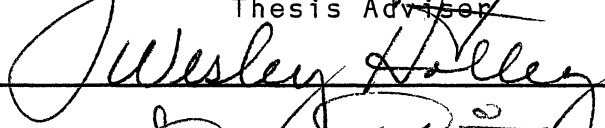

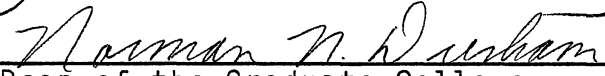
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Thesis Approved:

  
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Thesis Adviser  
  
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Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

The Curriculum and Instructional Materials Center (CIMC) of the Oklahoma State Department of Vocational and Technical Education has been developing instructional materials for vocational education since the late 1960s, and since 1969, has existed as a unit of the Support Services Division. The primary purpose of the center has been, and still is, to develop, disseminate, and inservice competency based instructional materials for Oklahoma vocational education programs.

As a leading curriculum center in the United States, the CIMC has been recognized numerous times for their development efforts. The first product produced by the center was a Basic Core Curriculum guide for Oklahoma vocational agriculture. Immediately following, and a direct outcrop from that guide, was a Basic Core Curriculum for Vocational Agriculture I. This, specifically, was a set of instructional materials to support the proposed first year of instruction outlined by the guide.

This Basic Core Curriculum for Vocational Agriculture I consisted of units of instruction to cover six major sections: Careers and Orientation, Leadership, Supervised



Farm Training, Animal Science, Plant and Soil Science, and Agricultural Mechanics. The units of instruction in each section included the following components: objectives--both terminal and specific, written in behavioral terms; suggested activities for both the teacher and the students, included in the teacher's book only; information sheets; assignment sheets; answers to the assignment sheets, in the teacher's book only; job sheets, transparency masters; tests and answers to the tests, in the teacher's book only.

According to a study by Patton (1971, p.3) to determine acceptance and usefulness of those materials:

The instructional units are designed to account for sixty percent of an instructor's time in teaching vocational agriculture. The remaining forty percent is left to the individual instructor in order for him to have freedom to use his own initiative in making content selection compatible with the demands of his local community.

That first CIMC product, Basic Core Curriculum for Vocational Agriculture I was given to teachers and made available for purchase as student materials in the summer of 1970. Those same materials, hereafter referred to as Vocational Agriculture I materials, were revised or updated twice during the 1970s. As time went along, the vocational agriculture supervisory staff and CIMC staff determined from teachers' comments that those materials actually accounted for more than sixty percent of their instructional time. As the materials were revised or updated, they grew and teachers began to comment that it was more than they could teach in a year.

After slightly more than a decade of instructional materials development, the third revision of the Vocational Agriculture I materials was begun. In that length of time, under much the same leadership, the CIMC staff began to see ways to, in their opinion, improve upon the long-standing, traditional format.

Just prior to beginning that third revision of the Vocational Agriculture I materials, the CIMC staff met to take an indepth look at how to improve the format. After considerable discussion by the experienced curriculum developers, all with vocational teaching experience using the format, they settled upon what they thought were appropriate changes to improve the usefulness of the materials.

An earlier study by Smith (1977, p.3) stated that today's new teachers are still faced with the problem of what to teach and what method or technique to use. In the opinion of the CIMC staff that met prior to that revision, probably the weakest component in the format was the suggested activities provided to the teachers on how to teach the unit.

As a result of the format and design changes implemented in the revision, the project was completed and disseminated to teachers across the state in the summer and fall of 1984. The only consultation with teachers as to the design and format changes occurred as informal comments during curriculum validation committee meetings. As plans were made for revision of other materials, it became apparent

that it was necessary to obtain accurate data as to teachers' perceptions of the types of changes that were made. This would provide the CIMC staff accurate information to use in future revisions.

#### Problem Statement

The problem of this study was the need to know how these changes have been perceived by selected Oklahoma vocational agriculture teachers.

#### Purpose of the Study

The major purpose of this study was to determine perceptions of selected Oklahoma vocational agriculture teachers as to the format and design changes in the 1984 revision of the Vocational Agriculture I instructional materials.

#### Objectives

The following objectives were formulated in order to deal with the purpose of the study:

1. Determine teachers' perceptions of increased listings of materials which might be obtained to supplement the unit.
2. Determine teachers' perceptions of the specific teaching suggestions for classroom and shop activities for each objective.
3. Determine teachers' perceptions of the relocation of transparency masters, in the teacher materials, from immediately after the information sheets to the back of the suggested activities.
4. Determine teachers' perceptions of the addition of supplements in the suggested activities.

5. Determine teachers' perceptions of small printed versions of transparency masters on the related information sheet rather than larger versions immediately following the information sheets.
6. Determine teachers' perceptions of the increased number of assignment sheets.

#### Basic Assumptions of the Study

For the purpose of this study, the following assumption was made:

1. That vocational agriculture teachers responding to the study's questionnaire would provide an accurate and honest expression of their perceptions.

#### Definition of Terms

The following definitions have been adapted for this study.

Curriculum--The general overall plan of delivery of the content of a course of study to include instructional materials, equipment, supplies and facilities.

Instructional materials--Printed text used during classroom or laboratory delivery of instruction.

Unit of instruction--A portion or part of the instructional materials concentrating on a specific area of study that may be utilized for one or more lessons or class periods.

Format--A specific organization or arrangement pattern

for components in a unit of instruction in CIMC instructional materials.

Design--specific arrangements or inclusions of sub-parts of components in a unit of instruction in CIMC instructional materials.

Unit objective--A statement of the overall intent or purpose of a unit of instruction.

Specific objective--Statement of behavior that instruction is expected to produce stated in terms of observable or measurable student performance.

Suggested activities--Component of a unit of instruction in the teacher's instructional materials designed to aid the teacher in instructional planning.

Information sheet--Component of a unit of instruction containing essential facts which are largely informational in nature.

Transparency master--Component of a unit of instruction containing information or drawings designed to be made into an overhead projector transparency to enhance the teaching process.

Assignment sheet--A pencil-paper activity component in a unit of instruction designed to give application or drill and practice of knowledge learned.

Job Sheet--A list of supplies and equipment, and steps for completing a manipulative task; included as a component of a unit of instruction.

Perception--A teacher's opinion or appreciation of format and design changes in instructional materials.

### Scope and Limitations

Data for this study were obtained by means of a questionnaire. The data were obtained from vocational agriculture teachers at professional improvement meetings. The teachers were given time at these meetings to complete the questionnaire. The only teachers surveyed were those who had taught Vocational Agriculture I classes, using both the 1984 Revision of Vocational Agriculture I instructional materials and the previous edition of those materials. In all, 239 teachers were surveyed. A limiting factor in gathering the data by this means was that some possibly qualifying respondents were absent from the May Professional Improvement meetings.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Numerous studies have been done related to Oklahoma's vocational education curriculum development. Teachers have been surveyed in a number of different disciplines to ascertain their attitudes or perceptions of their respective material for their programs. Student teachers have even been surveyed to study their attitudes toward the Oklahoma vocational instructional materials. In all of these studies, the same basic curriculum design and format was being investigated. During those years of the 1970s, very little change was made in the format and design of the materials being studied.

