

CHARACTERISTICS, ACCOMPLISHMENTS, AND  
SKILLS OF THE SUCCESSFUL OKLAHOMA  
VOCATIONAL AGRICULTURE TEACHER  
AS PERCEIVED BY THE TEACHERS  
THEMSELVES

By

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## CHAPTER I

### INTRODUCTION

In today's world, school administrators are constantly looking for the best qualified teachers that will make their vocational agriculture department the best possible. Administrators of today's schools with vocational agriculture departments recognize the fact that their success is largely dependent upon the selection of a competent vocational agriculture teacher that will continually do a good job. The Federal Board for Vocational Education, in a publication in 1923, emphasized the importance of the teacher in the success of the educational program thus: "The success of any program of education, and particularly vocational education, will, in the last analysis, depend very largely upon the teacher."<sup>1</sup>

Due to the passage of the Smith-Hughes Act in 1917 and the Vocational Education Act of 1963 as amended in 1968, an increasing number of vocational agriculture students and FFA members are going through the vocational agriculture program. Colleges across the nation are turning out vocational agriculture teachers as fast as possible, but with the demands of industries and other businesses, a large number of these young teachers and an increasingly large number of

older teachers are deserting the ranks of the high school programs.

To educate, select, and keep good vocational agriculture instructors and maintain good vocational agriculture departments, there should be a process where most of the element of chance for any negative result is eliminated.

Any tool that might prove to be an aid should be explored since the success of any instructional program hinges directly on the effectiveness of the instructor and his teaching. Mursell stated:

That teaching establishes its success in and through the production of authentic subject matter, which results are indistinguishably associated with desirable personal qualities of the teacher.<sup>2</sup>

#### Statement of Problem

If the teacher educators and State Department personnel hope to educate, select, and keep good teachers and maintain the quality of vocational agriculture departments in the State of Oklahoma, the only hope is to identify the characteristics of good teachers and try to select candidates on this basis. The characteristics of good teachers need to be identified and experienced teachers, school administrators, and community leaders made aware of the characteristics. This should enable the schools to keep their departments at a high level.

It was hoped that this study would help to increase the quality of vocational agriculture teachers in Oklahoma. If

this were accomplished, not only would the Department of Vocational Agriculture be improved, but the one goal of all vocational teachers would be accomplished--to help the students of Oklahoma become more intelligent, reliable, responsible, and educated.

#### Scope of the Study

The scope of the study included all 464 teachers of 353 departments of vocational agriculture in Oklahoma to get a good perception of all the different possible characteristics for different teachers in different regions in the state. All teachers in multiple-teacher departments were also included. The study was concerned with information that pertained to characteristics of the different teachers of vocational agriculture in Oklahoma and the characteristics that might affect the department themselves.

The data presented were relative to the teachers and programs of vocational agriculture in Oklahoma in the 1981-82 school year.

#### Statement of Purpose

The central purpose of the study was to determine those characteristics, accomplishments, and skills of successful Oklahoma vocational agriculture teachers as perceived by the teachers themselves.

## Objectives

To accomplish the purpose, it was necessary to achieve the following objectives:

1. Determine the most important characteristics of successful vocational agriculture teachers in Oklahoma as perceived by the teachers themselves within the areas of: (a) total program characteristics, (b) classroom skills, (c) supervised occupational experience skills, (d) Ag. Mechanics skills, (e) FFA skills, (f) adult education skills, (g) school and community skills, and (h) personal characteristics.
2. Determine the amount of time currently being spent and the amount of time which should be spent on the following areas: (a) SOE, (b) Ag. Mechanics, (c) FFA, (d) adult education, and (e) school and community.
3. Determine those accomplishments deemed necessary for the teacher to be considered successful by the administration, community, parents, students, and State Department of Vocational Technical Education as perceived by the teachers themselves.

## Assumptions

1. A valid and reliable instrument can be developed to obtain responses indicating the degree to which certain

personal characteristics are possessed by vocational agriculture teachers.

2. Teachers are themselves a major factor in determining the effectiveness of the educational program.

3. Teachers entering the profession will choose more wisely if more is known about the personal characteristics and behavioral patterns of successful teachers of vocational agriculture and successful departments.

#### Terms and Definitions

The term teacher of vocational agriculture refers to an instructor hired by a local high school to teach vocational agriculture to local high school students during regular school hours and adults in Young Farmer or adult programs.

The term department of vocational agriculture refers to the facilities and the teacher related to a particular local unit in an Oklahoma public high school.

The term success--the degree or measure of succeeding--the attainment of wealth, favor, or eminence.

The term successful--resulting or terminating in success--gaining or having gained success.

The term characteristic--individual quality that distinguishes or identifies one from all other members of the same kind.

The term skill--the ability to use one's knowledge effectively and readily in execution of performance--a

learned power of doing a thing competently.

The term SOE--Supervised Occupational Experience--an experience program developed for learning outside of the classroom in a semi-controlled environment.

The term Ag. Mechanics--involves development of mechanical abilities of students in performing agriculture shop activities.

The term FFA--the Future Farmers of America student organization started in 1928 for students studying vocational agriculture.

The term adult education--education for adults which is more specialized and more technical in nature.

The term community--people with common or like interests living in a particular area.

The term personal characteristics refers to the certain traits of attitude, interest, temperament, or expressed behavior usually indicative of a more or less specific pattern of thought and action peculiar to the individual.

The term educational program refers to all instructional activities provided by the local department of vocational agriculture.

The term effectiveness of the educational program refers to the particular patterns of accomplishment of a vocational agriculture department as measured objectively.

The term selected factors is used to designate characteristics that are considered as significant, proved measures of the effectiveness of the educational program of local departments of vocational agriculture.

## ENDNOTES

<sup>1</sup>Federal Board of Vocational Education, "Agriculture Teacher Training," No. 18, Bulletin No. 90, Agriculture Series (Washington, D.C., 1965), p. 20.

<sup>2</sup>James L. Mursell, Successful Teaching (New York, 1946), p. 22.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter is to review literature and studies directly associated with characteristics of successful teachers. Miller remarked: "I suppose that every Vo. Ag. Teacher is his own best evaluator of the program which he is conducting, whether with high school students, young or adult farmers."<sup>1</sup>

It would be fitting at the beginning to review some basic premises concerning vocational agriculture teachers and programs. The agriculture phase of the Smith-Hughes Act of 1917 was designed to encourage states to provide programs of vocational agriculture which otherwise might not have been adequately provided in the public schools. Herr stated: "Teaching vocational agriculture means devoting full time to a demanding job and not having many other projects on the side."<sup>2</sup> These programs were to be of less than college grade, to fit for useful employment, and to meet the needs of persons over 14 years of age, who had entered upon or were planning to enter the occupation of farming.

In November of 1928, the Future Farmers of America program was founded to provide training in leadership, cooperation, and citizenship for boys and girls studying vocational agriculture.



To direct this student organization, vocational agriculture teachers were educated and hired. The vocational agriculture teacher was to provide a challenging program that would meet the needs of all the students under his supervision. Bryant observed: "It's not unusual these days to observe all sorts of practices which in one way or another affect teaching effectiveness."<sup>3</sup> This would include students with ambitions to farm as well as those interested in related occupations and professional agriculture. He must provide opportunities and experiences that would enable each of these students to feel adequate and acceptable.

