

FACTORS WHICH INFLUENCE VOCATIONAL AGRICULTURE/
FFA STUDENTS IN CHOOSING SUPERVISED
OCCUPATIONAL EXPERIENCE PROGRAMS

By

SHELLY K. JOHNS

//

Bachelor of Science in Agriculture

Oklahoma State University

Stillwater, Oklahoma

1984

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1986

Thesis
1986
JG5F
Cop. 2



FACTORS WHICH INFLUENCE VOCATIONAL AGRICULTURE/
FFA STUDENTS IN CHOOSING SUPERVISED
OCCUPATIONAL EXPERIENCE PROGRAMS

Thesis Approved:

James D. White

Thesis Adviser

Eddy Ginley

Ray L. Lyle

Norman N. Durham

Dean of Graduate College

ACKNOWLEDGEMENTS

The author would like to express a sincere appreciation to the many persons who were involved in making this study possible.

Special gratitude is expressed to Dr. James D. White for his untiring guidance and cooperation during the entire study and to Dr. Eddy Finley for his advice and encouragement during the completion of the study. To all committee members whose counsel and assistance was greatly appreciated.

Recognition is given to Mrs. Mona Hicks and Mrs. Kay Porter for their pleasant and efficient typing of this thesis.

A special expression of love, thanks and eternal gratitude is expressed to the author's parents, John and Irene, and Aunt Foy for their unending love, support and effort throughout the author's studies.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	3
Purpose of the Study	3
Objectives of the Study	3
Assumptions of the Study	4
Scope of the Study	5
Definition of Terms	6
II. REVIEW OF LITERATURE	8
Benefits of SOE Programs	8
Influence of the Teacher in SOE Programs	11
Parental Involvement in SOE Programs	14
Comparison of Male and Female SOE Programs	16
Importance of SOE Programs in Developing Occupational Skills	18
Summary	20
III. DESIGN AND METHODOLOGY	23
Introduction	23
The Study Population	23
Development of the Instrument	25
Collection of Data	27
Analysis of Data	27
IV. PRESENTATION AND ANALYSIS OF DATA	30
Introduction	30
Findings of the Study	31
Population	31
Demographic Findings	33
Students' Involvement in FFA Leadership Activities	35
Adult Community Support Groups and Vocational Agriculture Programs	38
Student Respondents Surrounding Environment	38
Location of Student SOE Programs	41
A Comparison of Findings by Gender	41
Type of SOE Programs	41

Chapter	Page
Proficiency Award Areas	44
Student Enterprises	44
Net Profit or Loss	51
Characteristics Associated with Teacher Supervision of SOE Programs	53
Factors Influencing Selection of an SOE Program	56
A Comparison of Findings by Level of School District Expenditure	63
Residential Environment	63
Type of SOE Program	63
Agribusiness Enterprises	66
Livestock Enterprises	66
Crop Enterprises	69
Characteristics Associated with Teacher Supervision of SOE Programs	69
Factors of Influence	75
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	79
Purpose of the Study	79
Objectives of the Study	79
Design of the Study	80
Major Findings of the Study	80
Selected Characteristics of Chapters and Students Which Participated in the Study	80
Involvement in FFA Leadership Activities	81
Adult Community Support Groups and Vocational Agriculture Programs	81
Students' Residential Environment	81
Place Where SOE Programs Are Conducted	82
Type of SOE Program	82
Proficiency Award Areas	82
Student Enterprises	82
Net Profit or Loss	84
Characteristics Associated with SOE Programs	84
Factors Influencing Selection of An SOE Program	85
Residential Environment by Level of School District Expenditure	86
Type of SOE Program by Level of School District Expenditure	86
Student Enterprises by Level of School District Expenditure	88
Characteristics Associated with SOE Programs by Level of School District Expenditure	88
Factors of Influence by Level of School District Expenditure	90
Conclusions	90
Recommendations	92
Recommendations for Further Research	93

Chapter	Page
A SELECTED BIBLIOGRAPHY	94
APPENDIXES	96
APPENDIX A - LOCATION OF SCHOOLS	97
APPENDIX B - COVER LETTER	99
APPENDIX C - INSTRUCTIONS	101
APPENDIX D - QUESTIONNAIRE	103

LIST OF TABLES

Table	Page
I. A Summary of Study Participants by VoAg Class and Gender	26
II. Summary of Selected School Districts by Level of District Expenditure and Size of Vocational Agriculture Department	34
III. Summary of Selected Characteristics as Reported by Student Respondents	36
IV. Summary of Student Respondents' Involvement in FFA Leadership Activities	37
V. Summary of Community Support Groups and Adult VoAg Programs Available to Citizens of the Community as Reported by Student Respondents	39
VI. A Summary of Male and Female Respondents' Residential Environment by Whether or Not Their Parents Farm and Whether They Farm Full-time or Part-time	40
VII. Summary of Student Respondents' SOE Programs by Location	42
VIII. A Summary of Male and Female Respondents by Type of SOE Program	43
IX. A Summary of Proficiency Award Applicants by Gender	45
X. A Summary of Student Respondents' Agribusiness Ventures by Gender	46
XI. Summary of Student Respondents' Livestock Enterprises by Gender	47
XII. Summary of Student Respondents' Crop Enterprises by Gender	49
XIII. A Summary of Student Respondents' Net Profit/Loss by Gender	52

Table	Page
XIV. A Summary of Teacher Supervision of Student Respondents' SOE Programs by Gender	54
XV. A Summary of Whether or Not Student Respondents Had Long Term Goals Associated With Their SOE Programs . . .	55
XVI. Summary of Student Respondents' Goals for their SOE Programs by Gender	55
XVII. A Summary of Student Respondents' Perceptions of SOE Programs by Gender	56
XVIII. Absolute Values and Categories of Influence Arranged in a "Likert-Type Scale"	58
XIX. A Rank of Mean Responses by Students as to Influence of Selected Factors on Their Decisions to Choose SOE Programs	59
XX. A Rank of Mean Responses by Male Students as to Influence of Selected Factors on Their Decisions to Choose SOE Programs	60
XXI. A Rank of Mean Responses by Female Students as to Influence of Selected Factors on their Decisions to Choose SOE Programs	61
XXII. A Comparison Between "High" and "Low" Levels of School District Expenditure Per Student by Residential Environment and Whether or Not Students' Parents Farmed and Level of Farming Activity	64
XXIII. A Comparison Between "High" and "Low" Levels of School District Expenditure Per Student by Type of SOE Program	65
XXIV. A Comparison Between "High" and "Low" Levels of School District Expenditure Per Student by Agribusiness Enterprise	67
XXV. A Comparison Between "High" and "Low" Levels of School District Expenditure Per Student by Livestock Enterprises	68
XXVI. A Comparison between "High" and "Low" Levels of School District Expenditure Per Student by Crop Enterprises . .	70
XXVII. A Summary of Teacher Supervision of Student Respondents' SOE Programs by Level of School District Expenditure Per Student	73

Table	Page
XXVIII. A Summary of Whether or Not Student Respondents' Had Long Term Goals Associated with Their SOE Programs by Level of School District Expenditure Per Student . . .	74
XXIX. A Summary of Student Respondents' Goals for Their SOE Program by Level of School District Expenditure Per Student	76
XXX. A Summary of Student Respondents' Perceptions of SOE Programs by Level of School District Expenditure Per Student	77
XXXI. A Comparison of Ranks Between "High" and "Low" Levels of School District Expenditure Per Student by Factors of Influence	78
XXXII. A Comparison of Male and Female Students' Involvement in SOE Programs by Enterprise Area	83
XXXIII. A Comparison of Ranks Between Male and Female Students with Regard to "Great" and "Very Great" Influence on Students' Decisions in Selecting SOE Programs	87
XXXIV. A Comparison Between "High" and "Low" Levels of School District Expenditure Per Student by SOE Enterprise Area	89

LIST OF FIGURES

Figure	Page
1. Location of Vocational Agriculture Supervisory Districts and School Districts Participating in the Study	24
2. Location of School Districts Whose Students Participated in the Study	32

CHAPTER I

INTRODUCTION

One of the most unique features of vocational agriculture is that of Supervised Occupational Experience Programs (SOEP). This feature sets Vocational Agriculture/Future Farmers of America (FFA) programs apart from all other educational endeavors since it provides for practical application that makes vocational agriculture relevant to the real world. SOE programs make agriculture instruction meaningful and relevant by allowing students to "learn by doing." Supervised Occupational Experience Programs allow students the opportunity to call something their own. Whether they succeed or fail is part of the responsibility they choose in making a "trial run" of an agricultural occupation. The benefits to the students are self-evident and numerous, since their personal efforts can directly influence the success of their own programs.

SOE programs provide the vital ingredient which makes vocational agriculture vocational. The practical experience of being able to apply what is learned in the classroom and the sequencing and development of agriculture competencies in surroundings closely related to the world of work and provide training opportunities related to gainful employment.

The Supervised Occupational Experience Program is the most important part of a student's work in vocational agriculture. In an SOE

program students will use conclusions drawn from solving problems in class. Developing a good SOE program and doing it well will help the student to become proficient in agriculture and to get established in an agriculture vocation.

The SOE program is a student's golden opportunity to earn money on their own through working in agribusiness or on their own production program. The SOE program also allows the student to achieve independence, to have people think well of what he or she is doing, to achieve recognition for doing a good job, and to build self-esteem and character. The final important idea that an SOE program provides is that it allows the student to follow an occupation which most interests himself or herself.

There are basically two types of Supervised Occupational Experience Programs, one is production agriculture and the second is agribusiness. Production agriculture is better known as a supervised farming program and is commonly made up of one or more productive enterprise projects, improvement projects and supplementary farm experiences. The agribusiness phase is referred to as "off farm agriculture"; it includes industries and workers in occupations that contribute to farming. It however is not limited to just goods and services for farmers and ranchers, it also encompasses ornamental horticulture, agriculture resources and forestry.

Given the magnitude of the contribution that SOE makes toward a total educational effort it becomes important to look at what might influence students in selecting occupational experience programs.

Statement of the Problem

In Oklahoma as well as across the nation many different types of Supervised Occupational Experience programs are in existence. Contributing to the variability of the SOE programs are many different variables affecting students in a variety of ways. Variables which may affect selection of certain types of SOE programs are such things as economic disadvantages, lack of facilities, parental support or lack of, community expectations and/or traditions, teacher influence, and students' understanding of what SOE programs are.

In recent years there have been only a limited number of studies done on the variables which affect what type of SOE programs students choose, virtually none have been conducted in the State of Oklahoma. Because of the importance of the Supervised Occupational Experience Programs to vocational agriculture, it would be only logical to determine the factors which influence students in choosing an SOE program.

Purpose of the Study

The purpose of the study was to determine selected factors influencing Vocational Agriculture/FFA students in choosing a Supervised Occupational Experience Program (SOEP).

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were set forth:

1. To determine what factors influenced the students' selection of SOE programs.

2. To determine the type of SOE program(s) in which students were involved.

3. To determine if there was a notable difference between what male and female students choose as an SOE program.

4. To determine if there was a notable difference in influence by levels of school district expenditures per student and student selection of SOE programs.

5. To determine if residential environment plays a role in the type of SOE program a student chooses.

6. To determine if students plan to continue their SOE programs.

7. To determine how students perceived their experiences with their SOE program(s).

Assumptions of the Study

The following assumptions concerning this study were formulated:

1. Responses made by participants in this study were accurate and sincere.

2. A combination of factors influence students to select SOE programs.

3. Responses of students between rural and urban areas were representative of all students in the Vocational Agriculture/FFA programs surveyed.

4. The major areas covered in the questionnaire include the more important aspects of SOE programs.

5. Students selecting SOE programs were more likely to have predetermined their choice of SOE programs before entering the

Vocational Agriculture/FFA program.

6. Students participating in the survey have SOE programs.

Scope of the Study

This study was limited to student respondents in twenty chapters, which were chosen by stratified random sample. Ten of the wealthiest school districts along with ten of the poorest school districts had vocational education departments (6). They were further broken down into the five supervisory districts in the State of Oklahoma. The two wealthiest school districts and the two poorest school districts with Vocational Agriculture departments were then chosen from each of the five districts. One hundred fifteen were surveyed, of these 32 were freshmen, 27 sophomores, 30 juniors, and 26 seniors. In addition, 71 were young men and 44 were young ladies. The participants within the chapters were chosen by random sample.

A questionnaire was developed with the approval of the author's thesis committee and field tested with the assistance of the Geronimo and Stratford Vocational Agriculture departments. After minor revisions were completed, the author surveyed students enrolled in 20 Oklahoma vocational agricultural programs in the five supervisory districts. One hundred fifteen students were asked to respond to a survey instrument categorized by major areas of influence some of which were identified in earlier studies, Rawls (10), Williams (12), Reynolds (11), etc.

The factors included in the twenty-two item questionnaire were oriented as pertaining to both rural or urban programs.

Rural - Pertains to, or characteristic of residential environment

the country and/or areas normally devoted to production agriculture.

Urban - Pertains to, characteristic of residential environment comprising a city or town. Urban is derived from the Latin word urbanus, which means belonging to the "city."

Definition of Terms

Supervised Occupational Experience Program (SOEP) - A series of related learning experiences which is carried on outside the classroom but is related to the in-class instruction. It is designed to develop knowledge and skills in agriculture and also to prepare students for a vocation in agriculture.

Vocational Agriculture - A high school program which offers courses designed to aid students in training for a career in agribusiness and production agriculture.

Vocational Agriculture Instructor - A person who has received a degree from a college or university with an approved teacher education program in agriculture education, who is also state certified and employed by a local school district. He or she is responsible for directing programs in a high school vocational agriculture setting.

Tenure - Length of time an agriculture teacher has held a position at the school where he/she is currently employed.

Production Agriculture - Is generally known as a farming program. This is made up of productive enterprise projects which consist of either or both a crop of some type and some kind of livestock. Improvement projects deal with improving the crop or livestock or can also deal with almost anything on the farm or home that needs improving. Finally, supplementary farm experience, these are skills which

supplement their program and aid in developing their abilities.

Agribusiness - All businesses which provide inputs of production, processing and distribution of agricultural products.

Multiple Teacher Department - Program where two or more vocational agriculture teachers are teaching vocational agriculture in the same high school department.

Single Teacher Department - Program where only one vocational agriculture teacher is teaching vocational agriculture in a high school department.

Level of School District Expenditure Per Student - Wealth of Oklahoma school districts designated by specific levels of funding on a per student basis. In this study, school district wealth was categorized as either "high" or "low" levels of expenditures per student. "High" and "low" were also referred to as "most affluent" and "least affluent."

CHAPTER II

REVIEW OF LITERATURE

A review of literature was conducted by the author to better acquaint her with the areas related to and affecting the selection of Supervised Occupational Experience Programs. The review pays particular attention to the benefits of SOE programs, influence of the teacher in the SOE program, parental involvement in SOE programs, a comparison of male and female SOE programs and the importance of SOE programs in developing occupational skills.

The information gathered was helpful in determining methodology and other aspects which would reflect the reasons for the selection of different types of Supervised Occupational Experience (SOE) programs. This review does not comprise an exhaustive list of related studies and articles. The material is presented under topical headings in order to facilitate clarity and organization.