Those studies of the 70s created a strong support base for this study, which is to determine teachers' perceptions of format and design changes. But, the research had to go beyond the 1970s to study earlier curriculum development. Consequently, a study of the history of vocational curriculum development was reviewed to provide a background for the development done in Oklahoma. These studies seemed to fit into four general areas: principles of curriculum development, format for instructional materials in

Oklahoma, evaluation of curriculum and instructional materials, and research studies of the Oklahoma curriculum and instructional materials.

### Principles of Curriculum Development

Finch (1979, p. 1) set the stage for the discussion of curriculum development in vocational education as:

Ever since the term "curriculum" was added to educators' vocabularies, it has seemed to convey many things to many people. To some, curriculum has denoted a specific course, while to others it has encompassed the entire educational environment. While perceptions of this term may vary, the fact must be recognized that the curriculum extends beyond a simplified definition. Curriculum constitutes a key element in the educational process that is extremely broad in scope and touches virtually everyone who is involved with teaching and learning.

Finch (1979, p. 1) further stated, "The vocational and technical curriculum focuses not only on educational process but also on the tangible results of that process."

According to Hauenstein (1972, p. 1),

The curriculum provides the organized educational process through which the individual gains knowledge and the more efficient and effective the generation, organization, and transmission of knowledge, the greater will be the potential for learning.

Unruh (1975, p. 79) identified curriculum development as

. . . a complex process of assessing needs, identifying desired learning outcomes, planning and preparing for instruction to achieve the outcomes, and using the cultural, social and personal needs and interests that the curriculum is to serve.

This process falls directly in line with what the CIMC has strived for in curriculum and instructional materials



development. The CIMC, in developing their format in the late 60s and early 70s, attempted to follow the processes mentioned above as well as the instructional model suggested by Popham.

Popham (1970, p. 13) outlined his "instructional model" as consisting of four distinct operations. First of all, expected learner outcomes or objectives should be stated in terms of observable and measurable learner behavior. Secondly, pretest the students in relation to those objectives to assess if the student can already perform the behavior. The third step is to allow instruction to occur as prescribed by the objectives. The fourth step is to test the students to determine whether or not the objectives have been reached.

With these concepts and processes of curriculum development in mind, it becomes obvious that the curriculum developer must set some order to the development process. Taba (1962, p. 12) assumed there was an order to curriculum development and that pursuing that order would result in a more thoughtfully planned curriculum, one that was more dynamically conceived. The order prescribed by Taba follows:

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences

7. Determination of what to evaluate and the ways and means of doing it

Popham (1970, p. 20), in support of his four-component instructional model advocated that precise objectives were the basis of the model. He further summarized and supported the 1950s works of Benjamin S. Bloom and David R. Krathwahl related to the classifications of objectives into three major taxonomies or domains. These were: (1) the cognitive domain concerned with knowledge, recall, or problem solving, (2) the affective domain concerned with attitudinal, emotional and valuing responses of the learner, (3) the psychomotor domain concerned with manipulative operations or skills.

Format for Instructional Materials  
in Oklahoma

As a result of emphasis toward curriculum development in the 50s and 60s, many states set about to develop their own materials for vocational education. Lucas (1970, p. 9) stated in his study in 1970 that several states had developed what was commonly referred to as a basic curriculum guide to assist teachers in determining instructional program content for their own programs which would be aligned with that being used in other departments offering the same or similar programs. Lucas went on to cite the states that had developed a guide for adoption in their respective states. He also gave a brief description of those guides as to the areas they addressed.

The 1968 Oklahoma State Plan for Vocational Education (1969) stressed the need for curriculum development in all divisions of vocational and technical education. The Plan proposed the development of a Basic Core Curriculum Guide for Oklahoma vocational agriculture which would include lesson plans and information sheets.

As directed by the 1968 State Plan, the guide was developed for Vocational Agriculture I, II, III, and IV. At the time of his writing in 1970, Lucas additionally stated that The Instructional and Curriculum Materials Center of the Oklahoma State Department of Vocational Education was currently in the process of developing lesson and related materials for the Vocational Agriculture I portion of the core curriculum.

In a follow-up study, Patton (1971, p. 2) reported that Oklahoma's CIMC had instituted one of the newest and most unique methods of developing curriculum for vocational agriculture with an extensive use of measurable objectives. Patton further reported that each instructional unit included objectives, suggested activities, information sheets, job sheets, transparency masters, a quiz and answers to the quiz.

Henderson (1973, p.32-34) referred to the units of instruction as containing both terminal and specific behavioral objectives, and that each unit also contained three types of instruction sheets. Shill (1974, p. 98-100) stated that the units contained information sheets written in outline form providing concise information which in turn

lead to guidance for the teacher in developing teaching strategies.

Patton (1973, p. 12-13) referred to the second type of information sheet as in the form of assignment sheets. He stated that both information and assignment sheets guided the student in reaching cognitive objectives with the third type of information sheet, the job sheet, aiding in performance skills development or psychomotor objectives.

Henderson (1973) further stated that units of instruction also contained transparency masters which aided in supplementing or enforcing a specific objective. Drummond (1976, p. 16) pointed out that planning activities and visual aids listings were also provided in the suggested activities component of each unit. Drummond also noted the presence of the test in each unit and its importance for measuring student behavior as related to each unit.

The CIMC had developed and disseminated curriculum materials in compliance with the philosophies that had dictated and inspired its development. Tuckman (1969, p.26-29) even though he wasn't referring to the CIMC, stated very appropriately that vocational education, thus, had become the curriculum centered on students' needs.

## Evaluation of Curriculum and Instructional Materials

As materials were being developed by the CIMC and those materials were beginning to be used in programs across the state, it seemed that the CIMC was impacting vocational education. Even though the strict format had been established and materials were being validated in committee meetings, there was still the matter of evaluation. A dictionary definition stated that 'to evaluate' is "to determine the worth of".

These new materials from the CIMC would, no doubt, come under close scrutiny and would be evaluated. Referring to curriculum development projects, Briers (1974, p.41) pointed out that due to requests by teachers, because of expanded offerings in vocational education, curriculum development agencies had responded by preparing and distributing those needed materials. This increased production of materials has not been matched, however, by evaluations to determine their effectiveness in increasing student knowledge, in affecting student attitudes, and in helping students develop skills (Gliem, 1976).