Rogers stated:

High quality programs require, first and foremost, a crop of competent teachers: that is, teachers who are experts in the technology and skills in the specialized areas of agriculture and related sciences; teachers who have the ability to apply and relate that knowledge and skill to the world of work generally and to occupations specifically; and teachers who have a high degree of professional expertise and skill.<sup>4</sup>

Agriculture is also highly mechanized. Labor-saving devices and types of new equipment challenge the farmer to become more efficient in the production of commodities. The vocational agriculture teacher is in a position to be of considerable help to the farmer in meeting this challenge. If the teacher is to be effective in regard to this part of his program, he should possess the comprehension to understand the mechanical advancement. Dugger reported in his study that teachers are responsible to the community to teach certain mechanical competencies.

He reported:

Vocational agriculture teachers are responsible for giving instruction in those competencies required by farm operators. Since farming operations are rapidly becoming mechanized, the competencies required of farm operations include mechanical skills, abilities, and understanding relating to proficiency in farming.<sup>5</sup>

The study was undertaken to ascertain characteristics of vocational agriculture teachers as measured by personal response and how they were associated with the quality, the nature, and the extent of the programs the teacher and the communities wanted achieved.

A study was conducted by Knebel to find out if teachers of vocational agriculture could be compared on a larger number of characteristics. The study indicated that teachers could be compared on visits, number of production projects, average number of productive enterprises per pupil, number of American Farmers, number of State Farmers, investments in productive enterprises, average labor income per pupil, total labor income, participation in judging contests, participation in livestock shows, state and national awards, and agri-business participation.<sup>6</sup>

Agriculture teachers are located in five different regions of the state and in 367 cities. Each teacher is as different as the different cities in each of the different regions.<sup>7</sup> Individual teachers believe different characteristics are necessary to be successful relative to their particular situation.

Cook's study indicated that certain teacher

characteristics are definitely associated with the level of achievements and the quality of the department of vocational agriculture department.

#### Summary

After running a computer search of available studies and articles concerning characteristics of successful teachers, a limited number of articles and two studies were found. This could indicate the lack of much research in this area and the need for more knowledge about the characteristics of successful teachers.

## ENDNOTES

<sup>1</sup>Charles E. Miller, "Success Formula for Teaching Adults," The Agriculture Education Magazine (December, 1976), pp. 136.

<sup>2</sup>Robert D. Herr, "Teacher Preparation--Tell It Like It Is," The Agriculture Education Magazine (November, 1976), pp. 101.

<sup>3</sup>Douglas C. Bryant, "Improve Teaching by Pulling Vocational Back in the Program," The Agriculture Education Magazine (January, 1978), pp. 125.

<sup>4</sup>Charles H. Rogers, "Factors Associated With Supervising Teacher Effectiveness" (unpub. Ed.D. dissertation, Cornell University, 1964), p. 100.

<sup>5</sup>Roy W. Dugger, "Agricultural Mechanization Competencies Needed by Teachers of Vocational Agriculture in Oklahoma" (unpub. Ed.D. dissertation, Oklahoma State University, 1955), p. 107.

<sup>6</sup>Earl Knebel, "An Analysis of Factors Contributing to Effective Programs of Vocational Agriculture" (unpub. Ed.D. dissertation, Oklahoma State University, 1955).

<sup>7</sup>Roscoe Claxton Cook, "The Association of Certain Personal Characteristics of Vocational Agriculture Teachers With the Effectiveness of the Educational Program in Their Respective Departments" (unpub. master's dissertation, Oklahoma State University, 1960).

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter is to illustrate the methods used and the procedures followed in conducting this study. In order to collect data which would provide information relating to the purposes and objectives of this study, the population was determined and the instrument was developed for data collection. A procedure was established for data collection and methods of data analysis were selected. Information was collected during the spring of 1982.

#### The Population

The entire population of currently working Oklahoma vocational agriculture teachers was used. It was decided to use all 464 full-time vocational agriculture teachers to lend credibility to the study, as the teachers in any one area are different from others in Oklahoma (see Table I).

#### Data Gathering Procedure

The data collection was conducted in May, 1982, and the analysis of data was completed in June, 1982.

The investigator sent out 464 questionnaires to the

vocational agriculture teachers. After two weeks, a telephone survey was conducted to retrieve answers from those who had failed to send their questionnaires back. In several other studies conducted by the Oklahoma State Department of Vocational Technical Education, the use of the telephone interview provided response rates of 93 and 95 percent. This study used a combination rather than attempt to get as high a return rate as possible.

#### Selection and Development of the Instrument

In the preparation of an instrument to meet the objectives of the study, the first step was to review and evaluate instruments used in related studies. In analyzing various data gathering instruments, the questionnaire and interview were determined the most appropriate to meet the study objectives.

Wallace<sup>1</sup> provided the following information regarding questionnaires: Although mail questionnaires are often the most practical and economical methods of obtaining data, some investigators hesitate to employ them because they tend to yield a low percentage of returns and relatively incomplete responses.

If questionnaires are well constructed and the cover letters well written, researchers have said that an adequate response rate should be expected. According to Levine and Gordon,<sup>2</sup> ". . . the degree which a questionnaire elicits the

desired information depends considerably upon the manner in which it is constructed." Despite the most diligent effort in questionnaire preparation and design, a considerable number of respondents will fail to respond to the initial mailing. Researchers have stated that a response rate of 40 percent is predicted. To achieve a high rate of response, a telephone interview was also used to collect late responses.

After determining how the instrument would be administered, the next step was the preparation of the instrument. A list of general questions were compiled that were relevant to determining the objectives.

The next step was to contact members of the Agriculture Education Department at Oklahoma State University for their input concerning the questions being used and their knowledge of utilizing the survey-interview method. Several changes and additions were suggested by these individuals.

The third step was to make the necessary revisions and typing the interview schedule.

Throughout the process of developing the interview schedule, the length of the instrument was of concern. It was felt that it would be difficult to get people to provide needed information if the interview schedule was too long. The questions on the survey-interview schedule could be answered by one word or longer-type answers. The schedule contained 21 questions. The questions were developed in the following areas: (1) questions relating to the characteristics of the successful Oklahoma vocational agriculture

teachers, (2) questions relating to the classroom skills of the Oklahoma vocational agriculture teacher, (3) questions relating to SOE skills of the Oklahoma vocational agriculture teacher, (4) questions relating to Ag. Mechanics skills of the Oklahoma vocational agriculture teacher, (5) questions relating to the FFA skills of the Oklahoma vocational agriculture teacher, (6) questions relating to adult education skills of the Oklahoma vocational agriculture teacher, (7) questions relating to school and community skills of the Oklahoma vocational agriculture teacher, (8) questions relating to time spent on certain areas of teaching, and (9) questions concerning accomplishments that were considered important by the administration, community, parents, students, and State Department of Vocational Agriculture.

Questions concerning personal data such as education, marital status, dependents, years teaching, years in present school and number of schools taught in were also developed. The finished instrument can be found in Appendix B.

#### Analysis of Data

The amount of importance placed on each different answer was determined by assigning weighted values to each answer. Each respondent ranked his answers to Questions 1-8 and 11-15 by either placing the 1, 2, or 3. If the answer was placed first, the answer was assigned a value of 3; if the answer was placed second, it was assigned a value of 2; and if the answer was placed third, it was assigned a value



of 1. After consolidating similar responses, they were ranked according to number of responses and also according to weighted rank values.