Benefits of SOE Programs

"Learning by doing", this is the one most basic and important concept of education especially vocational agriculture according to Key (3). Key went on to say that students apparently learn at their best when they get the chance to actually experience what they are learning. Key (3) feels that benefits are numerous and range from keeping accurate records to learning the proper way to plant seeds.

SOE programs are primarily designed and conducted, along with FFA activities, classroom and laboratory instruction to develop skills, concepts and values needed by the students to aid them in obtaining a job in the agriculture industry. With this in mind, Rawls (9) concluded in his study of what parents perceived as benefits students received from SOE programs varied somewhat with the degrees their sons and daughters held in FFA. The greatest benefit identified by parents of students who held the Iowa Farmer Degree was to earn a higher FFA degree. The parents of students who held the Chapter Farmer degree placed the highest value on promoting the acceptance of responsibility while the parents of students who held the Greenhand degree identified the greatest benefit provided by the SOE program was promoting student vocational agriculture teacher relationship. Parents of students who held no FFA degree while enrolled in vocational agriculture indicated that developing pride in employment was the greatest benefit their sons and daughters received from SOE programs. Rawls (9) went on to say that parents identified three clusters of benefits vocational agriculture students derived from SOE programs.

The clusters were as follows:

- A. work attitude
- B. occupational development
- C. human relations skills

Williams (14) looked at the benefits received by two groups of Iowa students, they were Chapter Farmers and State Farmers. The students in both groups had a farm background and had completed four years of vocational agriculture. Williams (14) concluded in the study that the five greatest benefits received from SOE programs by Chapter

Farmer degree recipients were ranked as follows:

1. developed pride in ownership
2. promoted the acceptance of responsibility
3. encouraged the keeping of records
4. developed pride in employment
5. encouraged the production of animals and crops

The five greatest benefits received by State Farmer degree recipients were:

1. helped attain advanced FFA degrees
2. encouraged the keeping of records
3. promoted the acceptance of responsibility
4. encouraged the production of animals and crops
5. developed pride in ownership

Williams (14) combined the two groups and derived the five greatest benefits received from SOE programs were as follows:

1. encouraged record keeping
2. promoted the acceptance of responsibility
3. developed pride in ownership
4. helped attain advanced FFA degrees
5. encouraged the production of animals and crops

Williams (14) also stated in this study that one-half of the combined groups had plans for formal education beyond high school. SOE programs of both Chapter Farmers and State Farmers were production agriculture oriented, supervised farming programs were the dominant type of SOE programs for both of the groups. He went on to say SOE programs were beneficial to students not only in the development of knowledge and skills, but also in the development of desirable occupational and

educational attitudes and values. The SOE programs were the most beneficial to students in areas related to production agriculture than in areas related to agribusiness.

In another study conducted by Williams (13) on three groups of students who had SOE programs but different in these ways were grouped as follows:

1. Students who planned to farm.
2. Students who planned to enter off-farm agriculture occupations.
3. Students who planned to enter non-agriculture occupations.

In addition, Williams (13) found that the students in the group that planned to return to the farm saw their greatest benefits as those pertaining to developing abilities in production, financing and marketing farm products. Students who planned to enter off-farm agricultural occupations perceived their SOE programs to be the most beneficial in developing agricultural orientation abilities, communication abilities and agricultural resource use abilities. The students who did not plan to enter agricultural occupations perceived their SOE programs benefited them by developing occupational abilities, especially those related to work ethics and business communications.

Influence of the Teacher in SOE Programs

One of the most identifiable characteristics of the vocational agricultural program has been Supervised Occupational Experience Programs which are supervised by the teacher. Supervisions and assistance are provided in making the many decisions directly related to SOE program development and success. The vocational agriculture teacher has remained a constant essential. Reakes and Welton (10) discovered

that in the Supervised Occupational Experience Program, the vocational agriculture teacher must assume a variety of roles. The first and foremost role he must assume is that of a teacher. In this capacity, whether on the farm, on the job or in the classroom, it is the teacher's responsibility to check student progress toward his program objectives. The second role the teacher must undertake is that of a coordinator. He must coordinate classroom and laboratory activities so that they may meet the needs of the students. The third role that the teacher has is that of a crusader. The teacher must become involved with promoting, locating, selecting, and arranging for SOE programs. Reakes and Walton (10) see the final roles as being that of a catalyst and a public relations expert. As a catalyst the teacher should provide counsel, encouragement, motivation, and inspiration to students. The teacher as a public relations expert works in keeping not only the school and students informed, but works with parents and businessmen in the community so they are always informed on what the teacher is doing with his/her program. All of these roles directly influence the outcome of the SOE programs whether you succeed or fail is based on how well you perform these roles.

Davis and Williams (2) stated in their study that vocational agriculture instructors are in positions of greatest influence when it comes to influencing the attitudes of students toward SOE program records. The attitudes teachers possess toward SOE programs and record keeping are reflected on to their students, whether the attitude is positive or negative is totally up to the teacher.

In a study completed on teachers in Utah, Dunham and Long (4) identified four factors that were associated with a vocational

agriculture program having 75 percent or more of its students participating in an SOE program. The factors were:

1. years of teaching experience
2. making a portion of the student's grade dependent on his/her SOE program
3. informing students before they enroll in vocational agriculture that they must have an SOE program
4. percent of students belonging to the FFA

One of the four variables had the most discriminating power between two groups of teachers (those with more than 75 percent of their students in SOE programs and those with fewer than 50 percent in SOE programs). The variable was the years of teaching experience that had the greatest impact on the Supervised Occupational Experience Programs.

Arrington and McCracken (1) stated in a study done to show the relationship of length of teacher contract to scope of SOE programs, that length of contract influenced the scope of programs. Students in twelve month programs developed larger SOE programs than did students in ten and eleven month programs. Also, revealed in this study was that teachers who have a higher percentage of students from a rural area have more of an opportunity to develop SOE programs which are larger in scope. Twelve month teachers provide more personalized instruction as indicated by a higher degree of participation with shows and fairs and more supervisory home visits. Arrington and McCracken (1) went on to show that students in a twelve month program are more active in Supervised Occupational Experience Programs and therefore, are receiving more of an opportunity to develop skills in an occupational setting.

McMillion and Auville (5) stated in a study completed in Virginia that supervised farming programs' quality was directly affected by the teacher. The following variables had the greatest impact on having a top quality program:

1. teacher who assisted with fairs and livestock shows
2. teachers not having a part-time job
3. extent to which teacher informed school administration of FFA and departmental activities
4. teacher had vocational agriculture training in high school
5. nearness of teacher's original home location to present teaching job
6. number of nonacademic school duties performed by teacher

These factors were seen as directly influencing the success or failure of supervised farming programs.

Williams (15) conducted a study on Iowa high school graduates who received the Chapter Farmer degree and the State Farmer degree. In this study, Williams (15) looked at students' perceptions of assistance received from teachers with SOE programs. He concluded that students perceived that their teachers provided the greatest assistance in the areas related to keeping records, providing encouragement, setting educational goals and learning skills in agriculture. State Farmers received significantly more help from their teachers than did Chapter Farmers in areas related to planning and evaluating SOE programs.

Parental Involvement in SOE Programs

Parental involvement in vocational agriculture has been limited over the years. Parents can be valuable tools to teachers through the

supervised occupational experience component of the vocational agriculture program. Parents can effectively help the teacher in developing and understanding their childrens' SOE program. It is a recognized fact that parents will support educational programs if they can see the benefits provided to their sons and daughters.

Rawls (8) stated in an article on parental involvement that parents felt they provided the greatest assistance to their sons and daughters in the areas of planning SOE programs, developing skills and supporting the SOE programs. In planning SOE programs the parents saw their roles in developing agreements, setting goals, making business arrangements, aiding in keeping records and summarizing the records. In the skill development category parents felt they assisted by identifying agricultural experiences, learning skills in agriculture, producing products, determine costs associated with SOE program. In the area of support, parents felt they gave the most assistance in financing, providing equipment, determining size of SOE program and locating a place for the SOE program. Rawls (8) also found in the same study that parents provided assistance in developing SOE programs in many ways regardless of the FFA degree obtained by the student. However, in many instances the assistance provided by parents increased with student FFA degree achievement. Providing encouragement for SOE programs and determining interest in agriculture were the most important ways parents perceived themselves as assisting with their childrens' SOE programs.

Williams (15) also looked at the students' perception of assistance received from parents as well as the previously mentioned teachers. He found the five ways parents provided the greatest

assistance in:

1. providing equipment for SOE program
2. locating place for SOE program
3. learning skills in agriculture
4. marketing agricultural products
5. determining interest in agriculture

Chapter Farmers and State Farmers were in agreement on the top five ways that parents assisted. The findings suggest that a major role of parents in developing an SOE program is to help arrange for facilities and equipment.

Williams (12) looked at the important selected factors in developing a Supervised Occupational Experience Program. In each of these groups Williams (12) surveyed, they all made the same response. The students felt that their parents were the most important factor in developing an SOE program. Williams (12) concluded that regardless of the type of SOE program a student has they all share the same commonality, which is parents as the most important factor in developing an SOE program.

Comparison of Male and Female SOE Programs

Female enrollments are increasing in traditionally male dominated vocational agriculture classes and increasing female employment in agriculture occupations have shown that changes in attitudes of administration, teachers, students, and employers are going to have to be forth coming. The Vocational Education Amendments of 1976, were used to overcome sex discrimination in vocational programs and to furnish equal education programs to persons regardless of sex.

Reynolds (11) compared SOE programs of males and females in Wyoming. His study suggested varying degrees of success of females with SOE programs in vocational agriculture. Females do well in production enterprises. They conduct more enterprises and generate more income than males. However, in the agribusiness placement area, females participate at lower levels and continue to show lower earning levels than males. Reynolds also found in his study that females in production enterprises had a higher percentage engaged in horse production, while the smallest percentage was found in dairy and crops.

Cepica and Quarles (7) looked at how females in Texas perceive their vocational agriculture programs in Texas. They found that females enrolled in regular vocational agriculture programs had very positive attitudes toward all aspects of the program. Their overall views were wholesome, experiences rewarding and the program overall was perceived as being beneficial. Female vocational agriculture students indicated they were given adequate opportunities to participate in FFA programs and activities such as leadership and judging teams, chapter offices and Supervised Occupational Experience Programs. They also found problems, in a few instances, such as some of the vocational agriculture teachers having a negative attitude toward female students. Some of the teachers do not believe vocational agriculture is an acceptable program for females and some teachers do not have the same expectations of male and female students. Some female students believe that they are not given the same opportunity to develop certain mechanical and livestock handling skills associated with SOE programs. It was also discovered that female students indicated that male students believe

that females are less capable of taking care of SOE programs and performing related skills.

Importance of SOE Programs in Developing Occupational Skills

The primary intention of vocational education in agriculture is to prepare students for occupations involving knowledge and skills in agriculture. Supervised Occupational Experience Programs offer experience in real settings, these learning experiences cannot be duplicated in the classroom or laboratory. SOE programs may provide the students with a way to participate in planned activities under the supervision of the teacher, parents, employers, and/or others.

Williams (12) looked at three groups of students who have SOE programs. The groups were:

1. Ownership SOE programs
2. Employment SOE programs
3. Responsibility SOE programs

In the ownership SOE programs, students rated these five abilities highest:

1. produce animals or animal products
2. market animals and animal products
3. develop acceptable personal and work habits
4. appreciate the importance of honest work
5. maintain and use records and reports

The five occupational skills ranked highest in the employment group were:

1. appreciate the importance of honest work

2. establish and maintain working relationships with others
3. develop acceptable personal and work habits
4. maintain and use records and reports
5. maintain customer relations

The five skills receiving the highest rankings by students with responsibility SOE programs were:

1. appreciate the importance of honest work
2. maintain and use records and reports
3. develop acceptable personal and work habits
4. produce animals or animal products
5. use labor, land, money, and other resources in farm operations

Williams (12) also concluded from these results that different types of SOE programs would be effective in developing different occupational skills best suited for a particular student. Basically, Williams (12) found that different types of a program do not necessarily develop the same work attitudes and characteristics.

Davis and Williams (2) looked at the importance in keeping records in developing selected abilities. They concluded from this study that five abilities related to record keeping abilities rated highest. They were as follows:

1. determine profit and/or loss
2. analyze livestock production costs
3. keep useful records
4. maintain up-to-date records
5. maintain accurate records

Determining profit and loss was the overwhelming top choice of all abilities. Abilities pertaining to record keeping procedures and

appreciation of records were generally thought to be essential in developing occupational skills.

Summary

Supervised Occupational Experience Programs are an invaluable asset to vocational agriculture. SOE programs set vocational agriculture apart from other educational programs since they provide the real life component that makes the relevance of vocational agriculture programs the envy of all other educational efforts. SOE programs make agricultural instruction meaningful and practical by educating through experience. This experience provides the primary purpose of Supervised Occupational Experience Programs which is to enable students to develop entry level occupational skills within real life situations.

SOE programs take students into the community where everyone has an opportunity to observe and participate in the teaching and learning experience. It is recognized that Supervised Occupational Experience Programs assist students in the identification of an agriculture occupation and develops skills essential to enter and satisfactorily progress in an agriculture occupation which is of interest to them.

Supervised Occupational Experience Programs benefit students in a variety of ways. Benefits range from keeping accurate and up-to-date records to developing self-confidence and esteem to learning how to properly plant flowers. However, SOE programs not only aid in the development of knowledge and skills, but they also aid in the development of desirable occupational and educational attitudes and values which are retained and used long after the SOE program has been forgotten.

Vocational agriculture instructors are in positions to influence the attitudes of students toward their SOE programs. The vocational agriculture instructor has remained a constant essential in providing supervision and assistance to students. They provide advice in making the many decisions directly related to project development and success.

Parental involvement in vocational agriculture programs is extremely important to the success of their sons and daughters. Parental perception of the benefits derived from SOE programs along with their unique characteristics qualify parents as resources in providing much needed assistance to their sons' and daughters' SOE programs. Parents' involvement in the total vocational agriculture program will not only aid the teacher but will over a period of time improve the quality of the Supervised Occupational Experience Programs.

Vocational education programs are charged with preparing both males and females for gainful employment in an economy where occupations are continually changing. To fulfill this challenge, programs must constantly adapt to the needs of students no matter the sex. Supervised Occupational Experience Programs do not discriminate because of gender. Females actually do better in certain types of SOE programs than do males. In production enterprises females do better than their male counterparts, they conduct more enterprises and generate more income than males. However, in the agribusiness areas males participate at a higher level than do females and continue to show more earning power than the opposite sex. Increasing female enrollments in vocational agriculture classes and increasing female employment in agriculture occupations have necessitated changes in administrative practices, curricula, teaching methods, and attitudes of teachers, students, and

employers in agriculture environments.

Supervised Occupational Experience Programs develop numerous occupational skills. SOE programs allow students to develop skills best suited for themselves. However, students generally see their SOE programs to be most important in developing occupational skills related to work ethics. Students seem to feel they appreciate the importance of honest work and see themselves as developing acceptable personal and work habits due to the influence of SOE programs.