Ridenour (1963) emphasized the need for evaluation of instructional materials. He stated that both formal and informal evaluative procedures to determine the effectiveness of materials should be used. To evaluate instructional materials more formally, Kerlinger (1973) stated that educational researchers must conduct

experimental evaluations simply because experimental studies are the only means of establishing a true cause and effect relationship.

Lumsdaine (1963), on the contrary, wrote in defense of informal evaluations, stating that teachers are more concerned with whether or not the instructional materials will help the teacher in accomplishing the objectives for which he or she is striving.

Briers (1979, p. 42) reported the following results:

Experiments evaluating instructional materials in vocational education have yielded varying results. Some studies (Shontz, 1963; Barker, 1967; Wilson, 1971) showed that the use of new instructional materials was more successful than "control" materials in increasing student knowledge of subject matter. On the other hand, several evaluative studies (Ehresman, 1966; Ahrens, 1970; Gliem, 1976; Gessey, 1976) did not reveal differences in student achievement between experimental (new materials) and control groups. Collectively, the studies suggested that carefully designed experiments, properly developed instructional materials, and inservice education can result in detectable differences in student achievement.

Since the beginning of "curriculum reform" in the 1960s, much has been done to improve curriculum and instructional materials both from quality and quantity standpoints. This holds true for the CIMC materials as well. The remainder of this study will be devoted to review of research studies done on CIMC materials and to conduct, yet another, "informal" study into CIMC materials. This study will be, however, to determine teachers' perceptions of the format and design changes implemented in the 1984 revision of Vocational Agriculture I materials.

Research Studies of the Oklahoma Curriculum  
and Instructional Materials

As Oklahoma's CIMC increased curriculum and instructional materials development, it became an item of interest to the state's vocational educators. This interest was apparent because of the numerous research studies conducted soon after the center's inception. However, the frequency and continuation of those studies began to decline and no graduate degree studies of the materials were done after Smith's (1977). Hence, the justification for this study was warranted, especially to determine teacher perceptions of the long standing format and the changes that were initiated in that format in the 1984 version of Vocational Agriculture I materials.

The studies began in 1970 when Lucas (1970) sought to determine information on the adoption of the Basic Core Curriculum Guide for vocational agriculture in Oklahoma. Lucas found that teachers over the age of 39 were in greater agreement with the suggested guide than were the younger teachers. He found that the supervisory district variable did not have an important effect and that Vocational Agriculture I, II, and III classes were more in agreement with the suggested core guide than were Vocational Agriculture IV classes. Additionally, Lucas found that teachers with higher educational degrees expressed more agreement with the core guide. His study indicated that teachers favored the concept of curriculum

standardization across the state and that teachers considered the core guide important to their program development.

After the Basic Core Curriculum for Agriculture I material was disseminated to teachers, Patton (1971) conducted a study to determine the acceptance and usefulness of those materials. Patton chose, as Lucas had done, to use an attitude scale to evaluate opinions and attitudes toward the materials. He found that teachers could use and actually were using the Vocational Agriculture I materials, and that the materials did not hinder initiative or innovativeness. The study revealed that teachers felt that students were achieving at a higher level using the units of instruction and the behavioral objectives.

A recommendation from Patton's (1971) study was that transparency masters should be duplicated as information sheets in the student material. Additionally, it was recommended that audio-visual materials should be developed to supplement the units, and there should be a continuation of curriculum development for Vocational Agriculture II, III, and IV.

Further research revealed that Nielson (1972) conducted a study in 1972 to assess teacher attitudes relative to the usefulness and effectiveness of the Distributive Education II Course of Study in Oklahoma. An important characteristic of this study was that it sought to report teachers' acceptance of the components of a unit. Her



study did, in fact, show strong agreement with all of the components except for information sheets and the criterion referenced tests at the end of each unit.

Findings of Nielson's study indicated that some large units should be broken down into smaller units. Teachers in this study also indicated that tests should be more objective, tests should be shortened, more and better visuals were needed, more hands-on activities should be included, and more mathematical problems should be built into the units.

Nielson's study also revealed a desire by teachers that games and case studies be included in future D.E. curriculum projects.

Sheppard (1975) conducted another similar study of the Residential Carpentry materials. He chose an attitude scale similar to the studies previously done. The study revealed a generally high level of acceptance of the materials, with no significant suggestions for revisions.

Also in 1975, Gwarzo (1975) conducted a similar study to determine acceptance and effectiveness of the agriculture curriculum materials. Additionally, his study was to determine the possibility of adopting or modifying the materials for Nigerian needs. This study again showed a relatively high level of acceptance of the materials. Of importance to this study was the fact that Gwarzo's research showed that teachers agreed that curriculum development must include a "maximum amount of learning by doing", and that some units should be supplemented. Also,

teachers indicated that only some suggestions were needed for variations in teaching methods.

In 1975, Hollenback (1975) reported on an evaluation of Home Economics II Basic Core Curriculum. Using a Likert-Scale instrument to gather data from teachers, she obtained a 71 percent return rate. The summary of findings in this study showed entirely positive responses to the components of a unit. Hollenback recommended that the CIMC staff provide for a continual, critical evaluation program in order to revise curriculum on a three-five year basis. She also recommended an extended reference list to include all types of supplemental material to enhance the core curriculum.

Another 1975 study of home economics was completed by Sawatzky (1975). She compared the acceptance and usefulness of Home Economics I, Basic Core, by workshop participants and non-workshop participants. Recommendations from her research that proved relevant to this study were that: (1) teachers favored supplemental ideas for using the materials, (2) include more job and assignment sheets, (3) include more illustrations, and (4) audio-visuals such as films, film strips and slides should be developed or provided to supplement the units (p. 58).

The 1976 study of "Teacher Use and Perceived Usefulness of Components of the Oklahoma Home Economics I, Basic Core" was conducted by Drummond (1976). Her research brought forth no new information that proved pertinent to this study except the recommendation to study the possibility of

revision of unit tests to better meet the needs of the students and teachers using the curriculum (p. 70).

The most recent of research studies related to CIMC agriculture materials was conducted by Smith (1977). His study compared attitudes of student teachers toward the Vocational Agriculture Basic Core Curriculum before and after student teaching. The conclusions from Smith's research important to this study were: (1) student teachers felt that students needed more involvement in class activities by the use of assignment sheets, (2) student teachers felt that more slides, films, and teaching aids should be supplied to supplement the materials. Smith's research further revealed that the greatest decline in student teachers' attitudes of the usefulness of components was associated with terminal objectives and suggested activities (p. 43).

#### Summary

Chapter II gave a fairly in-depth study into the principles of curriculum development. This was followed by the development and formation of the format for vocational instructional materials in Oklahoma, and how those materials were based on the previously mentioned principles of curriculum development.