In Questions 9 and 10 where the respondent answered with a percent answer, all answers were recorded and the average figured for each area.

The demographic data obtained consisted of the respondent's educational background, marital status, dependents, years teaching, years in present school, and number of schools taught in.

## ENDNOTES

<sup>1</sup>David Wallace, "A Case For and Against Mail Questionnaires," Public Opinion Quarterly, Vol. 22 (1958), pp. 568-578.

<sup>2</sup>Sol Levine and Gerald Gordon, "Maximizing Returns on Mail Questionnaires," Public Opinion Quarterly, Vol. 22 (1958), p. 568.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

The central purpose of the study was to determine those characteristics, accomplishments, and skills of successful Oklahoma vocational agriculture teachers as perceived by those same teachers. The areas involved were total program characteristics, classroom, Ag. Mechanics, SOE, FFA, adult education, school and community, and personal.

The objectives of the study were to:

1. Determine the most important characteristics of successful vocational agriculture teachers in Oklahoma as perceived by the teachers themselves within the areas of: (a) total program characteristics, (b) classroom skills, (c) supervised occupational experience skills, (d) Ag. Mechanics skills, (e) FFA skills, (f) adult education skills, (g) school and community skills, and (h) personal characteristics.
2. Determine the amount of time currently being spent and the amount of time which should be spent on the following areas: (a) SOE, (b) Ag. Mechanics, (c) FFA, (d) adult education, and (e) school and community.

3. Determine those accomplishments deemed necessary for the teacher to be considered successful by the administration, community, parents, students, and State Department of Vocational Technical Education as perceived by the teachers themselves.

The instrument previously described was sent out to 464 Oklahoma vocational agriculture teachers (100 percent of the population). Of those sent out, 397 responded for a rate of 88 percent. The high rate of response was accomplished with the use of a mailed questionnaire followed by a telephone survey of those not returned after a period of 10 days.

Findings relative to the objectives of the study are presented in this chapter. The characteristics and skills of the 397 Oklahoma vocational agriculture teachers who responded to the survey are reported in this chapter. Those characteristics are reported by frequency distribution.

The demographic information presented in Table I indicated, that of the 397 who responded, 235 had received a B.S. degree, 161 received M.S. degrees, and 1 had a doctorate. Of the 397 teachers, 313 were married, 40 single, and 44 were divorced at present. One hundred nine teachers said they had two dependents while 89 had three dependents and 83 had one dependent. In the teaching career information, 116 teachers were in their first five years of teaching, with first year teachers numbering 32. Eighty-six indicated they had taught from 5 to 10 years while 70 had

TABLE I  
DEMOGRAPHIC INFORMATION

---

| <u>Education</u>    | <u>Marital Status</u> |
|---------------------|-----------------------|
| B. S. degree -- 235 | Married -- 313        |
| M. S. degree -- 161 | Single -- 40          |
| Doctorate -- 1      | Divorced -- 44        |

| <u>Number of Dependents</u> | <u>Teaching Career</u> |
|-----------------------------|------------------------|
| 0 - 55                      | 1- 5 years -- 116      |
| 1 - 83                      | 5-10 years -- 86       |
| 2 - 109                     | 10-15 years -- 70      |
| 3 - 89                      | 15-20 years -- 32      |
| 4 - 42                      | 20-25 years -- 29      |
| 5 or more - 19              | 25 and more -- 64      |

Years in Present School

|                   |
|-------------------|
| 1- 5 years -- 216 |
| 5-10 years -- 86  |
| 10-15 years -- 35 |
| 15-20 years -- 22 |
| 20-25 years -- 16 |
| 25 and more -- 22 |

Number of Different Schools

|                  |
|------------------|
| 1 -- 147         |
| 2 -- 125         |
| 3 -- 86          |
| 4 -- 22          |
| 5 -- 8           |
| More than 5 -- 9 |

---

taught 10 to 15 years. Sixty-four had taught over 25 years. Two hundred sixteen teachers indicated they had been in their present school one to five years, while 67 had only spend one year in the present school. Eighty-six indicated they had been in the present school from 5 to 10 years, while 22 had been with the same school the last 25 years or more. The teachers responded that 147 of them were in their first school, 125 in their second, and 86 in their third. Nine had been in more than five schools.

In Table II, characteristics necessary to be considered a successful Oklahoma vocational agriculture teacher were presented. Fifty-four characteristics were listed by the responding agriculture teachers. The top six characteristics were: (1) Honesty, (2) Interest in Students, (2) Knowledge of Agriculture and FFA, (4) Willingness to Work, (5) Dedication, (6) Ability to Get Along With People, and (7) Patience. Honesty was the top characteristic with 108 responses and 270 ranking points. The next two characteristics were Interest in Students and Knowledge of Agriculture and FFA both receiving the same number of ranking points while Interest in Students received 136 responses and Knowledge of Agriculture and FFA only received 104 responses. The fourth characteristic was Willingness to Work, which received 121 responses and 214 ranking points to rank overall third. Dedication placed fourth in overall rank with 163 ranking points from 64 responses. Ability to Get Along With People was fifth in overall rank with 147

TABLE II  
 CHARACTERISTICS NECESSARY TO BE CONSIDERED  
 A SUCCESSFUL OKLAHOMA VOCATIONAL  
 AGRICULTURE TEACHER

| Characteristics                  | Frequency | Ranking<br>Points | Overall<br>Rank |
|----------------------------------|-----------|-------------------|-----------------|
| Honesty                          | 108       | 270               | 1               |
| Interest in Students             | 136       | 224               | 2               |
| Knowledge of Ag. and FFA         | 104       | 224               | 2               |
| Willingness to Work              | 121       | 214               | 4               |
| Dedication                       | 64        | 163               | 5               |
| Ability to Get Along With People | 70        | 147               | 6               |
| Patience                         | 51        | 99                | 7               |
| Public Relation                  | 26        | 54                | 8               |
| School Relation                  | 26        | 51                | 9               |
| Leadership                       | 26        | 51                | 9               |
| Communicate                      | 19        | 51                | 9               |
| Energetic                        | 19        | 48                | 12              |
| Organization                     | 19        | 45                | 13              |
| Community Responsibility         | 22        | 45                | 13              |
| Integrity                        | 26        | 45                | 13              |
| Work With Parents                | 26        | 45                | 13              |
| Dependability                    | 22        | 38                | 17              |
| High Morals                      | 19        | 38                | 17              |
| Motivation                       | 16        | 38                | 17              |
| Community Spirit                 | 16        | 29                | 20              |
| Aggressiveness                   | 16        | 29                | 20              |
| Adaptability                     | 16        | 29                | 20              |
| Attitude                         | 13        | 29                | 20              |
| Initiative                       | 19        | 26                | 24              |
| Discipline                       | 10        | 26                | 24              |
| Personality                      | 13        | 26                | 24              |
| Involvement                      | 16        | 26                | 27              |
| Friendly                         | 13        | 22                | 28              |
| Work Habits                      | 10        | 19                | 28              |
| Desire                           | 6         | 19                | 28              |
| Improvement                      | 6         | 19                | 31              |
| Skilled                          | 12        | 16                | 31              |
| Show Livestock                   | 6         | 16                | 31              |
| Love People                      | 6         | 16                | 31              |
| Sincerity                        | 6         | 16                | 31              |
| Talented                         | 6         | 16                | 31              |
| Enthusiasm                       | 13        | 16                | 37              |
| Understanding Wife               | 6         | 13                | 37              |
| Citizenship                      | 6         | 13                | 37              |
| People Oriented                  | 6         | 13                | 37              |
| Fairness                         | 10        | 13                | 41              |
| Sensitivity                      | 6         | 10                | 41              |
| Farm Visits                      | 3         | 10                | 43              |
| Education                        | 3         | 6                 | 43              |
| Confidence                       | 3         | 6                 | 43              |
| Reliable                         | 3         | 6                 | 43              |
| Punctual                         | 3         | 6                 | 43              |
| Personal Expectation             | 3         | 6                 | 48              |
| Diplomatic                       | 3         | 3                 | 48              |
| Loyalty                          | 3         | 3                 | 48              |
| Self-Sacrifice                   | 3         | 3                 | 48              |
| Satisfaction                     | 3         | 3                 | 48              |
| Flexibility                      | 3         | 3                 | 48              |
| Set Goals                        | 3         | 3                 | 48              |
| Other                            | 1         | -                 | --              |

