COMPETENCY LEVELS OF AND PRE-SERVICE TRAINING RECEIVED BY VOCATIONAL AGRICULTURE TEACHERS IN THE CENTRAL DISTRICT OF OKLAHOMA RELATIVE TO LIGHT HORSES

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The writer would like to dedicate this study to his sons, Shawn and Shane; without their support, understanding and sacrifice this study could not have been completed.

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CHAPTER I

INTRODUCTION

The need for educational programs and assistance expands with the Oklahoma horse industry. The number of requests for horse related educational programs continues to increase.

Oklahoma Agriculture 2000 (1) concluded that:

> Horse owners are hungry for factual information on how to select, feed, manage, train, and ride horses. They want to know what constitutes a healthy horse and how to keep him healthy. Horse breeders want information on balanced rations, herd health programs, how to improve conception rates in mares and new techniques and development in artificial insemination. Young people want to know how to judge horses, how to select tack, and how to properly ride and exhibit horses. A growing number of youth would like to work in the horse industry after high school and college years (p. 121).

Due to the presence of large horse breeding farms, parimutuel racing, national shows, environmental conditions, and geographical location, Oklahoma will continue to be a leader in the horse industry only if educators have the competencies to teach light horse related materials.

Statement of the Problem

Although vocational agriculture teachers, in the central district of Oklahoma, may be teaching light horse related subject matter, in and out of the classroom, it is unknown to teacher trainer institutions and university Animal Science Departments the degree of competencies possessed by those vocational agriculture teachers. Additionally, the nature of

pre-service training the vocational agriculture teachers received in the area of light horses is unknown.

Purpose of the Study

The purpose of this study was to determine the vocational agriculture teacher's (in the central district of Oklahoma) degree of competency relative to teaching light horse related subject matter. A further purpose of this study was to determine the pre-service experiences the vocational agriculture teachers gained relative to light horse.

Need for the Study

The need for this study was evidenced by the fact that no specific light horse related studies has been conducted and more importantly by the advancement that the light horse industry has made in Oklahoma.

Objectives of the Study

To meet the purpose of this study, the following objectives were established:

1. To determine the competencies possessed by the vocational agriculture teachers, in the central district of Oklahoma, relative to light horse subject matter.

2. To determine the pre-service experiences gained by the vocational agriculture teachers, in the central district of Oklahoma, relative to light horses.

3. To acquire sufficient demographic data in order to characterize the vocational agriculture teachers in the central district of Oklahoma.

4. To acquire sufficient data in order to make recommendations to the Agriculture Education Department and Animal Science Department at Oklahoma State University so specific light horse in-service training programs can be developed for vocational agriculture teachers.

Scope of the Study

The scope of the study includes all (92) of the vocational agriculture teachers employed in a public school system in the central district of Oklahoma.

Assumptions of the Study

In order to accomplish the objectives of the study the following assumptions were made:

1. All of the vocational agriculture teachers surveyed would report accurate information to the best of their ability.

2. The survey instrument developed would assess sufficient data to meet the needs of the objectives of this study.

3. The competencies included in the survey instrument would be representative of the competencies required to teach light horse related subject matter.

Definition of Terms

Vocational Agriculture Teacher - Employed by public schools to teach agriculture subject matter.

Light Horse - A horse that weighs approximately 900-1200 pounds at maturity, has small bones, and thin legs. Examples of light horse breeds include Quarter horses, Morgan horses, Arabian horses, Appaloosa horses, Pinto horses, Paso Fino horses, Paint horses, and Thoroughbed horses.

Competency - Includes the personal abilities and skills needed to properly teach light horse subject matter.

Pre-Service Training - Training received by students prior to becoming employed as a vocational agriculture teacher.

Equine - Of or relating to the horse.

Equitation - The act or art of riding on horseback.

Respondents - Vocational agriculture teachers that completed and returned the questionnaire.

Post Secondary - Educational institution beyond the high school level. Usually referred to as two or four year programs at junior colleges, community colleges, state colleges, and universities.

Secondary - Education at the high school level.

In-Service - Continuing update of information relative to light horses.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In the past several years the horse population has been on the upswing due to the tremendous increase in backyard pleasure and show horses. Many of these animals are owned by people who have horses either because it is fashionable or because they have been pressured into ownership by youngsters who want a horse more than anything else--until they get one. Frequently, horses are purchased by people who have absolutely no knowledge of selection or care of the poor creature. As a result of such ignorance, many poeple are injured and countless numbers of horses are ruined psychologically and physically.

Fortunately, the need for instruction in horse care is being realized by many colleges, prepschools, and equestrian centers which are starting to offer horse management courses with increasing frequency (2).

The demand for individuals having practical experiences coupled with theories of horse management that are scientifically sound has greatly altered the approach to training professionals in the various aspects of horse science.

The Horse

Horses are generally divided into three groups: light horses, which have small bones, thin legs, and weigh approximately 900 to 1200 pounds

at maturity; heavy horses, which have large bones, thick and sturdy legs, and weigh 1600 pounds or more at maturity; and ponies, which usually weigh less than 800 pounds at maturity. Each of these types includes several breeds, and these may be more than one type within the same breed.

Denhardt (3) stated: "We know that early man hunted and ate horses in Europe, for their bones have been found in campfire remains."

Denhardt (3) also states:

> Throughout the ages the horse has probably had more influence on man's destiny than any other animal. He has served as a means of transportation, a fellow soldier in battle, a most important piece of farm equipment, a symbol of power and wealth, a tax deduction, an inspiration to the artist, a trade item, a means of recreation and an ever faithful friend (p. 69).