"Learning by doing" is an educational standard that has been the directing force behind agriculture education for over 65 years. Supervised Occupational Experience Programs are the method which vocational agriculture uses to extend formal education to agribusiness, farms and other sites of agricultural activity where students apply skills already learned and develop new occupational skills under the supervision of parents, teachers, employers, and others. Supervised Occupational Experience Programs are the very heart and soul of the vocational program.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The primary purpose of this chapter is to describe the methods used and the procedures followed in conducting this study. In order to collect data which would provide information relating to the purpose and objectives of this study, it was necessary to accomplish the following tasks: (1) determination of the sample from which the data was to be collected, (2) development of the instrument for collection of data pertaining to the study, (3) development of the procedure for data collection, and (4) determination of the procedures for analyzing data.

The Study Population

The population for this study consisted of the two most affluent and the two most financially depressed school districts in each of the five supervisory districts which had vocational agricultural departments. This was determined by ranking each of the school districts which had vocational agriculture departments in each of the five supervisory districts from richest to poorest. This information was obtained from 1983-1984 Annual Report (6) from the Oklahoma State Department of Education (see Figure 1).

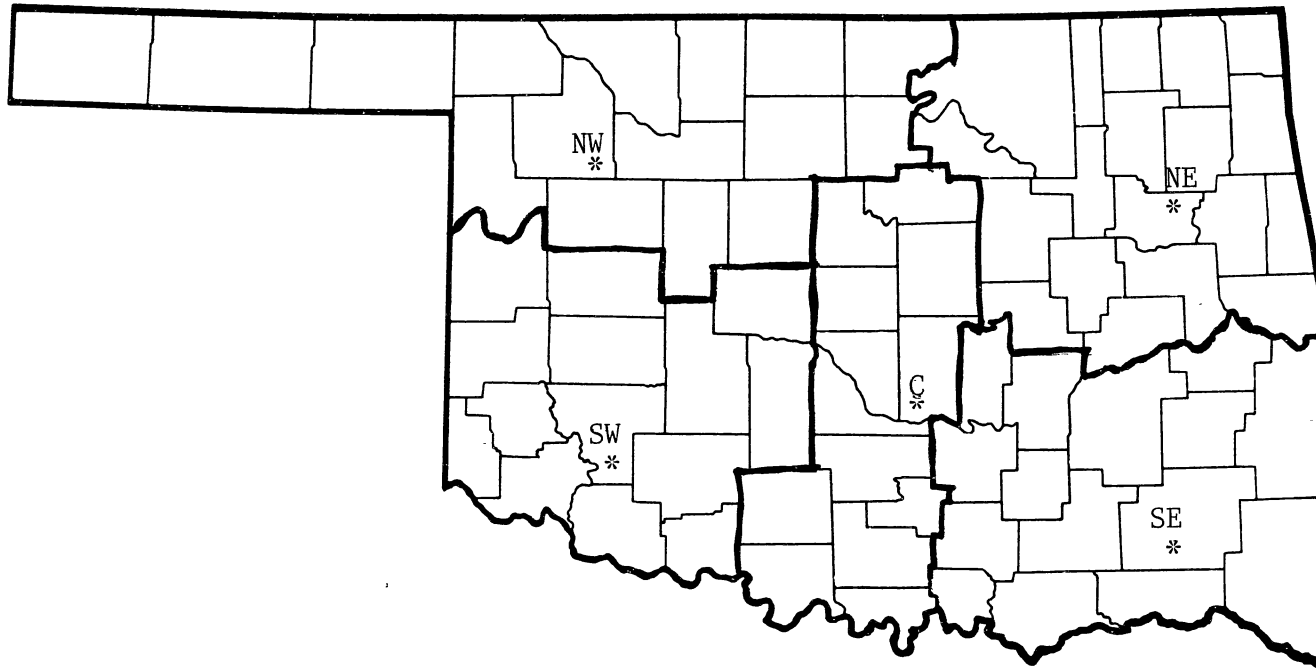


Figure 1. Location of Vocational Agriculture Supervisory Districts and School Districts Participating in the Study

The sample consisted of 20 vocational agriculture departments. Within the selected departments, students were chosen by random sample. Two students were randomly selected to represent each class of vocational agriculture. Of the students selected, one was a young lady and one was a young man. A total of 115 students participated in the study, of these 44 were female and 71 were male. Segregation by vocational agriculture classes as described in Table I revealed that 32 Freshmen, 27 Sophomores, 30 Juniors, and 26 Seniors participated in the study.

Development of the Instrument

The most effective means of collecting the data was thought to be a mailed questionnaire (see Appendix C) because of the wide geographical distribution of the vocational agriculture departments involved.

The first step in the preparation of the questionnaire was to compile a list of general questions that were relevant to the study. The questions were derived from a review of related literature and areas of concern openly expressed by vocational agriculture teachers and teacher educators. Prior to completion, the questionnaire was reviewed by the author's graduate committee and other graduate students in the department. Input regarding the questionnaire was utilized and revisions were made accordingly.

The second step included making recommended revisions and field testing the applicability of the questionnaire. Several helpful questions and comments were raised by students cooperating in the field test. These questions and comments allowed the author to make appropriate revisions in the questionnaire.

TABLE I
A SUMMARY OF STUDY PARTICIPANTS BY
VO AG CLASS AND GENDER

Vo Ag Class	Gender		Total
	Male	Female	
Freshman	18	14	32
Sophomore	18	9	27
Junior	19	11	30
Senior	16	10	26
Total	71	*44	115

*Fewer female students participated in the study as a result of some Vocational Agriculture classes not having young ladies enrolled. Likewise, male students were not selected to replace nonexistent females.

The third step was to develop a coding system for each of the questions included in the survey. The coding system was needed to provide ease and consistency for keypunching. After receiving the graduate committee's approval, the questionnaire was considered ready for distribution to the preselected school districts.

The survey instrument contained 22 questions. The instrument solicited open-ended responses as well as quantitative responses via a Likert-type scale.

Collection of Data

The questionnaires were mailed October 24, 1985, to each department in the study population. Included was a cover letter and directions explaining how to complete the survey.

A follow-up of nonrespondents consisted of a phone conversation in late November. The second follow-up to nonrespondents was conducted by a personal contact. All 20 of the selected school districts in the five supervisory districts participated in the study.

Analysis of Data

The population of the study consisted of a male and female student from each vocational agriculture class from four preselected school districts in each supervisory district. The schools were selected on the basis of school district expenditure per student (6). Two districts with the highest per student expenditure and two districts with the lowest per student expenditure in each of the five supervisory districts were selected.

Information obtained from the survey provided the means to identify factors influencing student selection of student Supervised Occupational Experience Programs (SOEP) and the extent of their involvement. The survey contained short answer items and statements requiring answers on an interval scale. Major topics included demographics, leadership involvement, residential environment, extent of SOEP involvement and factors influencing selection of Supervised Occupational Experience Programs (SOEP).

Data collected were key-punched on a Series One IBM System 3081. A SAS (Statistical Analysis System) program was utilized to derive a statistical analysis of the data.

For each of the statements concerning the factors influencing student selection of Supervised Occupational Experienced Programs (SOEP), a frequency count and percentage of responses for the degree of influence on a five-point Likert-type scale was determined. Mean responses for each statement listed were calculated by level of school district expenditure and gender. In addition, much of the demographic data was treated utilizing the descriptive statistics of frequency distributions, percentages and rank orders.

The five-point Likert-type scale was used in securing student responses according to the degree of influence they perceived as being important in their decisions to select a Supervised Occupational Program (SOEP). Numerical values were assigned as follows: "Very great influence" = 5, "great influence" = 4, "moderate influence" = 3, "some influence" = 2, "none or no influence" = 1.

Real limits were set at 4.5 and above for "very great influence";

3.5 to 4.49 for "great influence"; 2.5 to 3.49 for "moderate influence"; 1.5 to 2.49 for "some influence"; and 1 to 1.49 for "no influence."

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine selected factors influencing Vocational Agriculture/FFA students in choosing a Supervised Occupational Experience Program (SOEP).

In order to accomplish the purpose of this study, the following objectives were set forth:

1. To determine what factors influenced the students' selection of SOE programs.
2. To determine the type of SOE program(s) in which students were involved.
3. To determine if there was a notable difference between what male and female students chose as SOE programs.
4. To determine if there was a notable difference in influence by levels of school district expenditures per student and student selection of SOE program(s).
5. To determine if residential environment plays a role in the type of SOE program a student chooses.
6. To determine if students plan to continue their SOE programs.
7. To determine how students perceived their experiences with their SOE program(s).

Findings of the Study

The findings of the study were obtained from the questionnaire developed and administered in the fall of 1985.

Information compiled from the survey instrument was divided into the following sections in order to provide an organized approach to the analysis of the data.

1. A comparison of factors influencing students' selection of a Supervised Occupational Experience Program (SOEP).

2. A comparison of the types of SOE programs in which students participate.

3. A comparison between what male and female students chose as SOE programs.

4. A comparison of school district expenditure per student relative to student selection of SOE program(s).

5. Environment (rural or urban) in which a student resides.

6. Continuation or termination of Supervised Occupational Experience Program(s) by Vocational Agriculture/FFA students.

7. A comparison of how students perceived their experiences with their SOE program(s).

Figure 2 represents a graphic illustration of the five vocational agricultural supervisory districts within the State and the location of each of the 20 school districts whose students participated in the study.

Population

The population of this study included four vocational agriculture

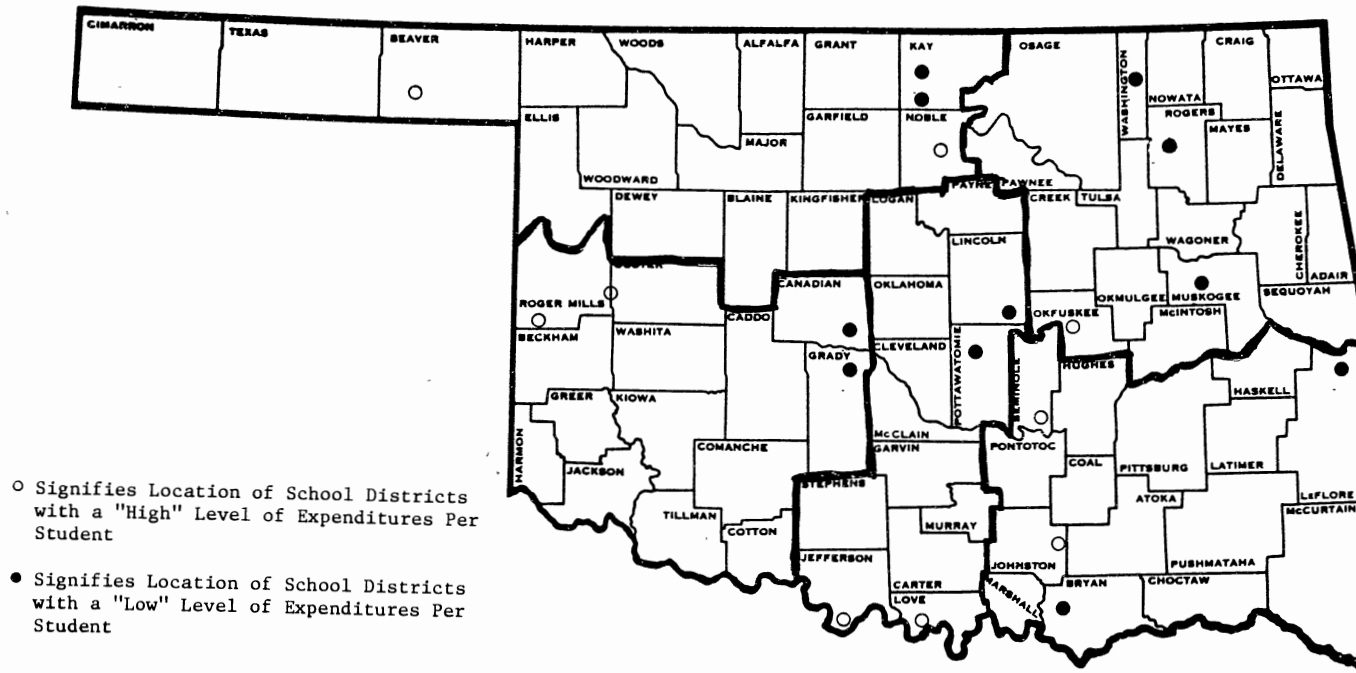


Figure 2. Location of School Districts Whose Students Participated In the Study

departments from each of the five supervisory districts. The departments participating in the study were selected by ranking school districts with vocational agriculture departments by level of school district expenditure per student. The school districts were selected by ranking them from highest to lowest by level of Revenue Per Capita on the Basis of Average Daily Attendance (ADA), otherwise known in this study as "level of student expenditure." Level of student expenditure was determined for each school district on the basis of revenue per capita. The present formula concerning ADA was derived by dividing the school districts' total revenue received by average daily attendance (6). The two most and two least affluent schools in each of the five supervisory districts were selected. All 20 vocational agriculture departments selected participated in the study.

Vocational agriculture instructors were asked to survey a young lady and a young man from each of their four Vocational Agriculture classes. Student respondents were selected according to how they appeared on the teacher's role sheet. Teachers were instructed to survey the first young lady that appeared on the role sheet along with the third young man. If there were no young ladies in a particular class, only the third young man was surveyed. Likewise, if no young men were in the class only the first young lady was surveyed, etc.

Demographic Findings

Table II reveals that the Northwest district had the highest level of expenditure per student while the Central district had the lowest level of student expenditure. In addition, Red Rock had the highest level of student expenditure at \$22, 205.33 per student, while

TABLE II
 SUMMARY OF SELECTED SCHOOL DISTRICTS BY LEVEL OF DISTRICT EXPENDITURE
 AND SIZE OF VOCATIONAL AGRICULTURE DEPARTMENT

School	Supervisory District	Level of Expenditure Per Student	Size of VoAg Department
Red Rock	Northwest	\$ 22, 205.33	Single
Balko	Northwest	6, 639.87	Single
Blackwell	Northwest	2,208.99	Multiple
Tonkawa	Northwest	2,066.90	Single
Hammon	Southwest	6,918.98	Single
Sweetwater	Southwest	6,807.66	Single
Tuttle	Southwest	2,147.18	Multiple
Mustang	Southwest	2,136.19	Multiple
Terral	Central	3,792.05	Single
Turner	Central	3,232.38	Multiple
Prague	Central	2,109.56	Single
Bethel	Central	2,038.61	Single
Sasakwa	Southeast	4,500.77	Single
Wapanucka	Southeast	3,750.62	Single
Spiro	Southeast	2,172.90	Multiple
Calera	Southeast	2,071.06	Single
Boley	Northeast	4,452.25	Single
Oologah	Northeast	4,406.53	Single
Dewey	Northeast	2,102.47	Single
Oktaha	Northeast	2,062.11	Single

Bethel had the lowest at \$2,038.61 per student of any of the districts studied.

Table II also shows that 15 (75 percent) of the departments participating in the study were single teacher, while five (25 percent) were multiple teacher programs.