ranking points from 70 responses. Patience received 97 ranking points from 51 responses.

In Table III, classroom skills necessary to be considered a successful Oklahoma vocational agriculture teacher were presented. The vocational agriculture teachers responded with 37 different skills. The top four skills listed were: (1) Discipline, (2) Knowledge of Agriculture and FFA, (3) Communication, and (4) Motivation. Discipline received 442 ranking points from 192 teachers. Knowledge of Agriculture and FFA was second in overall rank with 384 ranking points from 198 responses. Communication and Motivation tied for third in overall rank with 288 ranking points each while Communication had 147 responses and Motivation 118 responses.

In Table IV, SOE skills necessary to be considered a successful Oklahoma vocational agriculture teacher were presented. Forty-seven skills were named by the vocational agriculture teachers with the top skills being: (1) Knowledge of Agriculture and FFA, (2) Knowledge of Animals, (3) Animal Health Skills, (4) Livestock Selection, (5) Farm Visits, (6) Record Keeping, (7) Skills Experience, and (8) Student Interest.

Knowledge of Agriculture and FFA ranked number one with 212 points on 83 responses. Knowledge of Animals ranked second with 199 points on 74 responses. Animal Health Skills was third with 189 ranking points on 83 responses. One hundred eighty-six points were recorded for Livestock



TABLE III  
 CLASSROOM SKILLS NECESSARY TO BE CONSIDERED  
 A SUCCESSFUL OKLAHOMA VOCATIONAL  
 AGRICULTURE TEACHER

| Skills                              | Frequency | Ranking<br>Points | Overall<br>Rank |
|-------------------------------------|-----------|-------------------|-----------------|
| Discipline                          | 192       | 442               | 1               |
| Knowledge of Agriculture<br>and FFA | 198       | 384               | 2               |
| Communication                       | 147       | 288               | 3               |
| Motivation                          | 118       | 288               | 3               |
| Organization                        | 42        | 100               | 5               |
| Student Interest                    | 48        | 97                | 6               |
| Teaching Aids                       | 48        | 80                | 7               |
| Preparation                         | 45        | 78                | 8               |
| Student Needs                       | 49        | 78                | 8               |
| Farm Mechanics                      | 36        | 68                | 10              |
| Teaching Ability                    | 34        | 63                | 11              |
| Classroom Management                | 26        | 32                | 12              |
| Fairness                            | 16        | 32                | 12              |
| Classwork                           | 16        | 26                | 14              |
| Livestock                           | 10        | 26                | 14              |
| High Morals                         | 13        | 22                | 16              |
| Practical Application               | 19        | 22                | 16              |
| Reliable                            | 10        | 22                | 16              |
| Understanding                       | 16        | 22                | 16              |
| Consistent                          | 10        | 19                | 20              |
| Leadership                          | 10        | 19                | 20              |
| Lecture Ability                     | 10        | 19                | 20              |
| Rapport                             | 10        | 16                | 23              |
| Respect                             | 6         | 16                | 23              |
| Work With Students                  | 6         | 13                | 25              |
| Demonstration Ability               | 6         | 13                | 25              |
| Sincerity                           | 6         | 13                | 25              |
| Reading Ability                     | 10        | 13                | 25              |
| Working Ability                     | 6         | 13                | 25              |
| Patience                            | 6         | 10                | 30              |
| Adaptability                        | 6         | 10                | 30              |
| Enthusiasm                          | 3         | 10                | 30              |
| Record Keeping                      | 3         | 6                 | 33              |
| Dedication                          | 3         | 6                 | 33              |
| Carry Out Orders                    | 3         | 3                 | 35              |
| Field Trips                         | 3         | 3                 | 35              |
| Other                               | 1         | -                 | 37              |

TABLE IV  
 SOE SKILLS NECESSARY TO BE CONSIDERED A  
 SUCCESSFUL OKLAHOMA VOCATIONAL  
 AGRICULTURE TEACHER

| Skills                              | Frequency | Ranking<br>Points | Overall<br>Rank |
|-------------------------------------|-----------|-------------------|-----------------|
| Knowledge of Agriculture<br>and FFA | 83        | 212               | 1               |
| Knowledge of Animals                | 74        | 199               | 2               |
| Animal Health Skills                | 83        | 189               | 3               |
| Livestock Selection                 | 80        | 186               | 4               |
| Farm Visits                         | 77        | 184               | 5               |
| Record Keeping                      | 48        | 145               | 6               |
| Skills Experience                   | 48        | 126               | 7               |
| Student Interest                    | 58        | 112               | 8               |
| Feeds and Feeding                   | 90        | 96                | 9               |
| Good Judgement                      | 57        | 93                | 10              |
| Crops                               | 38        | 64                | 11              |
| Knowledge of Livestock Shows        | 35        | 61                | 12              |
| Involve Parents                     | 26        | 48                | 13              |
| Motivation                          | 29        | 45                | 14              |
| Mechanical Ability                  | 22        | 38                | 15              |
| Farm Management                     | 26        | 35                | 16              |
| Planning                            | 22        | 35                | 16              |
| Be Able to Relate                   | 22        | 35                | 16              |
| Supervision                         | 29        | 35                | 16              |
| Marketing Trends                    | 19        | 29                | 20              |
| Encouragement                       | 13        | 29                | 20              |
| Care of Swine                       | 13        | 29                | 20              |
| Care of Beef                        | 13        | 29                | 20              |
| Current Information                 | 13        | 26                | 24              |
| Experience                          | 10        | 26                | 24              |
| Organization                        | 13        | 22                | 26              |
| Communicate                         | 10        | 22                | 26              |
| Purchasing                          | 10        | 19                | 28              |
| Honesty                             | 10        | 19                | 28              |
| Projects                            | 6         | 19                | 28              |
| Care of Sheep                       | 13        | 19                | 28              |
| Public Relations                    | 10        | 15                | 32              |
| Dependable                          | 13        | 15                | 32              |
| Helpfulness                         | 10        | 15                | 32              |
| Desire                              | 10        | 15                | 32              |
| Being Able to Get Along             | 6         | 13                | 36              |
| Decision Making                     | 6         | 10                | 37              |
| Parent Support                      | 6         | 10                | 37              |
| Community Support                   | 3         | 10                | 37              |
| Time Useage                         | 3         | 10                | 37              |
| Leadership                          | 3         | 10                | 37              |
| Grooming Skills                     | 3         | 10                | 37              |
| Realistic                           | 3         | 6                 | 43              |
| Employer Relations                  | 3         | 6                 | 43              |
| Common Sense                        | 6         | 6                 | 43              |
| Dedication                          | 3         | 3                 | 46              |
| Versatility                         | 3         | 3                 | 46              |

Selection on 80 responses for a fourth place ranking. Seventy-seven responses and 184 ranking points were recorded for Farm Visits to place it in fifth position. Record Keeping was sixth in overall rank with 145 points on 58 responses. Skills Experience was seventh with 126 points on 48 responses while Student Interest drew 112 points on 58 responses to round out the top skills.