Cambell and Lasley (4) state:

> Archeological records indicate the horse was first domesticated approximately 5,000 years ago. The domesticated horse immediately took a leading role in the destiny of man kind (p. 548).

Related Studies

The following review of literature includes selected references which addressed light horse educational programs in institutions of learning. In conducting this review it was discovered there were three studies which dealt with post secondary education in the United States but none dealing with secondary education.

Parmenter (5) surveyed by questionnaire, 86 colleges and universities throughout the United States in June of 1978. The primary objective of her study was to determine the nature and scope of equine education programs being offered in colleges and universities throughout the country and the attitudes of specialists toward these programs.

Some of the major findings were as follows: animal husbandry departments were responsible for a larger percentage of equine education

programs than physical education departments. The major factor in establishing riding programs was community, student, and staff interest. Activity courses most frequently offered balanced, hunt, and stock seat styles of riding with most students receiving one to two hours of activity a week. Farm Management training, nutrition and judging were taught most frequently, but many new and innovative courses were also being taught. The most common problems encountered by equine education programs were inadequate funding and obtaining suitable horses and facilities. Most programs were reported to be relatively new (0-5 years in operation), according to Parmenter.

Rudolph's (6) study completed in 1979, used a questionnaire to survey 88 colleges and universities in the United States. The main objective of his study was to determine characteristics of equine programs in colleges and universities in the United States.

Some of his major findings were: Horses rank third in overall economic importance in the livestock industry preceded by beef and dairy cattle. Swine was a close fourth followed by poultry and sheep.

Pleasure/hobby use ranked the highest in reference to the basic nature of horse enterprises composing the industry, followed by showing, breeding and management, and racing, respectively.

The greatest demand for equine education was dominated by post secondary level education programs and 4-H programs.

The findings of these two studies indicate that many of the programs are new with college and universities trying to keep up with the growing demand for knowledge in equine education.

Borton (7) stated that he felt many institutions did not anticipate equine education growing the way it has. Many animal science departments

seemed to be afraid of becoming involved in this new discipline. Perhaps they felt the horse business was not on the same economics as the cattle business and other areas. Many old timers have questioned all the emphasis on the horse since horses are not a source of food in the United States.

Borton (7) hopes the horse will have a definite place in the education of future students. He explains his philosophy of equine education in the following manner:

> What I'd like to see develop is a situation where schools start to develop horse science programs with internships or programs worked out with breeders and horse people where students can apprentice and gain some practical experience to go along with technical skills they learn in college. . . . I think time will come when these institutions will develop curriculums such as for a horse management major or a horse science major and things like that. Right now most programs aren't relating to the industry enough (p. 39).

Horses in Oklahoma

Oklahoma Agriculture 2000 (1) states:

> In 1920, there were approximately 20 million horses in the United States compared to a low of three million in 1960. It is estimated there will be more than 20 million horses in the U.S. by 1985. Two reports in 1975 indicated that the horse industry comprised 10 percent of the U.S. recreation expenditures of $150 billion, or $15 billion was spent on the horse industry alone. This figure has increased sharply since 1975 (p.120).

Oklahoma has played an important role in the history and development of what is now known as the "modern stock horse." During the settlement of the Southwest, Oklahoma residents used the horse for three basic reasons: work, transportation, and recreation. Today the horse is no longer used for transportation and less than two percent are used as work animals. The horse of the 1980's is a leisure animal used in a recreational program or as a companion animal.

Dr. Don Topliff, Assistant Professor of Animal Science at Oklahoma State University (8), stated that Oklahoma now has an inventory of over 500,000 horses, annually increasing at the rate of about 10 percent. Although Oklahoma ranks third behind Texas and California among the 50 states, in total horse numbers, Oklahoma ranks first in horses per square mile.

Many of the outstanding breeders, brood mare bands, sires, halter horses, and performance horses in the quarter horse breed are located in the state of Oklahoma. Several other breeds also have reputational breeders and horses in the state. The services of outstanding sires from several breeds are available at renowned breeding farms and stallion stations located in the state. This breeding phrase of the horse industry represents show and performance horses as well as racing horses.

Oklahoma Agriculture 2000 (1) stated:

> The youth horse program is growing rapidly, and many of the new owners, riders, and exhibitors are 4-H and Future Farmers of America (FFA) members. The current 4-H horse project enrollment includes 11,500 members, and 1300 FFA members have horses in their supervised livestock programs (p. 121).

Oklahoma Agriculture 2000 (1) continues by stating:

> Since much less research has been done with horses than with other animals, one of the obvious challenges in meeting the needs of the industry will be to provide, through a program of research and education, the technology and information which has been lacking (p. 7).

Keith Harp (9), Curriculum Specialist, Oklahoma State Department of Vocational-Technical Education, stated: "The Vocational Agriculture I core curriculum is currently being revised and light horse subject material is being included to meet the growing need for information."

A Need for Horse Related Educational Programs

The continual increase in the horse population and interest in the light horse caught the attention of many educators, as well as commercial and industrial companies. Ensminger (10) points out that nine million horses in the United States represent an estimated $13 billion investment. Annual expenditures for horse feed, drugs, tack and equipment average about $1000 per horse, grossing a total of $9 billion per year. In 1966, 4-H club horse projects exceeded beef cattle project for the first time and have continued this trend during recent years. Ensminger also states that horse shows have increased in size and numbers and horse racing continues to be America's leading spectator sport. Saddle clubs have been established across the nation and more people are riding horses for pleasure than ever before. Considering these factors, horse production courses again started showing up as part of many college and university curriculums in the late 60's and early 70's.

Rodgers (11) believes experience is a prerequisite for success in a horse related career. He sees youngsters from the city at a disadvantage, but professional horse trainers are not the answer for everyone.