It was further revealed in Table III concerning the population that the respondents had a pattern among the following selected characteristics: 16 (13.91 percent) males and 14 (12.17 percent) females were 13 to 14 years of age, 33 (28.70 percent) males and 18 (15.66 percent) females were 15 to 16 years of age and 22 (19.13 percent) males and 12 (10.44 percent) females were 17 to 19 years of age. There were 32 Freshmen, 27 Sophomores, 30 Juniors, and 26 Seniors involved in the study. In addition, 46 (41.82 percent) students had one to four years past 4-H experience. Thirty-two (27.83 percent) students had one year of vocational agriculture, 28 (24.35 percent) had two years, 18 (15.65 percent) had three years, and 37 (32.17 percent) students had four years of vocational agriculture experience. Furthermore, 40 (34.78 percent) students who held the Greenhand degree, 23 (20.00 percent) were male and 17 (14.78 percent) were female, while 75 (65.22 percent) had attained the Chapter Farmer degree, of those 48 (41.74 percent) were male and 27 (23.48 percent) were female.

Students' Involvement in FFA Leadership

Activities

Table IV shows that 34 males and 16 females were officers, while 41 respondents were involved in public speaking and 10 were members of chapter meeting teams. An interesting finding was nine respondents

TABLE III
 SUMMARY OF SELECTED CHARACTERISTICS AS
 REPORTED BY STUDENT RESPONDENTS

Gender	Age			Class				4-H Experience (Years)			VoAg/FFA Experience (Years)				Degree of Membership		
		<u>13-14</u>	<u>15-16</u>	<u>17-19</u>	<u>FR</u>	<u>SOPH</u>	<u>JR</u>	<u>SR</u>	<u>0</u>	<u>1-4</u>	<u>Greater than 4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Greenhand</u>	<u>Chapter Farmer</u>
Male	n	16	33	22	18	18	19	16	18	32	18	17	18	11	25	23	48
(N = 71)	%	13.91	28.70	19.13	15.65	15.65	16.52	13.91	16.36	29.09	16.37	14.78	15.65	9.57	21.74	20.00	41.74
Female	n	14	18	12	14	9	11	10	13	14	15	15	10	7	12	17	27
(N = 44)	%	12.17	15.66	10.44	12.17	7.83	9.57	8.70	11.82	12.73	13.65	13.04	8.70	6.09	10.43	14.78	23.48
Total	n	30	51	34	32	27	30	26	31	46	33	32	28	18	37	40	75
(N = 115)	%	26.09	44.35	29.57	27.83	23.48	26.09	22.61	28.18	41.82	30.00	27.83	24.35	15.65	32.17	34.78	65.22

TABLE IV
 SUMMARY OF STUDENT RESPONDENTS' INVOLVEMENT IN
 FFA LEADERSHIP ACTIVITIES

FFA Leadership Activities	<u>Male</u> n*	<u>Female</u> n*	<u>Total</u> n*
Officer	34	16	50
Public Speaking	25	16	41
Chapter Meeting Team	6	4	10
Alumni Camp	4	5	9
Co-op Camp	0	1	1
State Convention	27	21	48
National Convention	12	13	25
Food for America	8	7	15
Washington Leadership Conference	3	1	4

*Includes multiple responses

attended Alumni Camp and only one attended Co-op Camp, while of the 115, 48 student respondents attended the State Convention and 25 attended the National Convention. Fifteen student respondents participated in one aspect or another of the Food for America program. Four students participated in the Washington Leadership Conference. Chapter officers had the most involvement of any of the respondents in leadership activities.

Adult Community Support Groups and Vocational Agriculture Programs

Table V revealed that 11 respondents expressed their Vocational Agriculture department had some type of adult education available to citizens of the community, while 57 indicated they had a Young Farmers Chapter and 29 stated that they had an FFA Alumni Organization. Forty-two of the respondents were members of FFA chapters with Parents' Clubs, while 30 indicated their chapters' had Livestock Booster Clubs to support their FFA chapters. Many of the students indicated that more than one of these clubs were available to adults in their communities.

Student Respondents Surrounding Environment

Table VI illustrates that over 48 percent of the males and 33 percent of the females live in a rural environment, while 13 percent of the males and over five percent of the females lived in an urban environment. Almost 59 percent of the respondents indicated that their parents farmed, while almost 68 percent of this group said their parents farmed part-time and 32 percent indicated their parents farmed

TABLE V
 SUMMARY OF COMMUNITY SUPPORT GROUPS AND ADULT VO-AG
 PROGRAMS AVAILABLE TO CITIZENS OF THE
 COMMUNITY AS REPORTED BY
 STUDENT RESPONDENTS

Adult Program/Community Support Group	<u>Male</u> n*	<u>Female</u> n*	<u>Total</u> n*
Adult Education	6	5	11
Young Farmers	36	21	57
FFA Alumni	15	14	29
Parents Club	25	17	42
Livestock Booster Club	22	8	30

*Includes multiple responses

TABLE VI

A SUMMARY OF MALE AND FEMALE RESPONDENTS' RESIDENTIAL ENVIRONMENT
BY WHETHER OR NOT THEIR PARENT'S FARM AND WHETHER THEY
FARM FULL-TIME OR PART-TIME

Residential Environment	Respondents				Total	
	Male (N=71)		Female (N=44)		(N=115)	
	n	%	n	%	n	%
Rural	56	48.70	38	33.04	94	81.74
Urban	15	13.04	6	5.22	21	18.26
Parents Farm:						
Yes	42	36.84	25	21.93	67	58.77
No	29	25.44	18	15.79	47	41.23
Farm:						
Full-time	13	30.95	8	32.00	21	32.34
Part-time	28	66.67	16	64.00	44	67.67

full-time. Over 41 percent of the student respondents' parents did not farm at all.

Location of Student SOE Programs

Location of student SOE programs were broken down into six categories. Table VII illustrates that 89 respondents, 56 males, 33 females conducted their SOE programs on their home farm, while 11 males and three females conducted their programs at school farms. Three young ladies conducted their programs on a friend's farm, while one young lady used the school greenhouse for her program. Three young men used the school's ag mechanics shop to conduct their SOE program. Four respondents, two boys and two girls, had SOE programs in agribusiness settings.

A Comparison of Findings by Gender

Type of SOE Programs

Table VIII revealed that 82 student respondents have a placement program, of these 42 (59.15 percent) males and 24 (54.54 percent) females were in on-farm placement, while 12 (16.90 percent) males and four (9.09 percent) females had off-farm placement programs. One hundred and five students had ownership type SOE programs, of which 54 (76.05 percent) males and 38 (86.36 percent) females, respectfully, had production programs, while nine (12.68 percent) males and four (9.09 percent) females had ownership type agribusiness programs.

TABLE VII
 SUMMARY OF STUDENT RESPONDENTS' SOE
 PROGRAMS BY LOCATION

Location	<u>Male</u> n*	<u>Female</u> n*	<u>Total</u> n*
Home Farm	56	33	89
School Farm	11	3	14
Friend's Farm	0	3	3
School Greenhouse	0	1	1
School Ag Mechanics Shop	3	0	3
Agribusiness Setting	2	2	4

*Includes multiple responses

TABLE VIII
A SUMMARY OF MALE AND FEMALE RESPONDENTS BY
TYPE OF SOE PROGRAM

Type of SOE Program	Respondents				Total	
	Male (N=71)		Female (N=44)		Total (N=115)	
	n	%	n	%	n	%
Placement:						
On-Farm	42	59.15	24	54.54	66	57.39
Off-Farm	12	16.90	4	9.09	$\frac{16}{82}$	13.91
Ownership:						
Production	54	76.05	38	86.36	92	80.00
Agribusiness	9	12.68	4	9.09	$\frac{13}{105}$	11.30

Proficiency Award Areas

Table IX illustrates that 31 student respondents, 18 male and 13 female, were applicants in the area of Beef Production while Swine Production had 24 males and nine females applying for an award. Eleven males and 11 females were applicants in the area of Sheep Production while Home and Farmstead Improvement had a total of 17 applicants of which 13 were young men and four young women. Diversified Livestock Production, Horse Production, Dairy Production, and Crops had 12, 10, eight, and eight respondents respectively applying for awards while the category for others had a total of seven student respondents as being applicants.

Student Enterprises

Table X shows a total of 40 student participants had some type of agribusiness enterprise, 28 young men and 12 young women. Nine (22.50 percent) indicated they participated in custom hay hauling, eight young men and one young lady while 5 (12.50 percent) respondents, four young ladies and one young man were in sales and services. Seven males and three females indicated they were involved in several different agribusiness enterprises while Ag Mechanics "shop service" involved four (10.00 percent) students, three young men and one young lady. The remaining student respondents were divided as custom combining, custom hay baling, horticulture, floriculture, nursery/landscape, dairy, ag mechanics and other agribusiness enterprises.

Table XI indicates that livestock enterprises were divided into ten categories with sub-divisions. Beef Production attracted 38

TABLE IX
 A SUMMARY OF PROFICIENCY AWARD APPLICANTS
 BY GENDER

Proficiency Award Applicant	<u>Male</u> n*	<u>Female</u> n*	<u>Total</u> n*
Beef Production	18	13	31
Swine Production	24	9	33
Sheep Production	11	11	22
Diversified Livestock Production	8	4	12
Home & Farmstead Improvement	13	4	17
Horse Production	4	6	10
Dairy Production	4	4	8
Crop Production	8	0	8
Other	4	3	7

*Includes multiple responses

TABLE X
A SUMMARY OF STUDENT RESPONDENTS' AGRIBUSINESS
VENTURES BY GENDER

Enterprise: Agribusiness	Respondents				Total	
	Male (N=71)		Female (N=44)		Total (N=115)	
	n	%	n	%	n	%
Custom Combining	1	2.50	0	0	1	2.50
Custom Hay Baling	1	2.50	0	0	1	2.50
Custom Hay Hauling	8	20.00	1	2.50	9	22.50
Horticulture	1	2.50	1	2.50	2	5.00
Floriculture	1	2.50	1	2.50	2	5.00
Nursery/Landscape	0	0	0	0	0	0
Bermuda Sprigging	0	0	0	0	0	0
Dairy	2	5.00	1	2.50	3	7.50
Sales and Service	1	2.50	4	10.00	5	12.50
Ag Mechanics "Shop Service"	3	7.50	1	2.50	4	10.00
Ag Mechanics "Projects"	3	7.50	0	0	3	7.50
Other	7	17.50	3	7.50	10	25.00

TABLE XI

SUMMARY OF STUDENT RESPONDENTS' LIVESTOCK ENTERPRISES BY GENDER

Enterprise: Livestock	Respondents					
	Male (N=71)		Female (N=44)		Total (N=115)	
	n	%	n	%	n	%
Beef:						
Breeding	10	26.32	7	18.42	17	44.74
Stocker	1	2.63	0	0	1	2.63
Feeder	4	10.53	1	2.63	5	13.16
Exhibition	8	21.05	7	18.42	<u>15</u>	39.47
					<u>38</u>	
Sheep:						
Breeding	2	11.11	0	0	2	11.11
Feeder	0	0	1	5.56	1	5.56
Exhibition	8	44.44	7	38.89	<u>15</u>	83.33
					<u>18</u>	
Swine:						
Breeding	1	2.94	1	2.94	2	5.88
Exhibition	20	58.82	12	35.29	<u>32</u>	94.12
Dairy:						
Milk Production	2	33.33	0	0	2	33.33
Exhibition	0	0	4	66.67	<u>4</u>	66.67
					<u>6</u>	
Poultry:						
Fryers	1	100.00	0	0	<u>1</u>	100.00
					<u>1</u>	
Rabbits:						
Breeding	1	33.33	1	33.33	2	66.67
Fryers	1	33.33	0	0	<u>1</u>	33.33
					<u>3</u>	
Horses:						
Breeding	2	11.76	2	11.76	4	23.53
Handling Livestock	9	52.94	2	11.76	11	64.71
Exhibition	0	0	2	11.76	<u>2</u>	11.76
					<u>17</u>	
Dogs:						
Breeding	2	9.52	1	4.76	3	14.29
Racing	1	4.76	0	0	1	4.76
Hunting	12	57.14	1	4.76	13	61.90
Handling Livestock	2	9.52	2	9.52	<u>4</u>	19.05
					<u>21</u>	
Bees:						
Honey Production	3	100.00	0	0	<u>3</u>	100.00
					<u>3</u>	
Other:						
	1	33.33	2	66.67	<u>3</u>	100.00
					<u>3</u>	

participants 23 males and 15 females, of these 10 males and seven females were involved in breeding programs while eight males and five females participated in beef exhibition and the remaining five males and one female had stocker and feeder programs. Swine enterprises were attractive to 20 males and 12 females who indicated they were interested in only exhibition, while one male and one female had breeding programs. Twenty-one student respondents participated in a dog enterprise, 17 young men and four young ladies, while 12 young men and one young lady had hunting dogs and the remaining students, two young men and one young lady had breeding programs. Furthermore, one young man had a racing program and two young men and two young ladies had dogs for handling livestock. Ten males and eight females were involved in Sheep Production as an enterprise. Eight of the males and seven of the females showed sheep. The remaining two males and one female had a sheep breeding or feeder program. Seventeen student respondents had horses as their SOE program of which nine males and two females indicated their horses were for handling livestock. Two males and two females had a breeding program while two females had horses for exhibition. Two males and four females were involved in Dairy Production while one male was involved with poultry, two males and one female had rabbits and three males had honey bees as their program.

When observing the crops data represented in Table XII, it was found that the most popular crop enterprise was wheat as indicated by being the choice of 18 student respondents, 13 male and five females. Four males indicated they used wheat as a cash crop and for farm use. Hay crops other than alfalfa attracted 14 young men and three young ladies while only one young man had hay as a cash crop and five young

TABLE XII
SUMMARY OF STUDENT RESPONDENTS' CROP ENTERPRISES BY GENDER

Enterprise: Crop	Respondents					
	Male (N=71)		Female (N=44)		Total (N=115)	
	n	%	n	%	n	%
Alfalfa:						
Cash Crop	0	0	0	0	0	0
Farm Use	2	25.00	1	12.50	3	37.50
Both	5	62.50	0	0	<u>5</u>	62.50
					8	
Wheat:						
Cash Crop	4	22.22	0	0	4	22.22
Farm Use	3	16.67	3	16.67	6	33.33
Both	6	33.33	2	11.11	<u>8</u>	44.44
					18	
Corn:						
Cash Crop	0	0	0	0	0	0
Farm Use	5	71.43	2	28.57	7	100.00
Both	0	0	0	0	<u>0</u>	0
					7	
Cotton:						
	None		None		None	
Milo:						
Cash Crop	2	25.00	0	0	2	25.00
Farm Use	3	37.50	0	0	3	37.50
Both	2	25.00	1	12.50	<u>3</u>	37.50
					8	
Barley:						
Cash Crop	0	0	0	0	0	0
Farm Use	1	33.33	0	0	1	33.33
Both	2	66.67	0	0	<u>2</u>	66.67
					3	
Hay Crops:						
Cash Crop	1	5.88	0	0	1	5.88
Farm Use	5	29.41	1	5.88	6	35.29
Both	8	47.06	2	11.76	<u>10</u>	58.82
					17	
Oats:						
Cash Crop	0	0	0	0	0	0
Farm Use	4	50.00	1	12.50	5	62.50
Both	3	37.50	0	0	<u>3</u>	37.50
					8	
Small Fruits:						
Cash Crop	1	20.00	0	0	1	20.00
Farm Use	3	60.00	1	20.00	4	80.00
Both	0	0	0	0	<u>0</u>	0
					5	

TABLE XII (Continued)

Enterprise: Crop	Respondents					
	Male (N=71)		Female (N=44)		Total (N=115)	
	n	%	n	%	n	%
Peanuts:						
Cash Crop	1	33.33	1	33.33	2	66.67
Farm Use	0	0	0	0	0	0
Both	1	33.33	0	0	$\frac{1}{3}$	33.33
Large Fruit Trees:						
Cash Crop	0	0	1	25.00	1	25.00
Farm Use	3	75.00	0	0	3	75.00
Both	0	0	0	0	$\frac{0}{4}$	0
Melons:						
Cash Crop	1	14.29	1	14.29	2	28.57
Farm Use	4	57.14	0	0	4	57.14
Both	1	14.29	0	0	$\frac{1}{7}$	14.29
Vegetable:						
Cash Crop	1	8.33	1	8.33	2	16.67
Farm Use	7	58.33	3	25.00	10	83.33
Both	0	0	0	0	$\frac{0}{12}$	0
Flowers:						
Cash Crop	0	0	0	0	0	0
Farm Use	2	66.67	1	33.33	3	100.00
Both	0	0	0	0	$\frac{0}{3}$	0
Ornamentals/ Landscape						
Cash Crop	0	0	0	0	0	0
Farm Use	0	0	1	100.00	1	100.00
Both	0	0	0	0	$\frac{0}{1}$	0
Forestry:						
Cash Crop	0	0	0	0	0	0
Farm Use	2	100.00	0	0	2	100.00
Both	0	0	0	0	$\frac{0}{2}$	0
Other:						
Cash Crop	2	100.00	0	0	2	0
Farm Use	0	0	0	0	0	100.00
Both	0	0	0	0	$\frac{0}{2}$	0

men and one young woman utilized hay only for farm use and the remaining eight young men and two young women used hay for both cash crop and farm use.