Table V presented Ag. Mechanics skills necessary to be considered a successful Oklahoma vocational agriculture teacher. The top skills were: (1) Arc Welding with 707 points on 256 responses, (2) Safety with 242 points on 106 responses, (3) Teach Shop Skills with 216 points on 119 responses, (4) Oxyacetylene Cutting with 168 points on 99 responses, (5) Working Knowledge with 152 points on 78 responses, (6) Ability to Prepare Students with 151 points on 71 responses, (7) Small Gas Engine Repair with 148 points on 94 responses, and (8) Neatness with 142 points on 65 responses.

Table VI presented FFA skills necessary to be considered a successful Oklahoma vocational agriculture teacher. Forty-seven different skills were listed by the teacher to be considered with the top being: (1) Leadership Training with 515 points from 192 responses, (2) Motivation with 218 points from 106 responses, (3) Speaking Ability with 216 points from 103 responses, (4) Knowledge of Agriculture and FFA with 183 points from 87 responses, (5) Knowledge of Parliamentary Procedure with 151 points on 80 responses,

TABLE V

AG. MECHANICS SKILLS NECESSARY TO BE CONSIDERED  
A SUCCESSFUL OKLAHOMA VOCATIONAL  
AGRICULTURAL TEACHER

| Skills                      | Frequency | Ranking<br>Points | Overall<br>Rank |
|-----------------------------|-----------|-------------------|-----------------|
| Arc Welding                 | 256       | 707               | 1               |
| Safety                      | 106       | 242               | 2               |
| Teach Shop Skills           | 119       | 216               | 3               |
| Oxyacetylene Cutting        | 99        | 168               | 4               |
| Working Knowledge           | 78        | 152               | 5               |
| Ability to Prepare Students | 71        | 151               | 6               |
| Small Gas Engine Repair     | 94        | 148               | 7               |
| Neatness                    | 65        | 142               | 8               |
| Electricity                 | 58        | 65                | 9               |
| Machine Repair              | 41        | 65                | 9               |
| Planning                    | 19        | 48                | 11              |
| Shop Management             | 19        | 45                | 12              |
| Carpentry                   | 16        | 29                | 13              |
| Blueprints                  | 26        | 29                | 13              |
| Project Construction        | 16        | 26                | 15              |
| Farm Equipment              | 19        | 26                | 15              |
| Education                   | 19        | 19                | 17              |
| Financial                   | 16        | 19                | 17              |
| Motivation                  | 10        | 13                | 19              |
| Sheet Metal                 | 10        | 10                | 20              |
| Securing Material           | 6         | 10                | 20              |
| Hand Tools                  | 6         | 10                | 20              |
| Leadership                  | 3         | 10                | 20              |
| Patience                    | 3         | 10                | 20              |
| Desire                      | 6         | 10                | 20              |
| Discipline                  | 6         | 6                 | 26              |
| Plumbing                    | 3         | 3                 | 27              |
| Imagination                 | 3         | 3                 | 27              |

TABLE VI  
 FFA SKILLS NECESSARY TO BE CONSIDERED A  
 SUCCESSFUL OKLAHOMA VOCATIONAL  
 AGRICULTURE TEACHER

| Skills                                  | Frequency | Ranking<br>Points | Overall<br>Rank |
|---|-----------|-------------------|-----------------|
| Leadership Training                     | 192       | 515               | 1               |
| Motivation                              | 106       | 218               | 2               |
| Speaking Ability                        | 103       | 216               | 3               |
| Knowledge of FFA & Agriculture          | 87        | 183               | 4               |
| Knowledge of Parliamentary<br>Procedure | 80        | 151               | 5               |
| Organization                            | 64        | 132               | 6               |
| Livestock Selection                     | 71        | 131               | 7               |
| Public Relations                        | 50        | 83                | 8               |
| Contest Participation                   | 42        | 51                | 9               |
| Planning                                | 32        | 51                | 9               |
| Cooperation                             | 39        | 51                | 9               |
| Participation                           | 39        | 51                | 9               |
| Pride                                   | 32        | 42                | 13              |
| Class and Office Management             | 19        | 42                | 13              |
| Enthusiasm                              | 16        | 38                | 15              |
| Officers Help                           | 19        | 38                | 15              |
| Show Livestock                          | 16        | 26                | 17              |
| FFA Activities                          | 16        | 26                | 17              |
| Student Interest                        | 19        | 26                | 17              |
| Variety                                 | 16        | 22                | 20              |
| Self-Confidence                         | 10        | 22                | 20              |
| Communication                           | 16        | 19                | 22              |
| Regular Meetings                        | 6         | 19                | 22              |
| Rapport                                 | 6         | 13                | 24              |
| Let Kid Handle Own Mistakes             | 6         | 13                | 24              |
| Hard Worker                             | 6         | 13                | 24              |
| Promotion                               | 6         | 13                | 24              |
| Appearance                              | 6         | 13                | 24              |
| Honesty                                 | 6         | 13                | 24              |
| Record Keeping                          | 3         | 10                | 30              |
| Love FFA                                | 3         | 10                | 30              |
| Morals                                  | 6         | 10                | 30              |
| Patriotism                              | 3         | 10                | 30              |
| Dependability                           | 6         | 10                | 30              |
| Experience                              | 3         | 10                | 30              |
| Aggressive                              | 3         | 10                | 30              |
| Love People                             | 3         | 10                | 30              |
| Character                               | 3         | 10                | 30              |
| Well-Rounded Program                    | 3         | 10                | 30              |
| Opportunity                             | 3         | 10                | 30              |
| United Chapter                          | 6         | 10                | 30              |
| Willing to Make Sacrifices              | 3         | 6                 | 42              |
| Fund Raiser                             | 3         | 6                 | 42              |
| Successful Chapter                      | 3         | 6                 | 42              |
| Scholarship                             | 3         | 6                 | 42              |
| Secure Materials                        | 3         | 3                 | 46              |
| Determination                           | 3         | 3                 | 46              |

(6) Organization with 132 points from 64 responses, and (7) Livestock Selection with 131 points from 71 responses.

In Table VII, adult education skills necessary to be considered a successful Oklahoma vocational agriculture teacher were listed. Four skills received the most ranking points out of 41 skills sent in by agriculture teachers. Those included: (1) Public Relations with 334 points from 159 responses, (2) Interesting Subject with 324 points from 159 responses, (3) Get Along With Others with 204 points from 76 responses, and (4) Organization with 200 points from 98 responses.