Rodgers reveals there are many opportunities for a career in and around the horse industry that do not require a degree in horse training. He sees the growth of the horse industry and the horse as a recreational product as opening up even more careers for young people in the future.

Another view, comparing first hand work experience to structured educational programs is expressed by Lillibridge (12).

> Riding schools have their place, however, they do not satisfy requirements for extensive first hand experience. Being an apprentice takes a different kind of mental attitude than going to horsemanship school. School atmosphere is intellectually demanding but it does not require becoming responsible

> for your actions. Poor grades are the only consequences for laziness. If you are actually working under someone, they are allowing you to become part of a business that is their livelihood (p. 27).

Two kinds of educational backgrounds are seen by Potter (13) as prerequisites for students going into upper level management, whether it be for a breeding farm, equestrian center, or a private training stable. First, they must possess the technical training in horse sciences. This includes being well informed in the principles and practices of horse behavior, nutrition, genetics, breeding, housing, pasture management, disease control, training, and many other areas. In addition to technical knowledge Potter feels students must possess horsemanship abilities. The right combination of both technical and riding ability equips the student to become a successful manager in the equine industry.

Woods (14) stated, "Preparation of students for future employment in one of New York's many fine horse stables is a goal of the Horse Handling and Care Programs." Woods further stated, "With the growth of the Horse Breeding Industry in New York, students are prepared through Supervised Occupational experience programs to enter this exciting field."

Summary

Based upon the review of literature, it is evident that the horse has a definite place in the education of students enrolled in prep school and post-secondary agricultural programs. Perhaps one of the obvious challenges confronting educators is to provide research, education, technology, and information demanded of the horse industry, particularly in Oklahoma. Furthermore, it is apparent that those who teach agriculture subject matter in the secondary public schools should possess many competencies required to teach light horse related subject matter.

CHAPTER III

METHODOLOGY

Introduction

This study was designed to determine the vocational agriculture teacher's (in central district of Oklahoma) degree of competency relative to teaching light horse related subject matter. A further purpose was to determine the pre-service experiences the vocational agriculture teacher gained relative to light horses.

In order to accomplish this, the following goals were formulated:

Objectives of the Study

The objectives of this study were:

1. To determine the competencies possessed by the vocational agriculture teachers, in the central district of Oklahoma, relative to light horses.

2. To determine the pre-services gained by the vocational agriculture teachers, in the central district of Oklahoma, relative to light horses.

3. To acquire sufficient demographic data in order to characterize the vocational agriculture teachers in the central district of Oklahoma.

4. To acquire sufficient data in order to make recommendations to the Agriculture Education department and Animal Science department at

Oklahoma State University so specific light horse in-service training programs can be developed for vocational agriculture teachers.

Population

The population for this study consisted of 92 teachers of vocational agriculture in the central district of Oklhaoma.

Table I indicates the frequency distribution of the vocational agriculture teachers who responded to the mailed questionnaire. Of the 92 vocational agriculture teachers serveyed, 69 (75.0 %) responded, and 23 (25.0%) did not respond.

TABLE I

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS RESPONDING TO THE MAILED QUESTIONNAIRE

Category	Frequency N	%
Respondent	69	75.0
Non-Respondents	23	25.0
Total	92	100.0

Development of the Instrument

In formulating the questions for the instrument (Appendix A), the writer used input from the faculty and staff of the agriculture education department and from Dr. Don Topliff, Associate Professor of Equine

Science, Animal Science department at Oklahoma State University.

The competencies selected to be included as part of the survey instrument were determined as a result of the review and input of Dr. Don Topliff, Mr. Keith Harp, Curriculum Specialist with State Department of Vo-Tech, and the recommendations of related studies or text.

An Educational Resources Information Center (E.R.I.C.) search was conducted to locate studies that relate to teaching light horse subject matter at the secondary level. The following searches were made:

1. Horses and Agriculture Education
2. Horses

The search revealed 20 references which were reviewed but most were not relevant to this study. Other material reviewed came from books, magazines, and interviews with people in the light horse field.

Based upon the review of literature and personal interviews, questions were fabricated that would satisfy the purpose and objectives of the study. It was determined that forced response questions were necessary to be asked in order to characterize the vocational agriculture teachers surveyed. Additionally, some questions were asked in such a manner to permit open responses. Furthermore, in order to measure the degree of competency in particular areas of light horse subject matter possessed by the vocational agriculture teachers, it was necessary to utilize a five-point Likert scale. The degree of competency is measured as follows: To be classified as outstanding mean response had to be in the range of 4.5 to 5.0; to be classified as above average the mean response had to be in the range of 3.5 to 4.49; to be classified as average the mean response had to be in the range of 2.50 to 3.49; to be classified as below average the mean response had to be in the range of

1.5 to 2.49; and, to be classified poor the mean response had to be in the range of 1.0 to 1.49.

The designed instrument was then tested by making it available to agriculture education faculty members and graduate assistants. Necesary additions and changes were made before submitting the instrument to the investigator's advisor for review and suggestions.

Collection of Data

On March 16, 1984, each vocational agriculture teacher in the central district of Oklahoma was mailed a questionnaire along with a cover letter from the investigator. A self addressed, stampéd envelope was enclosed for the teacher to return the completed instrument. On April 2, 1984, a follow-up letter and questionnaire was mailed to the non-respondents as well as a self addressed, stamped envelope for the return of the completed questionnaire.

Analysis of Data

The data were compiled and tabulated in a manner designed to disclose findings related to the purpose and objectives of the study. Since the research effort was primarily of a descriptive nature (in terms of descriptive statistics this would mean that these meaningful values describe the results of a particular sample or behavior), statistics such as frequencies, percentages, mean responses, and rankings were selected as appropriate means of describing the findings. Basically, the purpose of a descriptive statistic is to tell something about a particular group of observations (Bartz, 15).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present and analyze the data collected in this study.