Because teacher perceptions, with which this study was dealing, are so closely related to evaluation, an extensive investigation was conducted and reported on the evaluation of curriculum and instructional materials. Finally, this

chapter highlighted the research studies which have been done on the Oklahoma vocational curriculum and instructional materials.

Most of the evaluation studies done were in the 1970s when the CIMC was still less than ten years in operation. These studies mostly concentrated on the Vocational Agriculture and Home Economics materials. The studies made an effort to evaluate how teachers felt about the components and in general teachers responded favorably. Some of the recommendations from those studies concerned some of the types of format and design changes under evaluation in this study.

It was the intent of the researcher, in this chapter, to illustrate how the review of literature presented in this order would relate to the study and build a basis of support for the study.

## CHAPTER III

### METHODOLOGY

#### Introduction

The major purpose of this study was to determine perceptions of selected Oklahoma vocational agriculture teachers as to the format and design changes in the 1984 revision of Vocational Agriculture I instructional materials. In order to accomplish this purpose, the following objectives were formulated:

1. Determine teachers' perceptions of increased listings of materials which might be obtained to supplement the unit.
2. Determine teachers' perceptions of the specific teaching suggestions for classroom and shop activities for each objective.
3. Determine teachers' perceptions of the relocation of transparency masters, in the teacher materials, from immediately after the information sheets to the back of the suggested activities.
4. Determine teachers' perceptions of the addition of supplements in the suggested activities.
5. Determine teachers' perceptions of small printed versions of transparency masters on the related information sheet rather than larger versions immediately following the information sheets.
6. Determine teachers' perceptions of the increased number of assignment sheets.

This chapter, in describing the methodology used, is divided into the following sections: selection of the

population, development of the instrument, method employed in collecting data, and analysis of the data.

#### Selection of the Population

There were 465 vocational agriculture teachers under contract in the State of Oklahoma at the time the study was being done. In order to be a qualifying respondent for this study, the teachers had to have taught a Vo-Ag I class using both the 1984 Revision of the Vocational Agriculture I instructional materials and the previous edition of those materials and had to be present at the May Professional Improvement meeting.

Considering that there are five vocational agriculture supervisory districts in the State, it was intended to survey all qualifying respondents from all five districts. Prior to the surveying, it was understood that there might have been other factors which would affect the number of responding teachers. (For example, a teacher in a multiple teacher department that did not have responsibility for teaching a Vo-Ag I class.)

#### Development of the Instrument

Previous studies done on vocational curriculum and instructional materials in Oklahoma had used a teacher-response instrument. Most all of these had used a 5-point scale to measure the teachers' degree of agreement or rating of components of a unit of instruction.

In development of the instrument for this study, it was decided not to give the teachers an "undecided" choice on a five-point scale. For this study, a ten-point scale was chosen to measure teachers' degree of agreement or disagreement with the statements presented on the instrument. The bottom end of the scale (number 1 on the scale) was labeled "strongly disagree", while number 10 on the scale was labeled "strongly agree".

The introductory portion of the questionnaire was presented to give directions for completing the questionnaire and to explain the rating scale. Additionally, the teachers were asked how long they had taught vocational agriculture, the number of years that they had taught a Vo-Ag I class, if they had taught using the 1984 edition of Vo-Ag I materials, as well as the previous edition, and finally the district in which they were currently teaching.

Additionally a series of open-ended questions about the components, and format and design changes were given at the end of the questionnaire. Teachers were asked to answer the question in their own words, as an expression of their feelings. These comments were then studied and used by the CIMC staff.

Before the questionnaire was presented to vocational agriculture teachers, it was reviewed by a group of curriculum specialists on the CIMC staff, vocational agriculture supervisors, and Oklahoma State University

Agricultural Education staff members. These persons were asked to edit, delete, and comment on any part of the questionnaire that they felt was inappropriate or unnecessary.

The input from these individuals was then discussed and considered by the researcher's graduate committee, thereby directing the final form of the survey instrument.

#### Collection of Data

The majority of the 239 teachers participating in the sample group were asked to fill out the questionnaire in May 1986 Professional Improvement meetings, conducted by the respective district supervisors. The Panhandle Professional Improvement Group was to hold their May P.I. Meeting without the district supervisor in attendance; therefore, a call was made to the P.I. Group teacher-president. After the questionnaires were completed, they were returned by mail.

Of the 465 vo-ag teachers under contract at the time the questionnaire was administered, only 239 responded. The reasons that the other 226 did not respond were:

1. absence from the P.I. Meeting
2. having not taught from both the 1984 Revision of Vo-Ag I and the previous edition
3. having not taught a Vo-Ag I class because of scheduling in a multiple teacher department



### Analysis of Data

Upon return of the questionnaires, the teachers' responses were tabulated for each statement to reflect their perceptions as related to degree of agreement or disagreement with the format and design changes being assessed.

### Summary

Chapter III has presented the methodology that was used in this study. Sections included in this chapter were: selection of the population, development of the instrument, and analysis of data.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this study was to determine perceptions of selected Oklahoma vocational agriculture teachers as to the format and design changes in the 1984 revision of Vocational Agriculture I instructional materials. To accomplish this purpose, the following objectives were formulated:

1. Determine teachers' perceptions of increased listings of materials which might be obtained to supplement the unit.
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4. Determine teachers' perceptions of the addition of supplements in the suggested activities.
5. Determine teachers' perceptions of small printed versions of transparency masters on the related information sheet rather than larger versions immediately following the information sheets.
6. Determine teachers' perceptions of the increased number of assignment sheets.

The data presented in this chapter were gathered from vocational agriculture teachers in Oklahoma that had taught

Vocational Agriculture I classes, using the 1984 revision of Vocational Agriculture I and the previous edition instructional materials. The questionnaire to gather data for this study was completed by respondents at the May 1986 Professional Improvement Group meetings.

Based on the qualifiers explained in the paragraph above and the fact that some teachers were absent from the P.I. meetings, 239 qualifying questionnaires were returned for analysis.

The questionnaire was designed to represent a random scattering of statements about the instructional materials format and its components and the changes in the format in the 1984 revision. A second part of the questionnaire contained statements or questions that respondents answered, which was to provide additional information to the CIMC staff.

The findings of this study are presented in two sections. The first section presents the teachers' perceptions of the format, components and their changes in the 1984 revision by questionnaire statements. The data is presented by mean responses rounded to the nearest tenth for the entire population, as well as the standard deviation for the responses.

The second section of the findings is presented as teachers' responses to questionnaire statements that were commonly related to format components. This data was presented for the entire population as a mean of means response for the items commonly related to format

components. A brief description of the respondents precedes the two sections of reported data.