In Table VIII, school and community skills of the Oklahoma vocational agriculture teacher were listed. The top skills out of 53 skills sent in were: (1) Public Relations with 376 ranking points from 184 responses, (2) Work With School Personnel with 319 ranking points from 152 responses, (3) Work With People in Community with 226 points from 120 responses, and (4) Community Needs with 182 points from 108 responses.

Personal characteristics necessary to be considered a successful Oklahoma vocational agriculture teacher were listed in Table IX. Out of the 42 characteristics sent in, the top were: (1) Honesty with 400 ranking points from 154 responses. The next seven were not close to the top characteristic. Those characteristics were: (2) High Morals with 178 points from 68 responses, (23) Hard Work with 176 points from 68 responses, (4) Get Along With People with 149 points

TABLE VII  
 ADULT EDUCATION SKILLS NECESSARY TO BE CONSIDERED  
 A SUCCESSFUL OKLAHOMA VOCATIONAL  
 AGRICULTURE TEACHER

| Skills                        | Frequency | Ranking<br>Points | Overall<br>Rank |
|-------------------------------|-----------|-------------------|-----------------|
| Public Relations              | 159       | 334               | 1               |
| Interesting Subject           | 159       | 324               | 2               |
| Get Along With Others         | 76        | 204               | 3               |
| Organization                  | 98        | 200               | 4               |
| Keeping Them Informed         | 67        | 152               | 5               |
| Know Topic                    | 83        | 152               | 5               |
| Leadership                    | 67        | 121               | 7               |
| Willing To Help               | 57        | 100               | 8               |
| Regular Meetings              | 57        | 100               | 8               |
| Crop and Livestock Production | 35        | 70                | 10              |
| Young Farmer Program          | 26        | 54                | 11              |
| Community Interest            | 26        | 51                | 12              |
| Farm Management               | 19        | 51                | 12              |
| Participation                 | 16        | 42                | 14              |
| Good Listener                 | 26        | 38                | 15              |
| Planning Time                 | 26        | 38                | 15              |
| Class Management Skills       | 26        | 38                | 15              |
| Respect                       | 16        | 32                | 18              |
| Ag. Mechanics                 | 13        | 32                | 18              |
| Courteous                     | 6         | 19                | 20              |
| Welding                       | 6         | 19                | 20              |
| Funds                         | 6         | 16                | 22              |
| Group Participation           | 6         | 16                | 22              |
| Communication                 | 10        | 16                | 22              |
| Enthusiasm                    | 6         | 13                | 25              |
| Motivation                    | 6         | 13                | 25              |
| New Skills                    | 6         | 13                | 25              |
| Desire                        | 10        | 13                | 25              |
| Resource People               | 6         | 13                | 25              |
| Record Keeping                | 6         | 13                | 25              |
| Social Activities             | 6         | 13                | 25              |
| Adequate Facilities           | 10        | 13                | 25              |
| Technical Ability             | 6         | 13                | 25              |
| Speaking                      | 6         | 13                | 25              |
| Promotion                     | 6         | 13                | 25              |
| Pesticides                    | 6         | 10                | 36              |
| Field Trips                   | 6         | 10                | 36              |
| Honesty                       | 6         | 10                | 36              |
| Classroom Skills              | 6         | 10                | 36              |
| Personality                   | 3         | 6                 | 40              |
| Patience                      | 3         | 6                 | 40              |

TABLE VIII  
SCHOOL AND COMMUNITY SKILLS OF THE OKLAHOMA  
VOCATIONAL AGRICULTURE TEACHERS

| Skills                              | Frequency | Ranking<br>Points | Overall<br>Rank |
|-------------------------------------|-----------|-------------------|-----------------|
| Public Relations                    | 184       | 376               | 1               |
| Work With School Personnel          | 152       | 319               | 2               |
| Work With People in<br>Community    | 120       | 226               | 3               |
| Community Needs                     | 108       | 182               | 4               |
| Involvement                         | 68        | 136               | 5               |
| Leadership                          | 65        | 126               | 6               |
| Cooperation                         | 54        | 120               | 7               |
| Communication                       | 26        | 87                | 8               |
| Knowledge of FFA and<br>Agriculture | 45        | 87                | 8               |
| Active in Civic Affairs             | 29        | 45                | 10              |
| Classroom Skills                    | 29        | 45                | 10              |
| Honesty                             | 19        | 45                | 10              |
| Livestock Shows                     | 16        | 29                | 13              |
| Dependability                       | 16        | 29                | 13              |
| Personality                         | 13        | 29                | 13              |
| Not the Only Program                | 16        | 29                | 13              |
| Hard Work                           | 16        | 29                | 13              |
| Communication                       | 16        | 29                | 13              |
| Active in School Affairs            | 16        | 26                | 19              |
| Farm Mechanics Skills               | 13        | 26                | 19              |
| Teaching Ability                    | 13        | 22                | 21              |
| Discipline                          | 10        | 22                | 21              |
| Professional                        | 6         | 16                | 23              |
| Good Program                        | 10        | 16                | 23              |
| Plant Science                       | 10        | 16                | 23              |
| Program Important as Sports         | 10        | 16                | 23              |
| Respect                             | 10        | 16                | 23              |
| Desire                              | 6         | 16                | 23              |
| Planning                            | 6         | 13                | 29              |
| Strong Family Support               | 6         | 13                | 29              |
| Citizenship                         | 6         | 13                | 29              |
| Public Speaking                     | 6         | 13                | 29              |
| Good Image                          | 6         | 13                | 29              |
| Pride                               | 6         | 13                | 29              |
| Participation                       | 6         | 13                | 29              |
| Informed                            | 6         | 10                | 36              |
| Friendly                            | 3         | 10                | 36              |
| Enthusiasm                          | 3         | 10                | 36              |
| Flexible                            | 3         | 10                | 36              |
| Be Concerned                        | 3         | 10                | 36              |
| Know People                         | 3         | 10                | 36              |
| Dedicated                           | 3         | 10                | 36              |
| Be Visible                          | 3         | 6                 | 43              |
| Be Supportive                       | 3         | 6                 | 43              |
| Interest                            | 3         | 6                 | 43              |
| Record Keeping                      | 3         | 6                 | 46              |
| Organization                        | 3         | 6                 | 46              |
| Understanding                       | 3         | 6                 | 46              |
| Skilled                             | 3         | 6                 | 46              |
| Subject Matter                      | 3         | 6                 | 46              |
| Motivation                          | 2         | 6                 | 46              |
| Church Member                       | 2         | 6                 | 46              |
| Perform Service                     | 1         | 1                 | 53              |