The population for this study comprised 92 vocational agriculture teachers in the central vocational agriculture district of Oklahoma. The 69 respondents to the mailed questionnaire comprised 75 percent of the total 92 vocational agriculture teachers in the central district of Oklahoma who were surveyed.

In Table II, the frequency distribution of vocational agriculture teachers by their level of education is presented. Of the 69 respondents 25 (36.2%) have the B.S. degree while 23 (33.3%) possess a B.S. plus 15 hours and these two groups made up 69.5 percent of the respondents. Of the remaining respondents one (1.5%) held the Ed. D. degree with the balance of 29 percent holding the M.S. degree or above.

Table III indicates the teaching experience of respondents. Eighteen respondents (26.1%) have 16 or more years of teaching experience while 17 (24.6%) respondents were in the four to seven years of experience bracket. The categories of zero to three years and eight to eleven years each had 13 (18.8%) respondents.

In Table IV, the number and percentage of respondents in each level pertaining to the completion of higher education credit hours in light horse related subject matter is presented. Fifty-three of the

TABLE II

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY LEVELS OF EDUCATION

Education	Frequency Distribution No	%
B.S.	25	36.2
B.S. + 15	23	33.3
M.S.	12	17.4
M.S. + 15	8	11.6
ED.D	1	1.5
Total Returns	69	100.0

TABLE III

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY YEARS OF TEACHING EXPERIENCE

Years Experience	Frequency Distribution No.	%
0-3	13	18.8
4-7	17	24.6
8-11	13	18.8
12-15	8	11.7
16 or more	18	26.1
Total Returns	69	100.0

TABLE IV

DISTRIBUTION OF POPULATION BY COMPLETION OF HIGHER EDUCATION CREDIT HOURS IN LIGHT HORSE RELATED SUBJECT MATTER

Number of Hours	Frequency Distribution	
	No.	%
No College Hours	53	76.8
1-3	12	17.5
4-6	2	2.9
7-9	1	1.4
10 or more	1	1.4
Total Returns	69	100.0

respondents (76.8%) have no college hours completed. One respondent (1.4%) has ten or more hours college credit while 14 respondents (20.4%) have between one and six hours college credit and one respondent (1.4%) has seven to nine hours credit.

The number and percentage of respondents according to participation in various types of pre-service light horse related programs is presented in Table V. The largest number of respondents 43 (62.3%) have not attended any pre-service programs. Ten (14.5%) respondents have attended clinics while nine (13%) respondents attended breed programs. Eight (11.6%) reported they have attended workshops with an additional seven (10%) respondents attending in-service programs. Six (8.7%) respondents have attended vo-tech courses and four (5.8%) have participated in Cooperative Extension programs. Eight (11.6%) respondents checked other and specified horse shoeing school, home experience, summer conference, and horse shows as where they gained additional experiences. Note the number varies in Table V because respondents were permitted to indicate more than one response.

In Table VI the number and percentage of respondents, according to the amount of time spent teaching light horse related subject matter. Of the 69 respondents, 42 (60.9%) do not teach light horse related subject matter. Twelve (17.4%) respondents teach less than one week while six respondents (8.7%) teach one week of light horse material. Four (5.8%) respondents teach four weeks or more while three (4.3%) teach three weeks. Two (2.9%) teach two weeks of light horse material.

Table VII reported the frequency distribution for the following questions: Do you presently train a horse judging team? Of the 69 respondents, 62 (89.9%) respondents reported they do not teach a horse

TABLE VI

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY TIME SPENT TEACHING LIGHT HORSE RELATED SUBJECT MATTER

Time Spent	Frequency Distribution No.	%
Do not teach light horse material	42	60.9
Less than one week	12	17.4
One week	6	8.7
Two weeks	2	2.9
Three weeks	3	4.3
Four weeks	4	5.8
Total Returns	69	100.0

TABLE V

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS BY PARTICIPATING IN VARIOUS TYPES OF LIGHT HORSE RELATED PROGRAMS

Type of Program	Frequency Distribution No.*	%
Not Attended any Special Programs	43	62.3
In-Service Training	7	10.1
Vo-Tech Courses	6	8.7
Clinics	10	14.5
Workshops	8	11.6
Breed Programs	9	13.0
Cooperative Extension Programs	4	5.8
Other	8	11.6

*N varies because respondents were permitted to indicate more than one response.

TABLE VII

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS PRESENTLY TRAINING HORSE JUDGING TEAMS

Training Teams	Frequency Distribution	
	No.	%
Yes	7	10.1
No	62	89.9
Total Responses	69	100.0

judging team and seven (10.1%) respondents indicated they do train a horse judging team.

In Table VIII, the frequency distribution is reported for the following question: Are you now or have you ever been a horse owner? Fifty-two (75.4%) respondents indicated they are or have been horse owners while 17 (24.6%) of the respondents reported they have not been a horse owner.

The frequency distribution in Table IX reported the response for the following question: Do you now or have you ever competed in light horse related competitive events such as horse shows, rodeos, etc.? Of the 69 respondents, 33 (47.8%) indicated they have or do compete in light horse competitive events and 36 (52.2%) respondents reported they have not competed in light horse competitive events.

An objective of this study was to determine the competencies possessed by the vocational agriculture teachers, in the central district of Oklahoma, relative to light horse subject matter.