#### Description of Respondents

The respondents in this study consisted of 239 vocational agriculture teachers in Oklahoma. To have been a valid respondent, they must have taught a Vocational Agriculture I class, having used to some extent the 1984 Revision of the Vocational Agriculture I instructional materials and the previous edition of the same materials. Due to the timing of the study, this meant that a qualified respondent must have taught at least three years.

As a means of evaluating the representation of perceptions across the state, teachers were asked to indicate the district in which they were teaching. Table I shows the breakdown of respondents by supervisory districts. They are shown both by number of teachers and by percent of the respondent population.

The total of 239 qualifying respondents represented 51 percent of the total of 465 teachers under contract. The representation of total teachers by districts were as follows: NW - 56%, NE - 38%, SE - 60%, SW - 45%, and C - 61%.

TABLE I  
RESPONDENTS FROM SUPERVISORY DISTRICTS  
BY PERCENTAGE

	North- West	North- East	South- East	South- West	Central	Total
Numbers	43	38	59	45	54	239
Percent	18.0	16.0	24.7	18.8	22.6	100.1

As an additional description of the respondents, Table II shows the years of experience of the teachers responding.

Over 25 percent of the teachers responding indicated that they had not taught over five years, with 56.4 percent indicating they had taught six to 20 years. Six teachers, or 2.5 percent, failed to report their years of teaching experience.

TABLE II  
YEARS OF TEACHING EXPERIENCE  
OF RESPONDENTS

	YEARS OF EXPERIENCE							No Re-	Tot.
	3-5	6-10	11-15	16-20	21-25	26-30	31+	sponse	
Number	65	45	45	45	15	12	6	6	239
Percent	27.2	18.8	18.8	18.8	6.3	5.0	2.5	2.5	99.9

Teacher Perceptions of Format, Components,  
and Their Changes By Questionnaire  
Statements

The questionnaire consisted of 26 statements relating to the instructional materials format, the components of a unit of instruction and the related changes made in the 1984 revision of the Vocational Agriculture I materials. Teachers were directed to express their degree of agreement by choosing a number on a scale of 1 to 10. The directions stated that "1" indicated strong disagreement and a "10" indicated strong agreement.

The responses, to the different numbers on the scale, for each statement are reported in Table III. Also shown is the percent of responses each scale number received for each statement on the questionnaire. The column in Table III, labeled "M R" shows the missing responses for each statement while the mean responses and standard deviations are shown in the last two columns on the right.

For statement number 1, relating to the basic format being ideal, 81 percent of the teachers responded in the agreement side of the scale, selecting numbers 6 through 10. Statement 26 was also related to the format in general. It stated that the format was dull, boring and unmotivating. Disagreement with this statement was indicated by 78.2 percent of the teachers responding with choices 1 through 5 on the scale.

Statement 25 stated that these format and design

TABLE III

STATEMENT RESPONSE BY NUMBER AND PERCENTAGE ON THE RESPONSE SCALE  
WITH MEAN RESPONSE AND STANDARD DEVIATION

State- ments	STRONGLY DISAGREE										STRONGLY AGREE				Mean Response	Std. Dev.								
	M	R	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %			7 N	7 %	8 N	8 %	9 N	9 %	10 N	10 %
1			2	.8	2	.8	3	1.3	7	2.9	29	12.1	36	15.1	46	19.2	61	25.5	31	13.0	22	9.2	7.2	1.8
2			-	-	4	1.7	3	1.3	7	2.9	23	9.6	23	9.6	54	22.6	68	28.5	42	17.6	15	6.3	7.3	1.7
3			-	-	6	2.5	7	2.9	12	5.0	31	13.0	27	11.3	47	19.7	60	25.1	35	14.6	14	5.9	7.0	1.9
4	1		-	-	6	2.5	9	3.8	11	4.6	20	8.4	24	10.1	41	17.2	48	20.2	42	17.6	37	15.5	7.3	2.1
5	1	2	.8		6	2.5	10	4.2	12	5.0	20	8.4	32	13.4	51	21.4	62	26.1	29	12.2	14	5.9	6.9	2.0
6	1	2	.8		5	2.1	10	4.2	19	8.0	23	9.7	44	18.5	47	19.7	54	22.7	23	9.7	11	14.6	6.6	1.9
7	1	4	1.7		5	2.1	6	2.5	9	3.8	24	10.1	28	11.8	43	18.1	58	24.4	37	15.5	24	10.1	7.1	2.0
8		2	.8		1	.4	3	1.3	15	6.3	13	5.4	29	12.1	40	16.7	68	28.5	37	15.5	31	13.0	7.4	1.8
9		1	.4		3	1.3	9	3.8	10	4.2	35	14.6	43	18.0	44	18.4	63	26.4	21	8.8	10	4.2	6.7	1.8
10		13	5.4		11	4.6	16	6.7	28	11.7	31	13.0	46	19.2	39	16.3	34	14.2	15	6.3	6	2.5	5.7	2.2
11		4	1.7		5	2.1	12	5.0	21	8.8	23	9.6	57	23.8	51	21.3	43	18.0	15	6.3	8	3.3	6.3	1.9
12		7	2.9		15	6.3	31	13.0	31	13.0	34	14.2	24	10.0	31	13.0	30	12.6	24	10.0	12	5.0	5.7	2.4
13		3	1.3		2	.8	9	3.8	14	5.9	43	18.0	54	22.6	60	25.1	41	17.2	9	3.8	4	1.7	6.3	1.6
14		17	7.1		17	7.1	18	7.5	23	9.6	37	15.5	34	14.2	40	16.7	30	12.6	15	6.3	8	3.3	5.5	2.4
15		17	7.1		31	3.0	33	13.8	39	16.3	47	19.7	15	6.3	23	9.6	20	8.4	12	5.0	2	.8	4.6	2.3
16		2	.8		2	.8	8	3.3	18	7.5	47	19.7	29	12.1	30	12.6	50	20.9	33	13.8	20	8.4	6.8	2.0
17	2	5	2.1		2	.8	5	2.1	12	5.1	29	12.2	35	14.8	48	20.3	52	21.9	25	10.5	24	10.1	6.9	2.0
18		-	-		2	.8	3	1.3	3	1.3	21	8.8	44	18.7	65	27.2	65	27.2	18	7.5	18	7.5	7.2	1.5
19		4	1.7		8	3.3	27	11.3	33	13.8	50	20.9	34	14.2	33	13.8	23	9.6	20	8.4	7	2.9	5.7	2.1
20		10	4.2		11	4.6	17	7.1	11	4.6	22	9.2	33	13.8	47	19.7	49	20.5	19	7.9	20	8.4	6.4	2.4
21	1	21	8.8		16	6.7	33	13.9	34	14.3	35	14.7	25	10.5	25	10.5	26	10.9	13	5.5	10	4.2	5.1	2.5
22	1	-	-		2	.8	6	2.5	14	5.9	23	9.7	33	13.9	41	17.2	65	27.3	35	14.7	19	8.0	7.2	1.8
23	4	3	1.3		3	1.3	9	3.8	7	3.0	24	10.2	44	18.7	45	19.1	49	20.9	28	11.9	23	9.8	7.0	2.0
24	1	4	1.7		4	1.7	7	2.9	5	2.1	19	8.0	18	7.6	50	21.0	59	24.8	37	15.5	35	14.7	7.4	2.0
25	1	5	2.1		3	1.3	10	4.2	9	3.8	18	7.6	30	12.6	36	15.1	50	21.0	28	11.8	49	20.6	7.3	2.2
26		42	17.6		43	18.0	44	18.4	39	16.3	19	7.9	15	6.3	8	3.3	17	7.1	7	2.9	5	2.1	3.8	2.4