TABLE IX  
 PERSONAL CHARACTERISTICS NECESSARY TO BE CONSIDERED  
 A SUCCESSFUL OKLAHOMA VOCATIONAL  
 AGRICULTURE TEACHER

| Characteristics           | Frequency | Ranking<br>Points | Overall<br>Rank |
|---------------------------|-----------|-------------------|-----------------|
| Honesty                   | 154       | 400               | 1               |
| High Morals               | 68        | 178               | 2               |
| Hard Work                 | 68        | 175               | 3               |
| Get Along With People     | 61        | 149               | 4               |
| Leadership                | 64        | 140               | 5               |
| Dependability             | 58        | 106               | 6               |
| Friendly                  | 58        | 103               | 7               |
| Patience                  | 45        | 100               | 8               |
| Dedication                | 33        | 71                | 9               |
| Personality               | 35        | 61                | 10              |
| Proper Dress              | 29        | 54                | 11              |
| Work With People          | 26        | 51                | 12              |
| Neatness                  | 22        | 51                | 12              |
| Take Advice and Criticism | 22        | 51                | 12              |
| Fairness                  | 32        | 51                | 12              |
| Motivation                | 22        | 48                | 16              |
| Understanding             | 32        | 48                | 16              |
| Know Subject              | 26        | 38                | 18              |
| Be On Time                | 22        | 38                | 18              |
| Sincerity                 | 19        | 38                | 18              |
| Public Relations          | 13        | 35                | 21              |
| Set Good Example          | 19        | 35                | 21              |
| Integrity                 | 19        | 32                | 23              |
| Attitude                  | 16        | 32                | 23              |
| Love for Agriculture      | 13        | 32                | 23              |
| Energetic                 | 13        | 26                | 26              |
| Innovator                 | 13        | 26                | 26              |
| Enthusiasm                | 16        | 26                | 26              |
| Outgoing                  | 13        | 19                | 29              |
| Helpful                   | 13        | 19                | 29              |
| Consistent                | 13        | 19                | 29              |
| Character                 | 10        | 19                | 29              |
| Be Respectful             | 10        | 16                | 33              |
| Common Sense              | 6         | 16                | 33              |
| Stable Home Life          | 13        | 16                | 33              |
| Long Hours                | 62        | 13                | 36              |
| Desire                    | 13        | 13                | 36              |
| Loyalty                   | 6         | 13                | 36              |
| Judgement                 | 6         | 10                | 39              |
| Humbleness                | 6         | 10                | 39              |
| Devotion to Family        | 1         | 2                 | 41              |
| Devotion to Job           | 1         | 2                 | 41              |

from 61 responses, (5) Leadership with 140 points from 64 responses, (6) Dependability with 106 points from 58 responses, (7) Friendly with 103 points from 58 responses, and (8) Patience with 100 points from 45 responses.

In Table X, necessary accomplishments to be considered successful by administration were listed. Out of 41 accomplishments listed, those receiving the most points were: (1) Discipline with 293 points from 113 responses, (2) Win County Show with 188 ranking points from 94 responses, (3) Cooperation With Other Teachers with 181 ranking points from 100 responses, (4) Be a Winner with 178 points from 94 responses, (5) Keep Administration Happy with 172 points from 87 responses, (6) Desire to Help Kids with 156 points from 84 responses, (7) Good Teaching with 152 points from 67 responses.

In Table XI, necessary accomplishments to be considered successful by the community were listed. Forty-five accomplishments were sent in with the top ones being: (1) Active in Community and Civic Affairs with 352 points from 239 responses, (2) Recognition at Contests with 246 points from 144 responses, (3) Active FFA with 131 points from 104 responses, (4) Win Shows with 125 points from 104 responses, (5) Publicity in Newspaper with 112 points from 51 responses, (6) Known in Community with 109 points from 48 responses, and (7) Good Public Relations with 99 points from 51 responses.

In Table XII, necessary accomplishments to be considered

TABLE X  
NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED  
SUCCESSFUL BY ADMINISTRATION

| Accomplishments                    | Frequency | Ranking<br>Points | Overall<br>Rank |
|------------------------------------|-----------|-------------------|-----------------|
| Discipline                         | 113       | 293               | 1               |
| Win County Livestock Show          | 94        | 188               | 2               |
| Cooperation With Other<br>Teachers | 100       | 181               | 3               |
| Be A Winner                        | 94        | 178               | 4               |
| Keep Administration Happy          | 87        | 172               | 5               |
| Desire to Help Kids                | 84        | 156               | 6               |
| Good Teaching                      | 67        | 152               | 7               |
| Participation                      | 54        | 96                | 8               |
| Active FFA on State Level          | 38        | 77                | 9               |
| Know Subject                       | 42        | 77                | 9               |
| Cooperation With Parents           | 45        | 77                | 9               |
| Public Relations                   | 38        | 67                | 12              |
| Active FFA in Community            | 26        | 58                | 13              |
| Leadership for Students            | 26        | 58                | 13              |
| Dependable                         | 26        | 58                | 13              |
| Concern for School Program         | 29        | 51                | 16              |
| Community Acceptability            | 32        | 51                | 16              |
| Follow Rules                       | 16        | 48                | 18              |
| Attain Goals                       | 22        | 48                | 18              |
| Have Good Students                 | 16        | 38                | 20              |
| Good Classroom Instruction         | 16        | 32                | 21              |
| No Complaints                      | 10        | 22                | 22              |
| SOE Winnings                       | 6         | 19                | 23              |
| Desire To Do Good Job              | 10        | 19                | 23              |
| Keep Administration Informed       | 13        | 19                | 23              |
| Have State Farmer                  | 6         | 16                | 26              |
| Have Good Public Speakers          | 10        | 16                | 26              |
| Funds                              | 10        | 16                | 26              |
| Don't Interfere With Sports        | 13        | 16                | 26              |
| Honest                             | 13        | 16                | 26              |
| Inform Community                   | 10        | 16                | 26              |
| Years of Experience                | 6         | 13                | 32              |
| Be Competitor                      | 3         | 10                | 33              |
| Good Schedule                      | 3         | 6                 | 34              |
| Take Care of Your Own<br>Problems  | 3         | 6                 | 34              |
| Offices Held in OVATA              | 3         | 6                 | 34              |
| Listen to Others                   | 3         | 6                 | 34              |
| Good Judgement                     | 1         | 1                 | 38              |
| Keep Vo. Ag. #1                    | 1         | 1                 | 38              |
| Take Care of Equipment             | 1         | 1                 | 38              |
| Student Success                    | 1         | 1                 | 38              |

TABLE XI  
NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED  
SUCCESSFUL BY COMMUNITY