The teachers were asked to rate their degree of competency on a five-point scale consisting of poor, below average, average, above average, and outstanding for each skill. The categories were each assigned the following values: poor, 1-1.49, below average, 1.5-2.49; average, 2.5-3.49; above average, 3.5-4.49; and outstanding, 4.5-5. The mean responses were computed and reported for each competency.

Table X reports three categories of light horse orientation. Vocational agriculture teachers perceived themselves to be below average relative to their knowledge of the history of the light horse with a mean response of 2.07. Breeds and uses of the light horse had a mean response of 2.54 and 2.7, respectively, which indicates that the vocational agriculture teachers perceives him/herself to be average.

TABLE VIII

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS WHO PRESNETLY ARE OR HAVE BEEN HORSE OWNERS

Horse Owners	Frequency Distribution	
	No.	%
Yes	52	75.4
No	17	24.6
Total Responses	69	100.0

TABLE IX

FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS WHO HAVE COMPETED IN HORSE EVENTS

Have Competed	Frequency Distribution	
	No.	%
Yes	33	47.8
No	36	52.2
Total Responses	69	100.0

TABLE X

MEAN RESPONSE OF VOCATIONAL AGRICULTURE TEACHERS RELATING TO THEIR COMPETENCIES IN LIGHT HORSE ORIENTATION

Category	Mean Response	Interpretation of Mean Response
History of Light Horse	2.07	Below Average
Breeds of Light Horse	2.54	Average
Uses of Light Horse	2.7	Average

Data in Table XI reveals seven categories of selection and judging light horses. The mean responses for: Parts of the light horse, 2.65; color markings, 2.67; evaluating height, 2.59; and judging, 2.61 indicate vocational agriculture teachers perceive themselves to be average in these areas. Vocational agriculture teachers perceive their knowledge below average in the area of: Desirable conformation and disposition, 2.36; mouthing for age, 2.42; and distinguishing between gaits, 2.49.

Table XII reports vocational agriculture teachers' competency level relating to health and foot care. The vocational agriculture teachers perceive they are average in health maintenance and disease prevention, 2.7; internal and external parasites, 2.75; basic first aid, 2.68; fundamentals of foot care (trimming), 2.68, vaccinating, 2.75; and deworming, 2.77.

The mean response for foot problems, 2.36; branding, 2.32; castration, 2.30; and floating teeth, 2.07, indicate vocational agriculture teachers perceive their competency level is below average in these areas.

The mean responses relating to nutrition are reported in Table XIII. The vocational agriculture teachers perceive themselves to be average in management of feeding horses (2.54) and nutritional requirements for light horses (2.59).

The data in Table XIV reports four categories of light horse reproduction. Vocational agriculture teachers perceive they are average in mating procedures with a mean response of 2.52. The mean responses indicate a below average competency level in the categories of: fertility and genetics of reproduction, 2.38; care of the mare and foal, 2.45; and care of the stallion, 2.35.

Table XV indicates vocational agriculture teachers perceive their

TABLE XI

MEAN RESPONSE OF VOCATIONAL AGRICULTURE TEACHERS RELATING TO THEIR COMPETENCIES IN SELECTION AND JUDGING LIGHT HORSES

Category	Mean Response	Interpretation of Mean Response
Parts of the Light Horse	2.65	Average
Desirable Conformation and Disposition	2.36	Below Average
Color Markings	2.67	Average
Mouthing for Age	2.42	Below Average
Evaluating Height	2.59	Average
Distinguishing between Natural Gaits	2.49	Below Average
Judging	2.61	Average

TABLE XII

MEAN RESPONSE OF VOCATIONAL AGRICULTURE TEACHERS RELATING TO THEIR COMPETENCIES IN HEALTH AND FOOT CARE

Category	Mean Response	Interpretation of Mean Response
Health Maintenance and Disease Prevention	2.7	Average
Internal and External Parasites	2.75	Average
Basic First Aid	2.68	Average
Fundamentals of Foot Care (Trimming)	2.68	Average
Foot Problems (shoeing)	2.36	Below Average
Vaccinating	2.75	Average
Deworming	2.77	Average
Branding	2.32	Below Average
Castration	2.30	Below Average
Floating Teeth	2.07	Below Average

TABLE XIII

MEAN RESPONSE OF VOCATIONAL AGRICULTURE TEACHERS RELATING TO THEIR DEGREE OF COMPETENCY IN NUTRITION

Category	Mean Response	Interpretation of Mean Response
Management of Feeding Horses	2.54	Average
Nutritional Requirements	2.59	Average

TABLE XIV

MEAN RESPONSE OF VOCATIONAL AGRICULTURE TEACHERS RELATING TO THEIR COMPETENCIES IN REPRODUCTION

Category	Mean Response	Interpretation of Mean Response
Mating Procedure	2.52	Average
Fertility and Genetics of Reproduction	2.38	Below Average
Care of Mare and Foal	2.45	Below Average
Care of the Stallion	2.35	Below Average

TABLE XV

MEAN RESPONSE OF VOCATIONAL AGRICULTURE TEACHERS RELATING TO THEIR COMPETENCIES IN FACILITIES AND MANAGEMENT

Category	Mean Response	Interpretation of Mean Response
Phisical Equipment and Stable Management	2.42	Below Average
Selection and Care of Tack	2.51	Average
Handling Horses Safely	2.59	Average
Transportation of Horses	2.61	Average

competency level is below average in physical equipment and stable management with a mean response of 2.42. Vocational agriculture teachers perceive themselves to be average in: selection and care of tack, 2.51; handling horses safely, 2.59; and transportation of horses, 2.61.

Table XVI relates to competency levels of vocational agriculture teachers in regard to training light horses and is composed of three categories. Teachers rated themselves average in breaking horses to lead and starting the young horse under saddle with mean responses of 2.67 and 2.55, respectively. Advanced performance maneuvers were perceived to be below average with a 2.09 mean response.