The pecan enterprise had nine young men and three young ladies as participants. Three young men used pecans for home use only while four utilized pecans for both cash crop and home use. The remaining two young men and three young women had pecans for use as a cash crop. Vegetable production had eight young men and four young women participating in it. One young man and one young woman indicated they used their vegetables for only cash purposes while the remaining 10, seven young men and three young ladies, utilized vegetables for home use.

Alfalfa, milo and oats attracted eight student respondents while seven produced corn and melons and four respondents each reported they had small fruit and large fruit SOE program enterprises. Involvement in the SOE enterprise areas of peanuts, flowers and barley attracted three participants each while forestry involved two respondents and one student was involved in ornamentals and landscape operations.

Net Profit or Loss

Table XIII revealed that 25 young men had a total of one dollar or more profit in production agriculture along with 10 young ladies. Seven males and five females reported losses in production agriculture. Neither male or female students indicated they had an agribusiness loss while 16 young men and five young ladies indicated they made a profit. The grand total between production and agribusiness revealed that five young men and four young ladies realized a loss while 29 males and 11 females indicated a profit. Eight young men and four young ladies had

TABLE XIII

A SUMMARY OF STUDENT RESPONDENTS' NET PROFIT/LOSS BY GENDER

Net Profit/Loss Summary	Respondents (N=115)									
	Male (N=71) Dollars (\$)					Female (N=44) Dollars (\$)				
	(1000)-(500)	(499)-(0)	1-500	501-1000	Greater than 1000	(1000)-(500)	(499)-(0)	1-500	501-1000	Greater than 1000
Total P/L Production	2	5	9	8	8	1	4	3	4	3
Total P/L Agribusiness	0	0	5	5	6	0	0	3	1	1
Grand Total	1	4	8	4	17	1	3	2	5	4
Total Beginning Inventory	0	8	9	3	14	0	4	4	4	3
Total Closing Inventory	0	7	8	3	16	0	4	3	2	6
Total (n = 34)										(n = 15)

zero beginning inventories while 12 males and eight females had \$1.00 to \$1,000.00 beginning inventories. Fourteen young men and three young ladies indicated their beginning inventories were greater than \$1,000.00. Seven young men and four young ladies had zero closing inventories while 12 males and five females had \$1.00 to \$1,000.00 closing inventories. Sixteen males and six female respondents had closing inventories greater than \$1,000.00.

Characteristics Associated with Teacher

Supervision of SOE Programs

Table XIV reveals the frequency of Vocational Agriculture teacher visits of students' SOE programs. Three young men or (2.65 percent) and one young lady (.88 percent) indicated their Vocational Agriculture teacher or teachers never visited their SOE programs. Eight males (7.08 percent) and six (5.31 percent) females stated their SOE programs were seldom visited by their teacher(s) while 41 or (36.28 percent) of the males and 28 females (24.78 percent) indicated their SOE program(s) were visited frequently and 18 males (15.93 percent) and eight females or (7.08 percent) stated their SOE program(s) were visited very frequently.

It was shown in Table XV that over 86.96 percent of the student respondents (54.78 percent) male and (32.17 percent) female have long term goals associated with their SOE programs, while 13 percent of the student participants (6.96 percent) male and (6.09 percent) female did not have long term goals.

When reviewing the data in Table XVI, over 94 percent of the student respondents, 58 percent male and 35 percent female, indicated they

TABLE XIV

A SUMMARY OF TEACHER SUPERVISION OF STUDENT RESPONDENTS'
SOE PROGRAMS BY GENDER

Gender	Frequency of Teacher Supervision									
	(1)		(2)		(3)		(4)		Total (N=115)	
	None		Seldom		Frequently		Very Frequently			
	n	%	n	%	n	%	n	%	n	%
Male	3	2.65	8	7.08	41	36.28	18	15.93	70	61.95
Female	1	.88	6	5.31	28	24.78	8	7.08	43	38.05
Total	4	3.54	14	12.39	69	61.06	26	23.01	113	

$$\bar{X} = 3.06, s = .71$$

TABLE XV

A SUMMARY OF WHETHER OR NOT STUDENT RESPONDENTS
HAD LONG TERM GOALS ASSOCIATED WITH THEIR
SOE PROGRAMS

Long Term Goals	Male		Female		Total (N=115)	
	n	%	n	%	n	%
Yes	63	54.78	37	32.17	71	86.96
No	8	6.96	7	6.09	44	13.04
Total (N=115)	71	61.74	15	13.04	115	100.00

TABLE XVI

SUMMARY OF STUDENT RESPONDENTS' GOALS FOR THEIR SOE
PROGRAMS BY GENDER

Gender	Goals					
	Continuation		Termination		Total	
	n	%	n	%	n	%
Male	66	58.93	3	2.68	69	61.61
Female	40	35.71	3	2.68	43	38.39
Total	106	94.64	6	5.36	112	

planned to continue their SOE program(s) while only five percent, 2.50 percent male and 2.50 percent female indicated they were going to terminate their SOE program.

Student perceptions revealed in Table XVII concerning experiences with SOE programs indicated that student respondents did not perceive their experience as being very unfavorable or unfavorable. However, 13 or 11 percent, five percent male and six percent female, had no opinion as to the matter. Over 12 percent of the student respondents said they had a favorable opinion, while the majority 76.32 percent of this 47 percent was male and 29 percent female indicated they perceived their experience with SOE programs as being very favorable.

Factors Influencing Selection of An SOE Program

A scale for interpreting mean responses concerning factors relative to "influences" regarding student selection of SOE programs included the following ranges of values and categories of influence as indicated in Table XVIII.

Table XIX reveals student perceptions regarding the factors influencing selection of student SOE programs. However, total student perception in Table XIX were separated by gender in Tables XX and XXI to determine if there were notable differences between male and female students.

The greatest mean response was attributed to parental influence which had the majority of the mean responses falling within the categories of "great" and "very great influence." The selected factor of

TABLE XVII

A SUMMARY OF STUDENT RESPONDENTS' PERCEPTIONS OF
SOE PROGRAMS BY GENDER

Gender	Students' Perceptions of Their SOE Programs										Total (N=115)	
	(1) Very Unfavorable		(2) Unfavorable		(3) No Opinion		(4) Favorable		(5) Very Favorable			
	n	%	n	%	n	%	n	%	n	%	n	%
Male	0	0	0	0	6	5.26	11	9.65	54	47.37	71	62.28
Female	0	0	0	0	7	6.14	3	2.63	33	28.95	43	37.72
Total	0	0	0	0	13	11.40	14	12.28	87	76.32	114	

$$\bar{X} = 4.65, s = .68$$

TABLE XVIII
ABSOLUTE VALUES AND CATEGORIES OF INFLUENCE ARRANGED
IN A "LIKERT-TYPE" SCALE

Range of Values	Category of Influence
4.50 and greater	Very Great Influence
3.50 - 4.49	Great Influence
2.50 - 3.49	Moderate Influence
1.50 - 2.49	Some Influence
1.00 - 1.49	No Influence

TABLE XIX

A RANK OF MEAN RESPONSES BY STUDENTS AS TO INFLUENCE OF
SELECTED FACTORS ON THEIR DECISIONS TO CHOOSE
SOE PROGRAMS

Factors of Influence	Mean Score	Degree of Influence	Rank
Parents	3.95	Great Influence	1
Personal Goals	3.77	Great Influence	2
VoAg Teacher	3.75	Great Influence	3
FFA Chapter Activities	3.44	Moderate Influence	4
VoAg Classes	3.40	Moderate Unfluence	5
VoAg Teacher Visits to My SOE Program	3.40	Moderate Influence	6
Species and/or Breed/ Variety: Livestock/ Crops	3.26	Moderate Influence	7
Potential Wages and/or Earnings	3.16	Moderate Influence	8
Land Availability	3.15	Moderate Influence	9
Friends	3.09	Moderate Influence	10
Evaluation of My SOE Program	3.06	Moderate Influence	11
Records Kept on SOE Program	2.94	Moderate Influence	12
Family/Relatives	2.86	Moderate Influence	13
Agreement Developed for SOE/FFA Program	2.74	Moderate Influence	14
Farmers/Ranchers	2.73	Moderate Influence	15
Easy Entry/Easy Exit	2.43	Some Influence	16
People Working in Agribusiness	2.18	Some Influence	17
Veterinarian	2.08	Some Influence	18
Teacher (excluding VoAg Teacher)	2.07	Some Influence	19
4-H Influence	1.93	Some Influence	20
High School Classes (other than VoAg)	1.82	Some Influence	21
County Agent/4-H Agent	1.62	Some Influence	22

TABLE XX

A RANK OF MEAN RESPONSES BY MALE STUDENTS AS TO INFLUENCE
OF SELECTED FACTORS ON THEIR DECISIONS TO CHOOSE
SOE PROGRAMS

Factors of Influence	Mean Score	Degree of Influence	Rank
Parents	3.93	Great Influence	1
Personal Goals	3.81	Great Influence	2
VoAg Teacher	3.77	Great Influence	3
FFA Chapter Activities	3.54	Great Influence	4
VoAg Classes	3.34	Moderate Influence	5
VoAg Teacher Visits to My SOE Program	3.33	Moderate Influence	6
Potential Wages and/or Earnings	3.26	Moderate Influence	7
Species and/or Breed/ Variety: Livestock/ Crops	3.24	Moderate Influence	8
Land Availability	3.21	Moderate Influence	9
Friends	3.17	Moderate Influence	10
Evaluation of My SOE Program	3.04	Moderate Influence	11
Family/Relatives	2.88	Moderate Influence	12
Farmers/Ranchers	2.76	Moderate Influence	13
Agreement Developed for SOE/ FFA Program	2.70	Moderate Influence	14
Easy Entry/Easy Exit	2.55	Moderate Influence	15
Veterinarian	2.18	Some Influence	16
People Working in Agribusiness	2.19	Some Influence	17
Records Kept on SOE Program	2.01	Some Influence	18
4-H Influence	1.97	Some Influence	19
Teacher (excluding VoAg Teacher)	1.96	Some Influence	20
High School Classes (other than VoAg)	1.79	Some Influence	21
County Agent/4-H Agent	1.57	Some Influence	22

TABLE XXI

A RANK MEAN RESPONSES BY FEMALE STUDENTS AS TO INFLUENCE
OF SELECTED FACTORS ON THEIR DECISIONS TO CHOOSE
SOE PROGRAMS

Factors of Influence	Mean Score	Degree of Influence	Rank
Parents	3.98	Great Influence	1
Personal Goals	3.71	Great Influence	2
VoAg Teacher	3.70	Great Influence	3
VoAg Classes	3.51	Great Influence	4
FFA Chapter Activities	3.29	Moderate Influence	5
Species and/or Breed/ Variety: Livestock/ Crops	3.28	Moderate Influence	6
VoAg Teacher's Visits to My SOE Program	3.26	Moderate Influence	7
Evaluation of My SOE Program	3.07	Moderate Influence	8
Land Availability	3.06	Moderate Influence	9
Records Kept on SOE Program	3.00	Moderate Influence	10
Friends	2.95	Moderate Influence	11
Potential Wages and/or Earnings	2.94	Moderate Influence	12
Family/Relatives	2.83	Moderate Influence	13
Agreement Developed for SOE/FFA Program	2.78	Moderate Influence	14
Farmers/Ranchers	2.67	Moderate Influence	15
Teacher (excluding VoAg Teacher)	2.28	Some Influence	16
Easy Entry/Easy Exit	2.21	Some Influence	17
People Working in Agribusiness	2.17	Some Influence	18
Veterinarian	1.90	Some Influence	19
4-H Influence	1.88	Some Influence	20
High School Classes (excluding VoAg)	1.86	Some Influence	21
County Agent/4-H Agent	1.71	Some Influence	22

parental influence had a mean score of 3.95 and a standard deviation of 1.20, however, personal goals and Vocational Agriculture teacher's influence had the largest number of mean scores in the "great" and "very great influence" categories. Mean responses for personal goals and Vocational Agriculture teacher's influence was 3.77 and 3.75 respectively. These mean scores both fell into the "great influence" category as did parental influence.

Twelve of the factors influencing SOE selection were in the "moderate influence" category. These scores ranged from FFA chapter activities; 3.44 to farmers and ranchers 2.73. The remaining six factors influencing SOE selection were in the "some influence" category. These scores ranged from a mean of 2.43 for easy entry/easy exit to the lowest mean score of all, the selected factors of 1.62 for the perceived influence of county agents and/or 4-H agents. The majority of the mean scores for county agent/4-H agent fell into the "no" and "some influence" categories.

Table XX illustrates that young men perceived that parents had the "greatest influence" in their selection of SOE programs with a mean score of 3.93, it was followed by personal goals with a mean of 3.81, Vocational Agriculture teachers with 3.77, and FFA chapter activities with a mean score of 3.54. All these fell into the "great influence" category.

Table XXI revealed that young women had the same top three factors influencing their choice of and SOE programs, parents (3.98), personal goals (3.71), and Vocational Agriculture teachers (3.70). Vocational Agriculture classes was the fourth ranked factor in the "great influence" category with a mean score of 3.51.

The major difference between male and female influencing factors was potential wages and/or earnings. The young men ranked it as being the seventh most important factor while the young ladies saw it as being the twelfth most important factor.