changes should be continued in revision of the other Vo-Ag materials. Responses of 6 through 10 were given by 81.1 percent of the teachers.

Statement number 2 stated that the unit objective aids the teacher and student in identifying the overall intent of a unit of instruction. To this statement, 84.6 percent of the teachers responded in the agreement half of the scale, with a mean response of 7.3 and a standard deviation of 1.9. Teacher responses to statement number 4 appeared positive with 80.6 percent of the respondents indicating agreement that students should be made aware of the specific objectives before the unit is taught. None of the respondents indicated a "1" (strong disagreement) with statement number 4.

Statement 5 on the questionnaire was a somewhat general positive statement about the suggested activities in a unit. It stated that the suggested activities in general are helpful to the teacher in planning for teaching a unit. Seventy-nine percent of the teachers responded on the agreement side of the scale. Further analysis of the suggested activities led to statement 15, which stated that more suggestions on how to teach the unit are needed. A mean response of 4.6 showed somewhat disagreement with the statement by 59.9 percent of the respondents.

Another somewhat general component related statement was number 22 which stated that transparencies made from the transparency masters help in teaching the unit. The



mean response was 7.2 indicating agreement with the statement by 81.1 percent of the respondents.

Statement number 8 was a general, positive statement about the assignment sheets being a good way for students to apply the knowledge learned in the information sheets. To this, the respondents gave a mean response of 7.4 on the ten point scale. A fairly strong representation of 85.8 percent of the respondents rated the statement on the agreement side of the scale.

The one item (12) on the questionnaire that dealt with the unit test component was stated somewhat negatively. It stated that the test only challenges the student to memorize, not to learn. Respondents reported a mean response of 5.7 showing a very slight agreement with the statement, but important to that mean is the accompanying standard deviation of 2.4 which indicates a variety of responses among the teachers.

In summary of this section, it appeared that the respondents were generally in agreement with the format, the components, and their changes. The more significant and specific statement results were reported in the text, while all results were reported in Table III.

Teacher Perceptions of Components by  
Summary of Commonly Related  
Questionnaire Statements

Many of the statements in the questionnaire were commonly related to various format components. These

statements were randomly scattered throughout the questionnaire, so as to facilitate teacher responses to each item independently. The researcher felt that a particular teacher might quickly mark the response scale the same on a series of questions, if it appeared by glance that they were all related to a particular component.

It was hoped that the random scattering of related statements would encourage the respondents to read each statement carefully and consider it independently.

In the analysis of the data of those component-related statement responses were statistically combined as a mean of means, to give an overall perception of the components and/or their changes.

For component grouping purposes, the statements were combined as follows:

1. Supplements - statements 17 and 21
2. Suggested Activities - statements 6, 9, 11, 13, 15, 19, and 23
3. Transparency masters - statements 7 and 22
4. Assignment sheets - statements 10, 14, 16, 18, 10, and 24

Grouping of the related statements about the format and design changes tied back directly to the title of this study and the six objectives stated in Chapter I of the study. For purposes of reporting these data, the mean responses, and standard deviations are reported in Table IV by the above mentioned grouping titles.

It is interesting to note that Table IV indicates some

agreement with the format changes. These perceptions did not appear to be very strong, however considering the possible maximum "10" on the scale.

From the data analysis standpoint, it is positive to see that the teachers were in fairly close agreement. This agreement is confirmed by the low standard deviation summary in Table IV.

TABLE IV  
STATEMENT RESPONSES BY COMPONENT RELATED  
GROUPINGS OF STATEMENTS

Component Grouping	Mean	Std. Dev.
Supplements (statements 17 and 21)	6.4	1.7
Suggested Activities (statements 6, 9, 11, 13, 15, 19, and 23)	6.2	1.2
Transparency Masters (statements 7 and 22)	7.2	1.5
Assignment Sheets (statements 10, 14, 16, 18, 20 and 24)	6.5	1.1

The strongest agreement related to statements dealing with transparency masters. Because of the wording of statements 7 and 22 and their respective mean responses in Table III, teachers' perceptions appeared to be that they

avored the relocation of the transparency masters and they felt the transparencies aid in teaching the unit.

Increased quantity and length of assignment sheets was perhaps one of the most noticeable changes that occurred in the instructional materials. Teachers' perceptions of more and longer assignment sheets seemed positive, even though not to a strong degree.

Responses to statements 14 and 16, related to assignment sheets, provided an interesting comparison on teachers' perceptions. Statement 14, stating the assignment sheets should be used as homework, received a mean response of 5.5, the middle of the scale. Perhaps that one point on the scale could have been labeled "undecided" and would have fit teachers' perceptions. Teachers' perceptions did show up as not being neutral on statement 16, which stated that assignment sheets should be done in class. The mean response for that item was 6.8. From the statistical analysis standpoint, it is probably safe to assume that teachers' perceptions of the assignment sheet changes were favorable.

The matter of supplements was new to the 1984 Revision of the Vocational Agriculture materials. Statements 17 and 21 addressed this change. Teachers' responses seemed positive as reflected in the 6.4 mean response.

The expansion and detail of the suggested activities was the single largest change ever made in the CIMC materials. The CIMC materials had always had a suggested

activities component. It was decided prior to this revision however to really try to make something out of the component - to really try to put in suggested activities for teaching the unit.

This fairly drastic format change was still somewhat new to the teachers at the time of the survey. They had just completed the second school year with the materials. As shown in Table IV, the teachers' mean response to the suggested activities statements was 6.2. Statement 23 basically stated that as a planning tool, the suggested activities changes were an improvement. Since the suggested activities are intended to be a lesson planning aid, this one statement was probably a good representation of the suggested activities changes, and it received a positive 7.0 mean response as shown in Table III.