Table XVI

MEAN RESPONSE OF VOCATIONAL AGRICULTURE TEACHERS RELATING TO THEIR COMPETENCIES IN TRAINING LIGHT HORSES

Category	Mean Response	Interpretation of Mean Response
Breaking Horses to Lead	2.67	Average
Starting the Young Horse under Saddle	2.55	Average
Advanced Performance Maneuvers	2.09	Below Average

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The intent of this chapter is to present an abbreviated review of the study, its design and conduct, and the major findings. Conclusions and recommendations which were based on the summarization of data collected are also presented.

Purpose of the Study

The purpose of this study was to determine the vocational agriculture teachers' (in the central district of Oklahoma) degree of competency relative to teaching light horse related subject matter. A further purpose of this study was to determine the pre-service experiences the vocational agriculture teachers gained relative to light horse.

Objectives of the Study

The objectives of this study were:

1. To determine the competencies possessed by the vocational agriculture teachers, in the central district of Oklahoma, relative to light horse.

2. To determine the pre-service experiences gained by the vocational agriculture teachers, in the central district of Oklahoma, relative to light horse.

3. To acquire sufficient demographic data in order to characterize the vocational agriculture teachers in the central district of Oklahoma.

4. To acquire sufficient data in order to provide information to the Agriculture Education department and Animal Science department at Oklahoma State University so light horse in-service programs can be developed for vocational agriculture teachers.

Design of the Study

Following a review of literature, procedures were developed to satisfy the purpose of the study.

The population for this study consisted of 92 teachers of vocational agriculture in the central district of Oklahoma. Mailed questionnaires were used for collecting data and were sent to each of the 92 vocational agriculture teachers in the central district of Oklahoma. A total of 69 teachers responded (75%) to the questionnaire.

Major Findings of the Study

The major findings of this study were divided into three sections. They are as follows:

1. General characteristics of respondents.
2. Competencies possessed relative to light horses.
3. Pre-service experiences gained in relation to lighthorses.

General Characteristics of Respondents

The educational level of respondents reveals 69.5 percent obtained the B.S. degree or B.S. degree plus 15 hours, while 30.5 percent obtained the M.S. degree or above.

The largest group of respondents have taught zero to seven years (30%); however, 26.1 percent had 16 years or more of teaching experience.

Table XVII reports the general characteristics of respondents.

Competencies Possessed Relative to Light Horses

As a matter of convenience, Table XVIII reports the rank order of the vocational agriculture teacher competency level with the highest mean responses ranked first. The competencies listed are not categorized as they were on the questionnaire in order that an overall ranking can be reported.

The competency with the highest mean response was deworming with 2.77. Two competencies had an equal lowest response with a mean response of 2.07--history of light horse and flooting teeth. Competencies reported in Table XVIII with a mean response of 2.5 and above indicate the vocational agriculture teachers perceive themselves to be average. Competencies reported in Table XVIII with a mean response of 2.49 or less indicate vocational agriculture teachers perceive themselves to be below average.

Pre-Service Experiences Gained in Relation to Light Horses

A large majority of the respondents (76.8%) have no college credit hours in light horse related subject matter.

Respondents indicated that 62.3 percent had not attended any special light horse related programs. The remaining 37.7 percent indicated attending one or more of the following: In-service training, Vo-Tech courses, clinics, workshops, breed programs, cooperative extension programs and other programs which included horse shoeing school, home experience, summer conference, and horse shows as where they gained additional experiences.

TABLE XVII

SUMMARY OF THE GENERAL CHARACTERISTICS OF RESPONDENTS

Characteristics of Respondents	Frequency Distribution of Responses					Total N	Total %
	B.S.	B.S. + 15	M.S.	M.S. + 15	ED.D		
Educational levels of Respondents	25 (36.2%)	23 (33.3%)	12 (17.4%)	8 (11.6%)	1 (1.5%)	69	(100.0%)
	0-3	4-7	8-11	12-15	16 or More		
Teaching Experience of Respondents (years)	13 (18.8%)	17 (24.6%)	13 (18.8%)	8 (11.7%)	18 (26.1%)	69	(100.0%)

TABLE XVIII

RANK ORDER OF MEAN RESPONSE FROM HIGHEST TO LOWEST TEACHER COMPETENCY LEVEL

Numberical Rank	Competency	Mean Response
1	Deworming	2.77
2	Vaccinating	2.75
3	Internal and External Parasites	2.75
4	Uses of Light Horses	2.70
5	Health Maintenance and Disease Prevention	2.70
6	Basic First Aid	2.68
7	Fundamentals of Foot Care	2.68
8	Color Marking	2.67
9	Breaking Horses to Lead	2.67
10	Parts of the Light Horse	2.65
11	Judging	2.61
12	Transportation	2.61
13	Evaluating Height	2.59
14	Handling Horses Safely	2.59
15	Nutritional Requirements	2.59
16	Starting the Young Horse Under Saddle	2.55
17	Breeds of the Light Horse	2.54
18	Management of Feeding Horses	2.54
19	Mating Procedures	2.52
20	Selection and Care of Tack	2.51
21	Distinquishing between Natural Gaits	2.49
22	Care of the Mare and Foal	2.45
23	Mouthing for Age	2.42
24	Physical Equipment and Stable Management	2.42
25	Fertility and Genetics of Reproduction	2.38
26	Foot Problems (shoeing)	2.36
27	Desirable Conformation and Disposition	2.36
28	Care of the Stallion	2.35
29	Branding	2.32
30	Castration	2.30
31	Advanced Performance Maneuvers	2.09
32	History of Light Horse	2.07
33	Floating Teeth	2.07

The largest group of respondents 42 (60.9%) indicated they do not teach light horse subject matter. Of the 27 respondents (39.1%) teaching light horse related subject matter 12 (17.4%) spend less than one week. The remaining 15 respondents teach from one to four weeks of light horse related subject matter.