Young men and young ladies were in agreement in the areas of "least influence" which was high school classes other than Vocational Agriculture and county/4-H agents which fell into the "some influence" category.

A Comparison of Findings by Level of School District Expenditure

Residential Environment

Table XXII illustrates that over 38 percent of the student respondents who attended a school with a "high" level of per student expenditure and 43 percent of those in schools with "low" per student expenditure school districts and over 12 percent of those respondents who attended a school with "low" per student expenditure lived in an urban environment.

School districts which had "high" levels of per student expenditure had almost 30 percent of the student respondents indicating their parents farmed while 15 percent indicated their parents did not farm at all. Schools which had "low" levels of per student expenditure had nearly 29 percent of the respondents indicating that their parents farmed, while 26 percent indicated their parents did not farm whatsoever.

Type of SOE Program

Table XXIII reveals that respondents who attended the most affluent

TABLE XXII

A COMPARISON BETWEEN "HIGH" AND "LOW" LEVELS OF SCHOOL DISTRICT EXPENDITURE PER STUDENT BY RESIDENTIAL ENVIRONMENT AND WHETHER OR NOT STUDENTS' PARENTS FARMED AND LEVEL OF FARMING ACTIVITY

Residential Environment	Level of School District Expenditure					
	"High" (N=51)		"Low" (N=64)		Total (N=115)	
	n	%	n	%	n	%
Rural	44	38.26	50	43.48	94	81.74
Urban	7	6.09	14	12.17	21	18.26
Parents Farm:						
Yes	34	29.82	33	28.95	67	58.77
No	17	14.91	30	26.32	47	41.23
Farm:						
Full-time	12	35.29	9	27.27	21	31.34
Part-time	20	58.82	24	72.73	44	65.67

TABLE XXIII

A COMPARISON BETWEEN "HIGH" AND "LOW" LEVELS OF SCHOOL DISTRICT
EXPENDITURE PER STUDENT BY TYPE OF SOE PROGRAM

Type of SOE Program	Level of School District Expenditure					
	"High" (N=51)		"Low" (N=64)		Total (N=115)	
	n	%	n	%	n	%
Placement:						
On-Farm	18	35.29	48	75.00	66	57.40
Off-Farm	11	21.57	5	7.81	16	13.91
Ownership:						
Production	43	84.31	49	76.56	92	80.00
Agribusiness	5	9.80	8	12.50	13	11.30

school districts as well as the least affluent had approximately the same amount of participants in ownership type SOE programs. In regard to placement type SOE programs the most affluent had 18 students in on-farm placement while the least affluent had 48 students participating in the same area. Eleven students from most affluent and five students from least affluent indicated that off-farm placement was their choice of an SOE program.

Agribusiness Enterprises

Table XXIV shows that the most affluent school districts had 12 student respondents in the various agribusiness enterprises while the least affluent schools had 22 participants. Custom hay hauling was the most popular among the least affluent school district respondents while the other category was for respondents attending the most affluent schools.

Livestock Enterprises

When observing the data revealed in Table XXV, it was found that student respondents in schools with "high" levels of per student expenditure were Beef Production with 22 participants, dogs and swine each had 14 participants. Horse Production had 10 students involved with it while seven chose sheep as their SOE program. Dairy Production attracted two respondents while rabbits and poultry attracted one each.

Respondents from the schools with "low" level of expenditure per student were also attracted to Beef Production with 16 students. However, their second most popular choice was swine production with 20 participants followed by sheep production with 11, horses and dogs both

TABLE XXIV

A COMPARISON BETWEEN "HIGH" AND "LOW" LEVELS OF SCHOOL DISTRICT
EXPENDITURE PER STUDENT BY AGRIBUSINESS ENTERPRISES

Enterprise: Agribusiness	Level of School District Expenditure					
	"High" (N=51)		"Low" (N=64)		Total (N=115)	
	n	%	n	%	n	%
Custom Combining	0	0	1	2.50	1	2.50
Custom Hay Baling	0	0	1	2.50	1	2.50
Custom Hay Hauling	3	7.50	6	15.00	9	22.50
Horticulture	1	2.50	1	2.50	2	5.00
Floriculture	0	0	2	5.00	2	5.00
Nursery/ Landscape	0	0	0	0	0	0
Bermuda Sprigging	0	0	0	0	0	0
Dairy	0	0	3	7.50	3	7.50
Sales and Service	2	5.00	3	7.50	5	12.50
Ag Mechanics "Shop Service"	3	7.50	1	2.50	4	10.00
Ag Mechanics "Projects"	3	7.50	0	0	3	7.50
Other	6	15.00	4	10.00	10	25.00

TABLE XXV

A COMPARISON BETWEEN "HIGH" AND "LOW" LEVELS OF SCHOOL DISTRICT
EXPENDITURE PER STUDENT BY LIVESTOCK ENTERPRISES

Enterprise: Livestock	Level of School District Expenditure					
	"High" (N=51)		"Low" (N=64)		Total (N=115)	
	n	%	n	%	n	%
Beef:						
Breeding	13	34.21	4	10.53	17	44.74
Stocker	0	0	1	2.63	1	2.63
Feeder	2	5.26	3	7.89	5	13.16
Exhibition	7	18.42	8	21.05	<u>15</u>	39.47
					<u>38</u>	
Sheep:						
Breeding	0	0	2	11.11	2	11.11
Feeder	1	5.56	0	0	1	5.56
Exhibition	6	33.33	9	50.00	<u>15</u>	83.33
					<u>18</u>	
Swine:						
Breeding	1	2.94	1	2.94	2	5.88
Exhibition	13	38.24	19	55.88	<u>32</u>	94.12
					<u>34</u>	
Dairy:						
Milk						
Production	1	16.67	1	16.67	2	33.33
Exhibition	1	16.67	3	50.00	<u>4</u>	66.67
					<u>6</u>	
Poultry:						
Fryers	1	100.00	0	0	<u>1</u>	100.00
					<u>1</u>	
Rabbits:						
Breeding	0	0	2	66.67	2	66.67
Fryers	1	33.33	0	0	<u>1</u>	33.33
					<u>3</u>	
Horses:						
Breeding	2	11.76	2	11.76	4	25.53
Handling						
Livestock	6	35.29	5	29.41	11	64.71
Exhibition	2	11.76	0	0	<u>2</u>	11.76
					<u>17</u>	
Dogs:						
Breeding	2	9.52	1	4.76	3	14.29
Racing	1	4.76	0	0	1	4.76
Hunting	7	33.33	6	28.57	13	61.90
Handling						
Livestock	4	19.05	0	0	<u>4</u>	19.05
					<u>21</u>	
Bees:						
Honey						
Production	0	0	3	100.00	<u>3</u>	100.00
					<u>3</u>	
Other:	1	33.33	2	66.67	<u>3</u>	100.00
					<u>3</u>	

with seven each. Dairy Production attracted the interest of four students while three participated in a honey bee program. Two students indicated that they had rabbits as an SOE program while two respondents indicated they had programs other than what was listed.

Crop Enterprises

Table XXVI discloses student respondents, who attended the "most affluent" school districts, found wheat, hay crops, vegetables, and pecans to be the most attractive while forestry, alfalfa and ornamentals/landscape were the least attractive. The "least affluent" school district respondents indicated that wheat, hay crops, vegetables, and pecans were popular, while they also regarded alfalfa, corn, milo, and oats as being attractive as well. Ornamentals/landscape, flowers and peanuts attracted the smallest amount of interest among respondents.

Characteristics Associated with Teacher

Supervision of SOE Programs

Table XXVII illustrates the frequency in which the Vocational Agriculture instructor visits the student respondents' SOE program(s). Fifty-two of the 63 student respondents from the least affluent schools indicated their teacher visited frequently to very frequently while the remaining 11 indicated they were seldom to never visited. Forty-three respondents from the most affluent schools showed they were visited frequently to very frequently while the remaining seven indicated they were seldom to never visited.

It was shown in Table XXVIII that 47 of the 51 student respondents from the schools with "high" levels of student expenditure had long term

TABLE XXVI

A COMPARISON BETWEEN "HIGH" AND "LOW" LEVELS OF SCHOOL DISTRICT
EXPENDITURE PER STUDENT BY CROP ENTERPRISES

Enterprise: Crops	Level of School District Expenditure					
	"High" (N=51)		"Low" (N=64)		Total (N=115)	
	n	%	n	%	n	%
Alfalfa:						
Cash Crop	0	0	0	0	0	0
Farm Use	1	12.50	2	25.00	3	37.50
Both	0	0	5	62.50	<u>5</u>	62.50
					8	
Wheat:						
Cash Crop	2	11.11	2	11.11	4	22.22
Farm Use	4	22.22	2	11.11	6	33.33
Both	4	22.22	4	22.22	<u>8</u>	44.44
					18	
Corn:						
Cash Crop	0	0	0	0	0	0
Farm Use	1	14.29	6	85.71	7	100.00
Both	0	0	0	0	<u>0</u>	0
					7	
Cotton:	None		None		None	
Milo:						
Cash Crop	0	0	2	25.00	2	25.00
Farm Use	1	12.50	2	25.00	3	37.50
Both	1	12.50	2	25.00	<u>3</u>	37.50
					8	
Barley:						
Cash Crop	0	0	1	33.33	1	33.33
Farm Use	0	0	0	0	0	0
Both	0	0	2	66.67	<u>2</u>	66.67
					3	
Hay Crops:						
Cash Crop	0	0	1	5.88	1	5.88
Farm Use	2	11.76	4	23.53	6	35.29
Both	4	23.53	6	35.29	<u>10</u>	58.82
					17	
Oats:						
Cash Crop	0	0	0	0	0	0
Farm Use	2	25.00	3	37.50	5	62.50
Both	1	12.50	2	25.00	<u>3</u>	37.50
					8	
Small Fruits						
Cash Crop	1	20.00	0	0	1	20.00
Farm Use	2	40.00	2	40.00	4	80.00
Both	0	0	0	0	<u>0</u>	0
					5	

TABLE XXVI (Continued)

Enterprise: Crops	Level of School District Expenditure					
	"High" (N=51)		"Low" (N=64)		Total (N=115)	
	n	%	n	%	n	%
Pecans:						
Cash Crop	3	25.00	2	16.67	5	41.67
Farm Use	1	8.33	2	16.67	3	25.00
Both	0	0	4	33.33	<u>4</u>	33.33
					12	
Peanuts:						
Cash Crop	2	66.67	0	0	2	66.67
Farm Use	0	0	0	0	0	0
Both	0	0	1	33.33	<u>1</u>	33.33
					3	
Large Fruit Trees:						
Cash Crop	1	25.00	0	0	1	25.00
Farm Use	1	25.00	2	50.00	3	75.00
Both	0	0	0	0	<u>0</u>	0
					4	
Melons:						
Cash Crop	1	14.29	1	14.29	2	28.57
Farm Use	1	14.29	3	42.86	4	57.14
Both	0	0	1	14.29	<u>1</u>	14.29
					7	
Vegetables:						
Cash Crop	1	8.33	1	8.33	2	16.67
Farm Use	4	33.33	6	50.00	10	83.33
Both	0	0	0	0	<u>0</u>	0
					12	
Flowers:						
Cash Crop	0	0	0	0	0	0
Farm Use	2	66.67	1	33.33	3	100.00
Both	0	0	0	0	<u>0</u>	0
					3	
Ornamentals/ Landscape:						
Cash Crop	0	0	0	0	0	0
Farm Use	1	100.00	0	0	1	100.00
Both	0	0	0	0	<u>0</u>	0
					1	
Forestry:						
Cash Crop	0	0	0	0	0	0
Farm Use	0	0	2	100.00	2	100.00
Both	0	0	0	0	<u>0</u>	0
					2	

TABLE XXVI (Continued)

Enterprise: Crops	Level of School District Expenditure					
	"High" (N=51)		"Low" (N=64)		Total (N=115)	
	n	%	n	%	n	%
Other:						
Cash Crop	2	100.00	0	0	2	100.00
Farm Use	0	0	0	0	0	0
Both	0	0	0	0	<u>0</u> 2	0

TABLE XXVII

A SUMMARY OF TEACHER SUPERVISION OF STUDENT RESPONDENTS' SOE PROGRAM
BY LEVEL OF SCHOOL DISTRICT EXPENDITURE PER STUDENT

Level of Funding	Frequency of Teacher Supervision								Total (N=115)	
	(1)		(2)		(3)		(4)			
	None		Seldom		Frequently		Very Frequently		n	%
	n	%	n	%	n	%	n	%		
"High"	1	.88	6	5.31	32	28.32	11	9.73	50	44.25
"Low"	3	2.65	8	7.08	37	32.74	15	13.74	63	55.75
Total	4	3.54	14	12.39	69	61.06	26	23.01	113	

High: $\bar{x} = 3.06, s = .65$

Low: $\bar{x} = 3.01, s = .75$

TABLE XXVIII

A SUMMARY OF WHETHER OR NOT STUDENT RESPONDENTS' HAD LONG TERM GOALS
 ASSOCIATED WITH THEIR SOE PROGRAMS BY LEVEL OF SCHOOL
 DISTRICT EXPENDITURE PER STUDENT

Long Term Goals Associated with SOE Program	"High"		"Low"		Total (N=115)	
	n	%	n	%	n	%
Yes	47	40.87	53	46.09	100	86.96
No	4	3.48	11	9.57	15	13.04
Total	51	44.35	64	55.65	115	100.00

goals associated with their SOE programs while 53 of the 64 respondents from schools with "low" levels of per student expenditure had long term goals. Furthermore, of the 15 students who indicated they did not have long term goals, 11 came from schools which had a low level of per student expenditure.

Table XXIX reveals that six respondents planned to terminate their SOE programs. Of these, only one was from the affluent schools while the remaining five came from the least affluent schools.

When observing data described in Table XXX concerning student experiences with SOE programs, irregardless of the level of per student expenditure, the respondents were in SOE programs which they perceived as being "very favorable."

Factors of Influence

Table XXXI reveals that students from both "high" and "low" funding school districts agreed that parents were the greatest influential factor concerning their selection of SOE programs. Vocational Agriculture teacher and personal goals were ranked either as second or third depending on the level of expenditure you chose to look at. The greatest difference in the factors of influence was potential wages and/or student earnings with mean scores of 3.59 from the "high" level expenditure schools and 2.78 for the "low" level per student expenditure schools. However, student respondents from the "least affluent" schools indicated that FFA chapter activities ranked fourth ($\bar{x} = 3.47$). The remaining factors were similarly ranked the same by both groups with small notable differences in mean scores.