#### Summary

Chapter IV has presented a detailed presentation and analysis of the data associated with this study. Two hundred and thirty-nine qualifying respondents were surveyed. Their perceptions of format and design changes are reflected in the statistical data presented in this chapter. In all cases, as the data was analyzed, teachers' perceptions were positive toward the format and design changes made in the 1984 Revision of Oklahoma Vocational Agriculture I instructional materials.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

##### Purpose

The purpose of this study was to determine the perceptions of selected Oklahoma vocational agriculture teachers as to the format and design changes in the 1984 revision of Vocational Agriculture I instructional materials. To accomplish this purpose, the following objectives were formulated:

1. Determine teachers' perceptions of increased listings of materials which might be obtained to supplement the unit.
2. Determine teachers' perceptions of the specific teaching suggestions for classroom and shop activities for each objective.
3. Determine teachers' perceptions of the relocation of transparency masters, in the teacher materials, from immediately after the information sheets to the back of the suggested activities.
4. Determine teachers' perceptions of the addition of supplements in the suggested activities.
5. Determine teachers' perceptions of small printed versions of transparency masters on the related information sheet rather than larger versions immediately following the information sheets.

6. Determine teachers' perceptions of the increased number of assignment sheets.

### Methodology

Vocational agriculture teachers were asked to complete a questionnaire at the May 1986 Professional Improvement Meetings. Based on the qualifying criteria that teachers had to have taught Vo-Ag I from both the old and the revised materials and be present at the P. I. Meeting, 239 teachers qualified as respondents. The questionnaire primarily consisted of 26 statements about the instructional materials' format and components and their respective changes that were made in the 1984 revision of the materials. Teachers were instructed in the directions to respond on a 10 point scale, expressing their degree of agreement or disagreement with the statements. Some additional items were included on the questionnaire to gather information requested by the Curriculum and Instructional Materials Center staff at the Oklahoma State Department of Vocational and Technical Education.

Upon return of the questionnaires, responses were tabulated and analyzed as they related to the objectives of the study. The statistical results were reported as to the number of responses to each point on the scale for each of the 26 statements. Additionally, the percent of responses each point on the scale received for each statement was reported. The mean and standard deviation for each statement were also reported.

## Findings

The findings of this study are best expressed as a summary of the questionnaire statement responses that related to the objectives. The presentation and analysis of the data were reported in two main sections. The first section dealt with individual questionnaire statements that related to the format, the basic components of the format and the changes in those components, which were made in the 1984 revision of the materials. The second section dealt with reporting results of commonly related statements as they related to components and their respective changes.

Numerous statements, related to the format components, were randomly scattered throughout the questionnaire. This was done in hopes that the respondents would consider each statement independently, rather than quickly mark similar responses to seemingly closely related statements. A summary of the major findings of teachers' perceptions is given in the following.

### Format, Components and Their Changes By Statements.

Two statements were given that related in a general way to the CIMC instructional materials format. The first statement, number 1, was positive in that it said that the format was an ideal format with which teachers agreed. Number 26, negatively stated that the format was dull, boring and un motivating and teachers expressed disagreement with this statement.

The highest mean response received was for statement 8



and also for number 24. The 7.4 mean response indicated agreement for relocation of transparency masters in the student material (statement 8) and the increase in the number of assignment sheets (statement 24).

A slight disagreement (4.7 mean response) was shown on statement 15. This was the only positive statement that received some degree of disagreement, and it stated that more suggestions on how to teach the unit were needed.

A 5.1 mean response (slight disagreement) was expressed on the negatively stated number 21. This statement basically said that listings of instructional support media was a waste because the teacher didn't have the time or money to order them.

In all, the responses indicated that teachers' perceptions of the format, the components, and the changes in the components were favorable, when reported by individual statements.

#### Commonly Related Statements About Component Changes.

Further reporting of the data was done by commonly related statements as they related to the component changes. These were reported as a mean of means response. In all cases the teachers' perceptions of the component changes were positive.

For supplements, statements 17 and 24 had a mean response of 6.4. For the suggested activities, statements 6, 9, 11, 13, 15, 19, and 23 being considered, a mean response of 6.2 (agreement) was calculated. As an

expression of perceptions of assignment sheets, a 6.5 mean response was shown for statements 10, 14, 16, 18, 20, and 24. The strongest agreement of 7.2 mean response was shown for the transparency masters component changes, as reflected in statements 7 and 22.

### Conclusions

Based upon the data collected in this study certain conclusions can be presented. The researcher concluded the following based on the objectives:

1. Teachers' perceptions were that the increased listings of materials to supplement the unit were helpful and important information.
2. Teachers' perceptions of the expanded and more detailed suggested activities were positive.
3. Teachers felt that the relocation of transparency masters in the teacher's book was beneficial to the teachers.
4. Teachers were in favor of the addition of optional-use supplements in the suggested activities of the teacher's book.
5. Teachers expressed agreement with the change which placed small printed versions of the transparency masters on the related information sheets in the student material, rather than at the back of the information sheets.
6. Teachers were in favor of the increased quantity and length of assignment sheets.

Additionally the researcher concluded the following items above and beyond the stated objectives of the study:

7. Teachers considered the basic format of the instructional materials to be an appropriate format for Vocational Agriculture instructional materials.
8. Teachers' perceptions of the format changes in the 1984 revision of Vocational Agriculture I materials were positive.

9. Teachers feel that the unit and specific objectives are important sub components of a unit of instruction.
10. Teachers are only slightly in agreement with the usefulness of the test as it relates to measuring student learning.
11. Teachers felt that the format and design changes discussed in this study should be continued in the revision of the other Vocational Agriculture materials.

#### Recommendations

Based upon the findings and conclusions of this study, the following recommendations are made by the researcher.

1. The Curriculum and Instructional Materials Center should continue to list materials which might be used as supplements to the units of instruction.
2. The Curriculum and Instructional Materials Center should continue to provide the specific teaching suggestions in the suggested activities components of other materials as they are developed or revised.
3. The Curriculum and Instructional Materials Center should continue with providing transparency masters in the suggested activities component of each unit.
4. The Curriculum and Instructional Materials Center should continue to include optional-teacher use supplements in the suggested activities of each unit.
5. The Curriculum and Instructional Materials Center should continue to place reduced versions of the transparency masters with their respective information on the information sheets in the student material.
6. The Curriculum and Instructional Materials Center should continue to develop and include as many assignment sheets in units as is considered appropriate in order that students may apply the knowledge learned through written activities.

Based upon the additional conclusions beyond the objectives of this study, the researcher makes the following recommendations:

7. The Curriculum and Instructional Materials Center should continue to develop Vocational Agriculture instructional materials by the same basic format as is now in place.
8. The Curriculum and Instructional Materials Center should continue with future revisions, the format and design changes made in the 1984 Revision of Vocational Agriculture I instructional materials.
9. The Curriculum and Instructional Materials Center should continue with the concept of unit and specific objectives at the beginning of each unit of instruction.
10. The Curriculum and Instructional Materials Center should strive to improve the test component so as to better measure student learning.