Sixty-two respondents (89.9%) report they do not train a horse judging team while 7 respondents (10.1%) report they train a horse judging team.

A large majority of respondents, 52 (75.4%), have been or presently are horse owners.

When asked if they have competed in horse events 33 (47.8%) respondents indicated they have competed, while 36 (52.5%) have not competed.

Table XVIV reports the pre-service experiences the respondents gained in relation to light horses.

Conclusions

Based upon the findings of this study the investigator concludes the following:

The vocational agriculture teachers who responded to the survey represented a variety of educational levels and were diverse concerning number of years experience as a teacher of vocational agriculture. It is concluded that the vocational agriculture teacher in the central district of Oklahoma can be characterized as having 15 or more hours above the B.S. degree and has taught vocational agriculture four years or more.

It was further concluded as a result of the findings, collectively,

TABLE XIX

PRE-SERVICE EXPERIENCES OF RESPONDENTS IN RELATION TO LIGHT HORSES

Pre-Service Experience	Frequency Distribution of Respondents No. (%)					Totals	
	No College Hours	1-3 Hours	4-6 Hours	7-9 Hours	10 or More Hours	No.	%
Completion of Higher Education Credit Hours	53 (76.8%)	12 (17.5%)	2 (2.9%)	1 (1.4%)	1 (1.4%)	69	(100.0%)

	None	In-Service	Vo-Tech	Clinics	Workshops	Breed Programs	Cooperative Extension	Other	No.	%
Participation in Various Programs	43 (62.3%)	7 (10.1%)	6 (8.7%)	10 (14.5%)	8 (11.6%)	9 (13.0%)	4 (5.8%)	8 (11.6%)	*	*

	No Time Spent	Less Than One Week	One Week	Two Weeks	Three Weeks	Four Weeks	No.	%
Time Spent Teaching Light Horse Material	42 (60.9%)	12 (17.4%)	6 (8.7%)	2 (2.9%)	3 (4.3%)	4 (5.8%)	69	(100.0%)

	Yes	No	No.	%
Teachers Training Horse Judging Teams	7 (10.1%)	62 (89.9%)	69	(100.0%)
Teachers Who have Been or are Horse Owners	52 (75.4%)	17 (24.6%)	69	(100.0%)
Teachers Who have Competed in Horse Events	33 (47.8%)	36 (52.2%)	69	(100.0%)

* Totals in this column do not total 100% because teachers could respond to more than one area.

the vocational agriculture teachers are not above average concerning their competencies in the following areas: light horse orientation; selective and judging; health and foot care; nutrition; reproduction; facilities and management; and training light horses.

Another conclusion is that vocational agriculture teachers have had little, if any, training in light horse related subject matter which causes the investigator to wonder how the respondents could rate their competencies above poor.

Since most of the vocational agriculture teachers do not teach light horse related subject matter in their vocational agriculture classes or training horse judging teams, the investigator concludes this may be a result of the lack of pre-service training involving study of the light horse.

The investigator further concludes that the experiences the vocational agriculture teachers received as being horse owners and having competed contributed to their competencies.

As a result of the review of literature and as a part of this study, the investigator concludes there is a definite need for educational programs concerning light horses.

Recommendations

Based upon the conclusions of this study, the investigator recommends:

1. To meet the manpower needs of the horse industry, trained individuals competent in areas of horse management must be made available. It is therefore recommended that more emphasis be placed on teaching light horse related subject matter in the vocational agriculture classroom.

2. To insure quality trained individuals are readily available to be employed by the horse industry, it is imperative that quality trained instructors are available. It is therefore recommended that vocational agriculture teacher education candidates receive pre- and in-service training in light horse related subject matter. Pre- and in-service education should place emphasis in the following areas based upon this study: (1) History of the light horse, (2) desirable conformation and disposition, (3) distinquishing between natural gaits, (4) mouthing for age, (5) foot problems, (6) branding, (7) castration, (8) floating teeth, (9) fertility and genetics of reproduction, (10) care of mare and foal, (11) care of the stallion, (12) physical equipment and stable management, and (13) advanced performance maneuvers.

3. It is further recommended that special horse related programs, vocational-technical courses, clinics, workshops, breed programs, and cooperative extension programs be made available to increase the expertise and competencies of not only vocational agriculture teachers but the horse enthusiast as well.

4. In order to empirically validate this study as well as to generalize back to the state of Oklahoma vocational agriculture program, it is recommended this study be duplicated on a state or national level rather than district.

5. It is further recommended that a similar survey be conducted of the Cooperative Extension Personnel--Agriculture and 4-H, specifically.

6. Concerning the questionnaire, it is recommended that the following question be asked in the event of a replicated survey: "Does the vocational agriculture teacher feel there is a need to teach light horse related subject matter?"

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APPENDIX A

DATA COLLECTION INSTRUMENT AND LETTERS OF TRANSMITTAL

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
448 Agricultural Hall
624-5129

74078

March 16, 1984

Dear Vocational Agriculture Teacher:

Please take 10 minutes of your time to fill out the enclosed research instrument. Due to the nature of the study, it is important that the completed instrument be returned within one week.

This study is designed to evaluate the competencies you possess relative to light horse subject matter. Also, to determine the pre-service experiences you have gained relative to light horses.

Your response will be anonymous, and should provide sufficient data to the Agriculture Education and Animal Science Departments at Oklahoma State University to develop light horse in-service training programs for Vocational Agriculture teachers.