TABLE XXIX

A SUMMARY OF STUDENT RESPONDENTS' GOALS FOR THEIR SOE PROGRAM BY
LEVEL OF SCHOOL DISTRICT EXPENDITURE PER STUDENT

Goals	"High"		"Low"		Total (N=115)	
	n	%	n	%	n	%
Continuation	49	43.75	57	50.89	106	4.64
Termination	1	.89	5	4.46	6	5.36
Total	50	44.64	62	55.36	112	100.00

TABLE XXX

A SUMMARY OF STUDENT RESPONDENTS' PERCEPTIONS OF SOE PROGRAMS BY LEVEL
OF SCHOOL DISTRICT EXPENDITURE PER STUDENT

Level of Funding	Students' Perceptions of SOE Experience											
	(1) Very Unfavorable		(2) Unfavorable		(3) No Opinion		(4) Favorable		(5) Very Favorable		Total (N=115)	
	n	%	n	%	n	%	n	%	n	%	n	%
"High"	0	0	0	0	3	2.60	6	5.22	42	36.52	51	44.35
"Low"	0	0	0	0	10	8.70	8	6.96	45	39.13	63	54.78
Total	0	0	0	0	13	11.30	14	12.18	87	75.65	114	99.13

High: $\bar{x} = 4.76, s = .55$

Low: $\bar{x} = 4.55, s = .75$

TABLE XXXI

A COMPARISON OF RANKS BETWEEN "HIGH" AND "LOW" LEVELS OF SCHOOL DISTRICT EXPENDITURE PER STUDENT BY FACTORS OF INFLUENCE

Factors of Influence	Level of School District Expenditure					
	"High"			"Low"		
	n	(N=51) \bar{x}	Rank	n	(N=64) \bar{x}	Rank
Parents	51	4.04	1	63	3.87	1
VoAg Teacher	51	3.85	2	61	3.67	3
Personal Goals	50	3.84	3	60	3.71	
Potential Wages and/ or Earnings	49	3.59	4	61	2.78	14
VoAg Teacher Visits to My SOE program	50	3.46	5	60	3.18	7
FFA Chapter Activities	51	3.41	6	62	3.47	4
VoAg Classes	50	3.40	7	62	3.40	5
Friends	50	3.34	8	61	2.89	11
Land Availability	50	3.30	9	60	3.03	8
Evaluation of My SOE Program	50	3.18	10	59	2.93	10
Species and/or Breed/ Variety: Crops/ Livestock	50	3.12	11	61	3.38	6
Records Kept on SOE Program	50	3.02	12	59	2.88	12
Farmers/Ranchers	48	2.81	13	62	2.66	15
Family/Relatives	50	2.72	14	60	2.98	9
Agreement Developed for SOE/FFA Program	51	2.57	15	59	2.86	13
Easy Entry/Easy Exit	48	2.38	16	62	2.47	16
People Working in Agribusiness	50	2.22	17	60	2.15	17
Teacher (excluding VoAg Teacher)	50	2.20	18	60	1.97	19
Veterinarian	50	2.14	19	59	2.03	18
4-H Influence	49	2.12	20	58	1.76	20
High School Classes (excluding VoAg)	50	1.92	21	60	1.73	21
County Agent/4-H Agent	50	1.78	22	59	1.49	22

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study which was conducted to determine the perceptions of student respondents regarding their SOE programs. Major findings, conclusions and recommendations concerning the influence of selected variables regarding their choice of a Supervised Occupational Experience Program(s) presented in this chapter were based upon a detailed inspection and analysis of data.

Purpose of the Study

The purpose of this study was to determine selected factors influencing Vocational Agriculture/FFA students in choosing a Supervised Occupational Experience Program (SOEP).

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were set forth:

1. To determine what factors influenced the students' selection of an SOE program(s).
2. To determine the type of SOE program(s) in which students were involved.
3. To determine if there was a notable difference between what

male and female students chose as an SOE program(s).

4. To determine if there was a notable difference in influence by levels of school district expenditures per student and student selection of SOE program(s).

5. To determine if residential environment plays a role in the type of SOE program a student chooses.

6. To determine if students plan to continue their SOE program(s).

7. To determine how students perceived their experiences with their SOE program(s).

Design of the Study

The population relating to this study consisted of four vocational agriculture departments from each of the five supervisory districts for a total of 20 chapters. From these 20 chapters, 115 students were asked to respond to a survey instrument.

Upon collection, the data were analyzed using descriptive statistical techniques.

Major Findings of the Study

Selected Characteristics of Chapters and Students Which Participated in the Study

An overwhelming majority of the student respondents participating in the study were from single teacher programs, with 15 single teacher and five multiple teacher departments. The level of expenditure per student ranged from a high of \$22,205.33 to a low of \$2,038.61 per student.

Student respondents were fairly equally divided as to what

Vocational Agriculture class in which they were enrolled. However, 44.35 percent of the students were 15 to 16 years old, while 13 to 14 and 17 to 19 year olds made up the balance. Nearly 72 percent of the participants had background experience in 4-H. Over 73 percent of the student respondents also indicated that they had two or more years of Vocational Agriculture/FFA experience. Thirty-five percent of the respondents had achieved the Greenhand Degree, while in contrast, 65 percent had received the Chapter Farmer Degree.

Involvement in FFA Leadership Activities

Respondents indicated that they were most involved in serving as chapter officers, public speaking and participating at both State and National Conventions. Decreased levels of participation in Co-op Camp and Washington Leadership Conference was evident.

Adult Community Support Groups and Vocational Agriculture Programs

The student population in this study came from programs where approximately half of the chapters had Young Farmer Organizations. Parents' Clubs and Livestock Booster Clubs were the next most popular types of community support organizations. Furthermore, in most chapters more than one of these organizations were active in the community.

Students' Residential Environment

Eighty-two percent of the 115 student respondents in the survey lived in a rural environment. Sixty-seven of the respondents' parents farmed, of these, 44 farmed part-time and 21 were full-time farmers.

Place Where SOE Programs Are Conducted

The majority of the student respondents conducted their programs on their own home farms. The remainder of the respondents used available school facilities for their programs.

Type of SOE Program

One hundred fifteen student participants completed questionnaires (71 males, 44 females), of these, 82 were involved in placement programs while 105 of the 115 also had ownership programs. Furthermore, a majority of the respondents had both types of SOE programs. On-farm placement programs involved a total of 42 males and 24 females, while 12 males and four females participated in off-farm placement programs. In addition, ownership SOE programs involved 54 males and 38 females in production programs, while nine males and four females had agribusiness programs.

Proficiency Award Areas

Swine Production, Beef Production and Sheep Production were the most popular proficiency areas with 86 respondents indicating their participation, while the remaining six areas involved a total of 62 applicants.

Student Enterprises

Table XXXII revealed that forty respondents had some type of agribusiness, 28 of the 40 being male and 12 females. Nine (22.50 percent) were involved in custom hay hauling, 12.50 percent had sales

TABLE XXXII

A COMPARISON OF MALE AND FEMALE STUDENT INVOLVEMENT IN
SOE PROGRAMS BY ENTERPRISE AREA

Enterprise Area	Gender	
	Male n*	Female n*
Agribusiness	28	12
Livestock	91	53
Crops	94	26

*Includes Multiple Responses

and service enterprises, while 25.00 percent of the respondents had enterprises other than those listed on the survey. However, the remaining 40.00 percent were fairly equally divided into the other listed categories. Table XXXII also showed that livestock enterprises had 144 student respondents, 91 young men and 53 young women. In addition, beef and swine had the largest share of interest followed by dogs, sheep and horses. The remaining livestock enterprises had less than 15 total participants.

Crop enterprises had 94 young men and 26 young ladies participating. It was also revealed that wheat production had the most interest among the crop enterprises. Generally most of the crop enterprises were intended as both cash crop and farm use.

Net Profit or Loss

The grand total between production and agribusiness profit or loss had nine respondents who showed a loss, while 40 indicated a profit. However, 11 participants had a closing inventory of zero with 38 having balances ranging from \$1.00 to more than \$1,000.00 in their closing inventory.

Characteristics Associated with SOE Programs

Eighty-five percent of the student respondents indicated their SOE programs were visited "frequently" to "very frequently" and the remaining 15 percent were "seldom" to "never" visited by their Vocational Agriculture teacher or teachers.

Approximately 87 percent of the student participants had long-term goals associated with their SOE programs. Approximately 95

percent intended to continue their SOE programs and 89 percent of the participants perceived their experience with SOE programs as being "favorable" to "very favorable."

Factors Influencing Selection of An
SOE Program

Parental influence, personal goals and Vocational Agriculture teachers had the most influence regarding student selection of SOE programs. In contrast, 4-H influence, high school classes (other than Vocational Agriculture) and county/4-H agents had the least amount of influence.

Factors were ranked from highest to lowest as follows:

1. Parents
2. Personal goals
3. Vocational Agriculture teacher
4. FFA Chapter activities
5. Vocational Agriculture classes
6. Vocational Agriculture teachers' visits to my SOE program
7. Species and/or breed/variety: Livestock/Crops
8. Potential wages and/or earnings
9. Land available
10. Friends
11. Evaluation of my SOE program
12. Records kept on SOE program
13. Family/Relatives
14. Agreement developed for SOE program
15. Farmers/Ranchers

16. Easy entry/Easy exit
17. People working in agribusiness
18. Veterinarian
19. Teacher (excluding Vocational Agriculture teacher)
20. 4-H influence
21. High school classes (other than Vocational Agriculture)
22. County Agent/4-H Agent

A comparison between male and female students in Table XXXIII reveals "great" to "very great" influence among the top three influential factors: parents, personal goals and Vocational Agriculture teacher influence. However, little difference was reflected among the mean scores.

Furthermore a major finding was that all students which participated in the study were involved in some type of SOE program

Residential Environment by Level of
School District Expenditure

Schools with "low" levels of per student expenditure had more respondents who lived in an urban residential environment, with 14 respondents from the "least affluent" to seven from schools with "high" levels of funding. Thirty student respondents whose parents did not farm attended "low" funding schools while the higher level expenditure schools had 17 respondents who indicated their parents did not farm.

Type of SOE Program by Level of School
District Expenditure

Student respondents from both categories of school district

TABLE XXXIII

A COMPARISON OF RANKS BETWEEN MALE AND FEMALE STUDENTS WITH REGARD TO
 "GREAT" AND "VERY GREAT" INFLUENCE ON STUDENTS'
 DECISIONS IN SELECTING SOE PROGRAMS

Factors of Perceived Influence	Male (N=71)				Female (N=44)				Total (N=115)			
	n	%	\bar{x}	Rank	n	%	\bar{x}	Rank	n	%	Overall \bar{x}	Rank
Parents	47	66.19	4.66	1	30	69.77	4.66	1	77	67.54	3.92	1
Personal Goals	45	65.22	4.44	3	26	63.41	4.65	2	71	64.56	3.77	2
VoAg Teacher	46	65.71	4.56	2	25	59.52	4.60	3	71	63.39	3.75	3

expenditures had approximately the same number of participants in ownership SOE programs. The greatest difference in type of SOE program came from placement programs, nearly twice as many respondents from "low" level schools participated in this area than did respondents from "high" level funding schools.

Student Enterprises by Level of School

District Expenditure

Table XXXIV shows that respondents from each level of expenditure participated equally in agribusiness and livestock enterprises. Respondents from schools with "low" levels of per student expenditure participated in larger numbers in crop enterprise areas, almost two to one.

Characteristics Associated with SOE Programs

by Level of School District Expenditure

A majority of the student respondents from both "high" and "low" levels of per student expenditure were visited frequently to very frequently by their vocational agriculture instructor. Only a few were never visited or seldom visited.

A larger number of respondents from schools representing both levels of per student expenditures had long-term goals associated with their SOE programs. Furthermore, all but six student respondents planned to continue their programs and most of them perceived their experience with SOE programs as being very favorable.

TABLE XXXIV

A COMPARISON BETWEEN "HIGH" AND "LOW" LEVELS OF SCHOOL DISTRICT
EXPENDITURE PER STUDENT BY SOE ENTERPRISE AREA

SOE Enterprise Area	Level of School District Expenditure	
	<u>"High"</u> n*	<u>"Low"</u> n*
Agribusiness	18	22
Livestock	72	72
Crops	46	84

*Includes Multiple Responses

Factors of Influence by Level of School

District Expenditure

Parents, personal goals and Vocational Agriculture teachers had the most influence among the respondents regardless of the category of school district expenditure. The major difference came with potential wages and/or earnings, respondents from schools with "high" levels of per student expenditure felt it ranked fourth among the influential factors, while respondents from schools with "low" levels of per student expenditure ranked it as being fourteenth. However, respondents from the "least affluent" schools considered FFA chapter activities as being the fourth most important factor.

Conclusions

Interpretation and inspection of the major findings prompted the formulation of the following conclusions:

1. Apparently, the respondents with previous experience in 4-H continued their agricultural involvement in Vocational Agriculture/FFA programs.
2. Overall, it appeared that most students were involved in FFA leadership activities.
3. It was apparent that most students seemed to perceive some importance being attached to proficiency award recognition.
4. There was no notable indication that residential environment and/or land availability dramatically influenced student selection of SOE programs. In addition, it was apparent that most respondents' parents were involved in farming in some capacity and that they also

conducted their SOE programs in the "home setting."

5. The most popular SOE programs were ownership type production programs.

6. Both male and female students actively participate in ownership type production programs.

7. Students were the most active in SOE programs that pertained to livestock enterprises, in addition, it seemed most livestock enterprises were oriented toward exhibition.

8. Teachers appeared to conduct supervised visits to student SOE programs on a frequent basis.

9. It was evident that students had long-term goals associated with their SOE programs and planned to continue them.

10. It appeared as a result of the findings that most students enroll in Vocational Agriculture/FFA to accomplish their personal goals relative to interest in Supervised Occupational Experience Programs.

11. SOE programs were perceived as being important and a popular facet of the total Vocational Agriculture/FFA program.

12. There was little notable difference in regard to either gender or level of school district expenditure concerning student involvement and/or student selection of SOE programs.

13. The student respondents seemed to perceive their experience with SOE programs as being "very favorable."

14. Parents, personal goals and Vocational Agriculture teachers had the greatest impact on student selection of Supervised Occupational Experience Programs.

Recommendations

The following recommendations were judgments based on the findings and conclusions resulting from this study.

1. It is recommended that students be encouraged to consider career opportunities associated with their SOE experiences.

2. As the result of the benefits available through student SOE experiences and present economic conditions, students should be encouraged to consider a broader scope of agricultural activities and diversification among both traditional and non-traditional enterprises.

3. Considering it is rather apparent that livestock exhibition is a major area of emphasis, students, teachers and parents should be aware of the possibilities of both positive and negative effect that this could have on educational opportunities and commercial agriculture.

4. Teachers should recommend that their students conduct SOE programs in the home setting when facilities and/or land are available.

5. Vocational agriculture teachers should place continued emphasis on production agriculture curriculum.

6. As a result of major findings and conclusions, it is the opinion of the author that teachers be encouraged to continue regular systematic supervised visitation schedule of student SOE programs.

7. SOE programs should be planned and conducted identically regardless of gender.

8. Since it has been concluded that personal goals are an important factor in selecting a students' SOE program, it is recommended that special attention be given to completing the planning section of the Oklahoma FFA Record Book.

9. Vocational agriculture teachers should continue to work closely with parents and students alike when planning and selecting Supervised Occupational Experience Programs.

Recommendations for Further Research

The writer recommends additional study by agriculture educators to further investigate other areas of the Vocational Agriculture/FFA Supervised Occupational Experience Program.

1. Further study should be directed toward determining motivating factors which influence SOE selection.

2. To determine the perception of benefits derived from SOE programs by teachers, parents and school administrators.

3. To determine the relationship between student participation in occupational experience programs and achievement in advanced degrees, proficiency areas, leadership activities, and academic success.