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APPENDIX

QUESTIONNAIRE TO ASSESS TEACHER PERCEPTIONS  
OF DESIGN AND FORMAT CHANGES  
IN 1984 REVISION OF VO-AG I  
INSTRUCTIONAL MATERIALS



QUESTIONNAIRE TO ASSESS TEACHER PERCEPTIONS OF  
DESIGN AND FORMAT CHANGES IN 1984 REVISION OF  
VO-AG I INSTRUCTIONAL MATERIALS

Teacher's district:  NW  NE  SE  SW  C

Total experience teaching Vocational Agriculture:  3-5  6-10  11-15  16-20  
 21-25  26-30  31 or more

Have you taught Vo-Ag I classes using the 1984 Revision of the Vo-Ag I materials?  
 Yes  No

Have you taught Vo-Ag I classes using the Vo-Ag I materials prior to the 1984 revision?  Yes  No

This questionnaire is designed to allow you to express your perceptions of the format and design changes made in the 1984 revision of Vo-Ag I Instructional materials. Please indicate your perceptions by circling the number that most nearly expresses your feelings on each statement. A "1" indicates strong disagreement (SD) with the statement and a "10" indicates strong agreement (SA).

- |   |                                  |
|---|----------------------------------|
| 1. The basic format for Oklahoma Vo-Ag instructional materials is an ideal format for use in the classroom.   | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |
| 2. The unit objective aids the teacher and student in identifying the overall intent of the unit.   | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |
| 3. The specific objectives are necessary for the teacher and student to identify the specifics of what is expected of the student.  | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |
| 4. The students should be made aware of the specific objectives before the unit is taught.  | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |
| 5. The suggested activities in each unit, in general, are useful to the teacher in planning for teaching the unit.  | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |
| 6. In the suggested activities, the listings of media and other supplemental material to use when teaching the unit are valuable to the teacher.  | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |
| 7. Transparency masters in the new Vo-Ag I have been relocated from the back of the information sheets to the back of the suggested activities. This is an improvement because it places all of the teacher's planning materials closer together. | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |
| 8. The student's copy of the transparency masters have been reduced and located on the information sheets, rather than at the back of the information sheets. This aids the student in relating the information to the respective artwork.        | SD<br>1 2 3 4 5 6 7 8 9 10<br>SA |

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| 9.  | In the suggested activities, the reminder of consumable supplies needed for teaching the unit is helpful to the teacher.   | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 10. | When teaching a unit in the new Vo-Ag I, the students should complete all of the assignment sheets in the unit.  | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 11. | In the suggested activities, the suggestions on how to introduce the unit helps the teacher to start a new unit.   | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 12. | The unit test only challenges the student to memorize, not to learn.   | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 13. | In the suggested activities, the suggestions on how to teach each section of the information sheets aid the teacher in providing a variety of teaching techniques.   | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 14. | The assignment sheets should be used as homework assignments.  | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 15. | More suggestions on how to teach the unit are needed.  | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 16. | The assignment sheets should be used as an in-class assignment.  | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 17. | Optional-use supplements are included in the suggested activities of many units in the form of cross-word puzzles, additional information for the teacher etc. These are useful improvements to the new Vo-Ag I over the previous Vo-Ag I materials. | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 18. | The unit assignment sheets are a good way for students to apply the knowledge learned in the information sheets.   | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 19. | Many of the suggestions on how to teach the unit are unrealistic to implement at the local level.  | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |
| 20. | The assignment sheets are most useful for students to complete when there is a substitute teacher.   | SD<br>1 2 3 4 5 6 7 8 9 10 | SA |

21. In the suggested activities, the listing of films, slides, and other media to supplement the unit is a waste, because the teacher doesn't have the time or money to order them. SD 1 2 3 4 5 6 7 8 9 10 SA
22. Transparencies made from the transparency masters help in teaching the unit. SD 1 2 3 4 5 6 7 8 9 10 SA
23. As an aid in planning and teaching a unit, the expanded suggested activities in the new Vo-Ag I is an improvement over the suggested activities in the previous Vo-Ag I material. SD 1 2 3 4 5 6 7 8 9 10 SA
24. The increased number of assignment sheets in new Vo-Ag I is an improvement over the previous Vo-Ag I material. SD 1 2 3 4 5 6 7 8 9 10 SA
25. The format and design changes made in the new Vo-Ag I book should be continued in the revision of the other Vo-Ag materials. SD 1 2 3 4 5 6 7 8 9 10 SA
26. The format of the Vo-Ag I materials is dull, boring, and un motivating. SD 1 2 3 4 5 6 7 8 9 10 SA
27. What percent of the time are you using the Vo-Ag I materials in teaching your Vo-Ag I class? \_\_\_0-10% \_\_\_11-25% \_\_\_26-50% \_\_\_51-75% \_\_\_76-100%
28. The **one most** helpful part of a unit of instruction in the Vo-Ag I materials is: \_\_\_\_\_
29. The **one least** helpful part of a unit of instruction in the new Vo-Ag I materials is: \_\_\_\_\_
30. The new Vo-Ag I materials provide enough to teach a Vo-Ag I class for: \_\_\_1 semester \_\_\_1 1/2 semesters \_\_\_1 full school year \_\_\_1 1/2 school years \_\_\_2 school years other \_\_\_\_\_

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VITA

Raymond Keith Harp

Candidate for the Degree of

Master of Science

Thesis: PERCEPTIONS OF SELECTED OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS AS TO THE FORMAT AND DESIGN CHANGES MADE IN THE 1984 REVISION OF VOCATIONAL AGRICULTURE I INSTRUCTIONAL MATERIALS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Shawnee, Oklahoma, March 7, 1948, the son of Ray and Estelle Harp. Married Phyllis Ann Daugherty on June 2, 1967. Have daughters Jana Marie, Tara Rae, and Emily Sue.

Education: Graduated from Earlsboro High School, Earlsboro, Oklahoma, in May, 1966. Received an Associate of Science degree in agriculture at Connors State College, Warner, Oklahoma in May, 1968. Received Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Agricultural Education, May, 1970. Completed requirements for the Master of Science degree at Oklahoma State University in December, 1986.

Professional Experience: Taught Vocational Agriculture at Dover High School, Dover, Oklahoma, October 1970-June 1976. Taught Vocational Agriculture at Moore High School, Moore, Oklahoma, July 1976-June 1980. Served as Agriculture Curriculum Specialist at Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, July 1980-present.

Professional Organizations: Oklahoma Vocational Agriculture Teachers Association, Oklahoma Vocational Association, National Vocational Agriculture Teachers Association, American Vocational Association

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