Thank you in advance for your cooperation.

Sincerely,

Gary Parli

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
(405) 624-5129

74078

April 2, 1984

Dear Vocational Agriculture Teacher:

I recently sent you a questionnaire designed to evaluate the competencies you possess relative to light horse subject matter and to determine the pre-service experiences you have gained relative to light horses.

It is imperative that I receive your input in order that a creditable training program can be designed and implemented to meet the needs of vocational agriculture teachers.

I have enclosed another copy, in case you have misplaced the questionnaire sent previously.

Please take time to fill out the questionnaire and return today if possible.

Thank you in advance for your cooperation.

Sincerely,

Gary Parli

Gary Parli

Enclosure

Directions

Please indicate your response to the following questions by checking (X) the appropriate response for each question.

1. What is your highest level of education?

(1) 1. ____ B.S. 2. ____ B.S.+ 15 3. ____ M.S. 4. ____ M.S.+ 15
5. ____ Ed. D. 6. ____ Other

2. Indicate the approximate number of years which you have taught vocational agriculture.

(2) 1. ____ 0 to 3 years 2. ____ 4 to 7 years 3. ____ 8 to 11 years
4. ____ 12 to 15 years 5. ____ 16 or more

3. Indicate the approximate number of hours of collegiate course work you have completed in light horse related subject matter.

(3) 1. ____ No collegiate hours credit 2. ____ 1 to 3 hours
3. ____ 4 to 6 hours 4. ____ 7 to 9 hours 5. ____ 10 or more hours credit

4. Indicate any special light horse related programs which you have either attended or participated in.

(4) 1. ____ Have not attended any special programs
(5) 1. ____ In-service training
(6) 1. ____ Vo-Tech courses
(7) 1. ____ Clinics
(8) 1. ____ Workshops
(9) 1. ____ Breed Programs
(10) 1. ____ Cooperative Extension Programs
(11) 1. ____ Other, Please specify _____

5. Indicate the amount of time you devote to teaching light horse related subject matter to your vocational agriculture students.

(12) 1. ____ Do not teach light horse related material
2. ____ Less than one week 3. ____ one week 4. ____ two weeks
5. ____ three weeks 6. ____ four weeks or more

6. Do you presently train a horse judging team?

(13) 1. ____ Yes 2. ____ No

7. Are you now or have you ever been a horse owner?

(14) 1. ____ Yes 2. ____ No

8. Do you now or have you ever competed in light horse related competitive events such as horse shows, rodeos, etc.?

(15) 1. ____ Yes 2. ____ No

Please indicate by checking (X) in the appropriate box your degree of competency for each category as it relates to light horses. (These are not necessarily the skills which you may teach-but the skills or competencies you have acquired).

	COMPETENCIES	POOR (1)	BELOW AVE. (2)	AVERAGE (3)	ABOVE AVE. (4)	OUTSTANDING (5)
A.	ORIENTATION XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	XXX	XXX	XXX	XXX
(16)	History of the Light Horse					
(17)	Breeds of the Light Horse					
(18)	Uses of the Light Horse					
B.	SELECTION and JUDGING XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	XXX	XXX	XXX	XXX
(19)	Parts of the Light Horse					
(20)	Desirable conformation and disposition					
(21)	Color markings (Head and Leg)					
(22)	Mouthing for age					
(23)	Evaluating heighth					
(24)	Distinguish betwee natural gaits					
(25)	Judging					
C.	HEALTH and FOOT CARE XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	XXX	XXX	XXX	XXX
(26)	Health maintenance and Disease prevention					
(27)	Internal and External Parasites					
(28)	Basic First Aid					
(29)	Fundamentals of Foot Care (Trimming)					
(30)	Foot Problems (Shoeing)					
(31)	Vaccinating					
(32)	DeWorming					
(33)	Branding					
(34)	Castration					
(35)	Floating Teeth					
D.	NUTRITION XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	XXX	XXX	XXX	XXX
(36)	Management of Feeding Horses (Regulating for individual horses)					
(37)	Nutritional Requirements					
E.	REPRODUCTION XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	XXX	XXX	XXX	XXX
(38)	Mating Procedure					
(39)	Fertility and Genetics of Reproduction					
(40)	Care of the Mare and Foal					
(41)	Care of the Stallion					
F.	FACILITIES and EQUIPMENT XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	XXX	XXX	XXX	XXX
(42)	Physical Facilities and Stable Management					
(43)	Selection and Care of Tack					
(44)	Handling Horses Safely					
(45)	Transportation of the Horse					
G.	TRAINING LIGHT HORSES XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	XXX	XXX	XXX	XXX
(46)	Breaking Horses to Lead					
(47)	Starting The Young Horse Under Saddle					
(48)	Advanced Performance Maneuvers					

VITA

Gary Eugene Parli

Candidate for the Degree of

Master of Science

Thesis: COMPETENCY LEVELS OF AND PRE-SERVICE TRAINING RECEIVED BY VOCATIONAL AGRICULTURE TEACHERS IN THE CENTRAL DISTRICT OF OKLHOMA RELATIVE TO LIGHT HORSES

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Pawnee, Oklahoma, August 7, 1945, the son of Mr. and Mrs. Robert L. Parli.

Education: Graduated from Morrison High School, Morrison, Oklahoma in May, 1963; received the Associate of Science degree, Northern Oklahoma College, Tonkawa, Oklahoma, May, 1965; received the Bachelor of Science degree with major in Agriculture Education, Oklahoma State University, January, 1968; completed requirements for the degree of Master of Science in Agriculture Education at Oklahoma State University, July, 1984.

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