4. To determine if a relationship exists between student participation in Supervised Occupational Experience Programs and career success.

5. Further study to determine the perceived responsibility of planning and selection of SOE programs would be beneficial to students, teachers, parents, state supervisory staffs, and agricultural educators alike.

SELECTED BIBLIOGRAPHY

- (1) Arrington, Larry R. and J. David McCracken. "Relationship of Length of Contract to Supervised Occupational Experience Program Scope." Journal of the American Association of Teacher Educators in Agriculture, Vol. 24, No. 4 (Winter, 1983), 34.
- (2) Davis, Duane L. and David L. Williams. "Importance of Supervised Occupational Experience Program Records in Developing Selected Abilities." Journal of the American Association of Teacher Educators in Agriculture, Vol. 20, No. 3 (November, 1979), 19.
- (3) Key, James P. "Supervised Experience Essential." Agriculture Education Magazine, Vol. 49, No. 10 (April, 1977), 219.
- (4) Long, Gilbert A. and Kresha Dunham. "Factors Associated With and the Status of Supervised Occupational Experience Programs in Utah Vocational Agriculture Programs." Journal of the American Association of Teacher Educators in Agriculture, Vol. 25, No. 4 (Winter, 1984), 8.
- (5) McMillion, Martin B. and Martin K. Auville. "Factors Associated with the Success of Supervised Farming Programs of Virginia High School Students." Journal of the American Association of Teacher Educators in Agriculture, Vol. 27, No. 3 (November, 1976), 9.
- (6) Oklahoma State Department of Education. Annual Report, 1983-1984. Oklahoma City: State Department of Education Printing Services, 1984.
- (7) Quarles, Thomas A. and M. J. Cepica. "Female Students' Perceptions of Vocational Agriculture Programs in Texas." Journal of the American Association of Teacher Educators in Agriculture, Vol. 25, No. 1 (Spring, 1984), 20.
- (8) Rawls, Willie J. "Parental Involvement in Supervised Occupational Experience." Agriculture Education Magazine, Vol. 54, No. 5 (November, 1981), 17.
- (9) Rawls, Willie J. "An Analysis of Benefits Derived from Supervised Occupational Experience." Agriculture Education Magazine, Vol. 23, No. 1 (March, 1982), 31.

- (10) Reakes, Gary L. and Richard F. Welton. "Teacher Roles in Experience Programs." Agriculture Education Magazine, Vol. 49, No. 10 (April, 1977), 227.
- (11) Reynolds, Carl L. "A Comparison of Supervised Occupational Experience Programs Conducted by Males and Females in Wyoming." (Unpublished paper presented at Western Region Agricultural Education Research Seminar, Boise, Idaho, April, 1985.) Laramie, Wyoming: University of Wyoming, 1983.
- (12) Williams, David L. "Relationships Between Vocational Agriculture Students' Supervised Occupational Experience and Selected Variables." Journal of Vocational Education Research, Vol. 2, No. 1 (Spring, 1977), 17.
- (13) Williams, David L. "What Do Students Think of Supervised Occupational Experience?" Agriculture Education Magazine, Vol. 50, No. 12 (June, 1978), 281.
- (14) Williams, David L. "Benefits Received From Supervised Occupational Experience Programs." Journal of American Association of Teacher Educators in Agriculture, Vol. 20, No. 2 (July, 1979), 33.
- (15) Williams, David L. "Students' Perceptions of Assistance Received from Parents and Teachers with Supervised Occupational Experience Programs." Journal of the American Association of Teacher Educators in Agriculture, Vol. 21, No. 2 (July, 1980), 21.

APPENDIXES

APPENDIX A
LOCATION OF SCHOOLS

SCHOOLS INCLUDED IN THE STUDY

<u>Name of School</u>	<u>City or Town Where School Is Located</u>
Red Rock High School	Red Rock, Oklahoma
Balko High School	Balko, Oklahoma
Blackwell High School	Blackwell, Oklahoma
Tonkawa High School	Tonkawa, Oklahoma
Sweetwater High School	Sweetwater, Oklahoma
Hammon High School	Hammon, Oklahoma
Tuttle High School	Tuttle, Oklahoma
Mustang High Schools	Mustang, Oklahoma
Terral High School	Terral, Oklahoma
Turner High School	Turner, Oklahoma
Prague High School	Prague, Oklahoma
Bethel High School	Bethel, Oklahoma
Sasakawa High School	Sasakawa, Oklahoma
Wapanucka High School	Wapanucka, Oklahoma
Spiro High School	Spiro, Oklahoma
Calera High School	Calera, Oklahoma
Boley High School	Boley, Oklahoma
Oologah High School	Oologah, Oklahoma
Dewey High School	Dewey, Oklahoma
Oktaha High School	Oktaha, Oklahoma

APPENDIX B

COVER LETTER



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION

STILLWATER, OKLAHOMA 74078
448 AGRICULTURAL HALL
(405) 624-5129

October 20, 1985

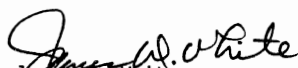
Dear Colleagues in Vocational Agriculture:

Oklahoma has long been a leader in Vocational Agriculture. Specifically we have prided ourselves in conducting outstanding Supervised Occupational Experience Programs (SOEP).

Much discussion has taken place with regard to why students choose to be involved in the areas which they pursue. With regard to this question, I am attempting to determine why students choose the SOE programs they conduct. This information will assist all of us in doing a better job of advising students as to the opportunities available and entry level requirements of Agricultural occupations.

Thanks for your willingness to be involved and allowing your students to participate in this study.

Sincerely,


James D. White
Associate Professor


Shelly K. Johns
Graduate Assistant



APPENDIX C

INSTRUCTIONS

SOE
SURVEY DIRECTIONS:

Use the enclosed questionnaire to survey a young lady and young man in each of your Vo-Ag classes (Fr., Soph., Jr., and Sr.).

1. Survey the first young lady that appears on your roll sheet in each class.
2. In addition, survey the third young man that appears on your roll sheet in each class.
3. However, if there are no young ladies in a particular class survey only the third young man for that specific class. Furthermore, the same holds true if there are no young men in a class. Please survey only the first young lady on your roll sheet for each class.
4. Please convey the importance of accuracy in completing the survey to your students. In addition, please ask your students to complete the survey in pencil and to use the summary sheet their record book (page 40-41) to complete question number 17 at the top of the fourth page.
5. You will receive a telephone call six (6) working days following the date of postmark concerning the date of my arrival to pick up the completed survey.

THANKS!

APPENDIX D

QUESTIONNAIRE

(1-3) _____
I.D. Number (for office use only)

OKLAHOMA VO-AG/FFA STUDENT-MEMBER SURVEY

(Check the appropriate blank)

(4) 1. DISTRICT:

1. ___ NW 3. ___ C 5. ___ NE
2. ___ SW 4. ___ SE

(5) 2. YOUR CLASS IN SCHOOL:

1. ___ Freshman 3. ___ Junior
2. ___ Sophomore 4. ___ Senior

(6) 3. YOUR VO-AG/FFA EXPERIENCE (YEARS):

1. ___ 0-1 3. ___ 2-3 4. ___ 4-5
2. ___ 1-2 4. ___ 3-4

(7) 4. YOUR AGE:

1. ___ 13 3. ___ 15 5. ___ 17 7. ___ 19
2. ___ 14 4. ___ 16 6. ___ 18

(8) 5. DEGREE OF MEMBERSHIP:

1. ___ Greenhand
2. ___ Chapter Farmer

(9) 6. GENDER:

1. ___ Male
2. ___ Female

(10) 7. 4-H EXPERIENCE (YEARS):

1. ___ 1-2 3. ___ 3-4 5. ___ 5-6 7. ___ 7-8
2. ___ 2-3 4. ___ 4-5 6. ___ 6-7 8. ___ 0

(11) 8. YOUR INVOLVEMENT IN FFA LEADERSHIP ACTIVITIES:

1. ___ Officer 5. ___ Co-Op Camp
2. ___ Public Speaking 6. ___ State Convention
3. ___ Chapter Meeting Team 7. ___ National Convention
4. ___ Alumni Camp 8. ___ Food for America
9. ___ Washington Leadership Conference

(12) 9. SIZE OF DEPARTMENT:

1. ___ Single Teacher
2. ___ Multiple Teacher

(13) 10. ADULT VO-AG PROGRAM/COMMUNITY SUPPORT GROUP:

1. ___ Adult Education 4. ___ "Parent's" Club
2. ___ Young Farmers 5. ___ Livestock Booster Club
3. ___ FFA Alumni 6. ___ Other: _____

(14) 11. IN WHICH ENVIRONMENT DO YOU LIVE:

1. Rural
 2. Urban

12. DO YOUR PARENTS FARM:

- (15) 1. Yes If Yes, Check appropriate blank: 1. Part-time
 2. NO 2. Full-time

(17) 13. SOE PROGRAM CONDUCTED AT:

1. Home Farm 4. School Greenhouse
 2. School Farm 5. School Ag Mechanics Shop
 3. Friend's Farm 6. Agribusiness Setting

(18) 14. TYPE OF SOE PROGRAM:

Placement

1. On-Farm
 2. Off-Farm

(19) Ownership

1. Production
 2. Agribusiness

(20) 15. PROFICIENCY AWARD APPLICANT (Please be specific as to area)

1. Beef 5. Home & Farmstead Improvement
 2. Swine 6. Horses
 3. Sheep 7. Dairy
 4. Diversified Livestock 8. Crops
 Production 9. Other _____

(21-22) 16. ENTERPRISE:

AGRIBUSINESS

1. Custom Combining
 2. Custom Hay Baling
 3. Custom Hay Hauling
 4. Horticulture
 5. Floriculture
 6. Nursery/Landscape
 7. Bermuda Sprigging
 8. Dairy
 9. Sales and Service
 10. Ag Mechanics Shop Service (Welding or Machinics Shop)
 11. Ag Mechanics Project
 12. Other: _____

- LIVESTOCK
- (23) Beef
 1. Breeding 3. Feeder
 2. Stocker 4. Exhibition
- (24) Sheep
 1. Breeding 3. Exhibition
 2. Feeder
- (25) Swine
 1. Breeding 3. Exhibition
 2. Feeder
- (26) Dairy
 1. Breeding 3. Milk Production
 2. Replacement 4. Exhibition
- (27) Poultry
 1. Breeding 3. Egg Production
 2. Fryers 4. Exhibition
- (28) Rabbits
 1. Breeding 3. Exhibition
 2. Fryers
- (29) Horses
 1. Breeding 3. Handling Livestock
 2. Racing 4. Exhibition
- (30) Dogs
 1. Breeding 3. Hunting
 2. Racing 4. Handling Livestock
- (31) Bees
 1. Honey Production 3. Other _____
 2. Exhibition
- (32) Other
 1. _____ 3. _____
 2. _____

CROPS	CASH CROPS (1)	FARM USE (2)	BOTH (3)
(33) Alfalfa			
(34) Wheat			
(35) Corn			
(36) Cotton			
(37) Milo			
(38) Barley			
(39) Hay Crops			
(40) Oats			
(41) Small Fruits			
(42) Pecans			
(43) Peanuts			
(44) Large Fruit Trees			
(45) Melons			
(46) Vegetables			
(47) Flowers			
(48) Ornamentals/Landscape			
(49) Forestry			
(50) Other:			

(51) 17. SUMMARY: NET PROFIT OR LOSS. (page 41 of recordbook--Jan. 1, 1984 - Dec. 31, 1984)

1. Total P/L Production _____
2. Total P/L Agribusiness _____
3. Grand Total P/L _____ (Freshman - NA)
4. Total Beginning Inventory _____ (Year you started Vo-Ag)
5. Total Closing Inventory _____ (Freshman - NA)

(52) 18. HOW OFTEN DOES YOUR VO-AG TEACHER OR TEACHERS VISIT YOUR SOE PROGRAM?

- | | |
|---|------------------------------------|
| 4. <input type="checkbox"/> Very Frequently | 2. <input type="checkbox"/> Seldom |
| 3. <input type="checkbox"/> Frequently | 1. <input type="checkbox"/> None |

(53) 19. DO YOU HAVE LONG TERM GOALS WITH YOUR SOE PROGRAM?

1. Yes
2. No

(54) 20. GOALS FOR YOUR SOE PROGRAM:

1. Continuation
2. Termination (If terminated explain) _____

(55) 21. HOW DO YOU PERCEIVE YOUR EXPERIENCE WITH YOUR SOE PROGRAM?

- | | |
|--|--|
| 5. <input type="checkbox"/> Very Favorable | 2. <input type="checkbox"/> Unfavorable |
| 4. <input type="checkbox"/> Favorable | 1. <input type="checkbox"/> Very Unfavorable |
| 3. <input type="checkbox"/> No Opinion | |

22. FACTORS INFLUENCING YOUR SELECTION OF AN SOE PROGRAM:

FACTORS	VERY GREAT INFLUENCE (5)	GREAT INFLUENCE (4)	MODERATE INFLUENCE (3)	SOME INFLUENCE (2)	NO INFLUENCE (1)
(56) PARENTS					
(57) VO-AG TEACHER					
(58) FAMILY/RELATIVES					
(59) 4-H INFLUENCE					
(60) TEACHER (excluding Vo-Ag teacher)					

FACTORS	VERY GREAT INFLUENCE (5)	GREAT INFLUENCE (4)	MODERATE INFLUENCE (3)	SOME INFLUENCE (2)	NO INFLUENCE (1)
(61) COUNTY AGENT/ 4-H AGENT					
(62) VO-AG CLASSES					
(63) POTENTIAL WAGES AND/OR EARNINGS					
(64) PERSONAL GOALS					
(65) FFA CHAPTER ACTIVITIES					
(66) RECORDS KEPT ON SOE PROGRAM					
(67) AGREEMENT DEVELOPED FOR SOE/FFA PROGRAM					
(68) HIGH SCHOOL CLASSES (OTHER THAN VO-AG)					
(69) FARMERS/RANCHERS					
(70) VETERINARIAN					
(71) PEOPLE WORKING IN AGRIBUSINESS					
(72) VO-AG TEACHER VISITS TO MY SOE PROGRAM					
(73) "EASY ENTRY/ EASY EXIT"					
(74) EVALUATION OF MY SOE PROGRAM					
(75) SPECIE(S) AND/OR BREED/VARIETY: LIVESTOCK/CROPS, etc.					
(76) LAND AVAILABILITY					
(77) FRIENDS					
(78) OTHER: _____ _____					

VITA

Shelly K. Johns

Candidate for the Degree of

Master of Science

Thesis: FACTORS WHICH INFLUENCE VOCATIONAL AGRICULTURE/FFA STUDENTS
IN CHOOSING SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, February 23, 1961,
the daughter of Mr. and Mrs. John Johns.

Education: Graduated from Jones High School, Jones, Oklahoma, in
May, 1979; attended Central State University at Edmond,
Oklahoma, from August, 1979 through May, 1981; received
Bachelor of Science in Agriculture degree from Oklahoma State
University in May, 1984; completed requirements for Master of
Science degree at Oklahoma State University, Stillwater,
Oklahoma, in July, 1986.

Organizations: Member of Kappa Delta Pi and member of Gamma
Sigma Delta.