| Accomplishments                          | Frequency | Ranking<br>Points | Overall<br>Rank |
|--|-----------|-------------------|-----------------|
| Active in Community and<br>Civic Affairs | 239       | 352               | 1               |
| Recognition at Contest                   | 144       | 246               | 2               |
| Active FFA                               | 104       | 131               | 3               |
| Win Shows                                | 104       | 125               | 4               |
| Publicity in Newspapers                  | 51        | 112               | 5               |
| Known in Community                       | 48        | 109               | 6               |
| Good Public Relation                     | 51        | 99                | 7               |
| Teach                                    | 42        | 83                | 8               |
| Discipline                               | 35        | 64                | 9               |
| Working With Students                    | 32        | 64                | 9               |
| Adult Meetings                           | 35        | 61                | 11              |
| Well-Rounded Program                     | 22        | 51                | 12              |
| Honest, Sincere                          | 29        | 51                | 12              |
| More Students in Work Force              | 22        | 35                | 14              |
| Good Academic Program                    | 19        | 35                | 14              |
| Judging Participation                    | 16        | 29                | 16              |
| Stockshows Participation                 | 16        | 29                | 16              |
| FFA Interest                             | 10        | 26                | 18              |
| Leadership                               | 13        | 22                | 19              |
| Accomplishments of Chapter               | 10        | 22                | 19              |
| Develop FFA Character                    | 6         | 19                | 21              |
| Good FFA Banquet                         | 13        | 19                | 21              |
| Knowledge                                | 13        | 19                | 21              |
| Speech Participation                     | 19        | 19                | 21              |
| Satisfied Parents                        | 10        | 19                | 21              |
| Work Hard                                | 10        | 19                | 21              |
| Achievement of Teacher                   | 10        | 19                | 21              |
| Image                                    | 10        | 19                | 28              |
| Win Fairly                               | 6         | 16                | 28              |
| Concern                                  | 6         | 16                | 28              |
| Participation                            | 10        | 16                | 28              |
| Cooperation                              | 10        | 13                | 32              |
| Student Involvement                      | 3         | 10                | 33              |
| Respect                                  | 3         | 10                | 33              |
| Do Your Job                              | 3         | 10                | 33              |
| Good Local Show                          | 3         | 10                | 33              |
| Active SOE Program                       | 3         | 10                | 33              |
| Skills Gained                            | 3         | 10                | 33              |
| Desire to Work                           | 1         | 3                 | 39              |
| Good Example                             | 1         | 3                 | 39              |
| Pride                                    | 1         | 3                 | 39              |
| Friendly                                 | 1         | 3                 | 39              |
| Conduct BOAC                             | 1         | 1                 | 43              |
| Good Citizenship                         | 1         | 1                 | 43              |
| Other                                    | 2         | -                 | 45              |

TABLE XII

NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED  
SUCCESSFUL BY PARENTS

| Accomplishments               | Frequency | Ranking<br>Points | Overall<br>Rank |
|-------------------------------|-----------|-------------------|-----------------|
| Student Success in FFA        | 97        | 273               | 1               |
| Win Stock Shows               | 71        | 191               | 2               |
| Show Interest in Kids         | 68        | 190               | 3               |
| Teach Students                | 58        | 147               | 4               |
| Help Students                 | 41        | 122               | 5               |
| Visit Students                | 51        | 121               | 6               |
| New Skills                    | 58        | 120               | 7               |
| Student Likes Teacher         | 48        | 99                | 8               |
| Win Judging or Speech Contest | 43        | 97                | 9               |
| Treat Students Equally        | 45        | 94                | 10              |
| Discipline                    | 45        | 91                | 11              |
| Be A Winner                   | 39        | 68                | 12              |
| Keep Students Involved        | 42        | 68                | 12              |
| Visits Parents                | 45        | 68                | 12              |
| Set Good Example              | 29        | 63                | 15              |
| Teacher Success               | 36        | 63                | 15              |
| Get Along With Students       | 32        | 63                | 15              |
| Chapter Success               | 36        | 49                | 18              |
| Honesty                       | 29        | 38                | 19              |
| Student Participation         | 26        | 38                | 19              |
| Students Learn                | 26        | 35                | 21              |
| SOE Programs                  | 26        | 35                | 21              |
| Leadership                    | 29        | 29                | 23              |
| FFA Activities                | 23        | 22                | 24              |
| Public Relations              | 20        | 22                | 24              |
| Know Students                 | 23        | 19                | 26              |
| Involve Parents               | 13        | 19                | 26              |
| Personality                   | 10        | 19                | 26              |
| Communciation                 | 13        | 16                | 29              |
| Teach Respect                 | 10        | 16                | 29              |
| Total Participation           | 10        | 16                | 29              |
| Publicity                     | 10        | 16                | 29              |
| Student Opportunity           | 6         | 10                | 33              |
| Experience                    | 3         | 10                | 33              |
| Long Hours                    | 3         | 10                | 33              |
| Relate to Parents             | 3         | 6                 | 36              |
| Recognize Accomplishments     | 3         | 6                 | 36              |
| Respect of Parents            | 3         | 6                 | 36              |
| Respect of Administration     | 3         | 3                 | 39              |
| Well-Rounded Program          | 1         | 1                 | 40              |
| Dress Code                    | 1         | 1                 | 40              |
| Listen to Others              | 1         | 1                 | 40              |
| Others                        | 4         | -                 | 43              |

successful by parents were listed. Forty-four accomplishments were turned in by the teachers in the following order: (1) Student Success in FFA with 273 points from 97 responses, (2) Win Stock Shows with 191 points from 71 responses, (3) Show Interest in Kids with 191 points from 68 responses, (4) Teach Students with 147 points from 58 responses, (5) Help Students with 121 points and 41 responses, (6) Visit Students with 120 points from 51 responses, and (7) New Skills with 119 points from 58 responses.

Table XIII, representing necessary accomplishments to be considered successful by students, included 47 different accomplishments with the top ones being: (1) Be A Winner with 382 points from 169 responses, (2) Interested in Students with 337 points from 152 responses, (3) Respect for Teacher with 234 points from 177 responses, (4) Knowledge of Agriculture and FFA with 159 points from 108 responses, (5) Teach New Things with 149 points from 108 responses, and (6) Work with Students with 130 points from 76 responses.

In Table XIV, necessary accomplishments to be considered successful by the State Department of Vocational Agriculture were ranked. Forty-one accomplishments were sent in by the 397 agriculture teachers. The top ones were: (1) Reports on Time with 292 points from 160 responses, (2) Active FFA with 242 points from 106 responses, (3) Well Rounded Program with 226 points from 90 responses, (4) Good Rapport From Administration with 165 points from 71 responses, (5) Participation with 162 points from 78 responses, (6) Performance

TABLE XIII  
NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED  
SUCCESSFUL BY STUDENTS

| Accomplishments                        | Frequency | Ranking<br>Points | Overall<br>Rank |
|--|-----------|-------------------|-----------------|
| Be A Winner                            | 169       | 382               | 1               |
| Interested in Students                 | 152       | 337               | 2               |
| Respect for Teacher                    | 117       | 234               | 3               |
| Knowledge of Agriculture<br>and FFA    | 108       | 159               | 4               |
| Teach New Things                       | 108       | 149               | 5               |
| Work With Students                     | 76        | 130               | 6               |
| Give Credit for Student Work           | 48        | 93                | 7               |
| Participation in FFA<br>Activities     | 48        | 93                | 7               |
| Discipline                             | 48        | 93                | 7               |
| Honesty                                | 48        | 90                | 10              |
| Understand Needs                       | 26        | 48                | 11              |
| Achieve Goals                          | 26        | 48                | 11              |
| Motivation                             | 26        | 48                | 11              |
| Active FFA                             | 26        | 48                | 11              |
| Well-Planned Activities                | 22        | 43                | 15              |
| Work Hard                              | 19        | 38                | 16              |
| Showing                                | 13        | 32                | 17              |
| Get Along                              | 16        | 29                | 18              |
| Consistent                             | 13        | 29                | 18              |
| Successful Leadership<br>Program       | 10        | 22                | 20              |
| Successful SOE Program                 | 6         | 19                | 21              |
| Enthusiasm                             | 10        | 19                | 21              |
| Solve Problems                         | 10        | 19                | 21              |
| Fairness                               | 10        | 19                | 21              |
| Good Image                             | 10        | 19                | 21              |
| Keep Student Busy                      | 13        | 16                | 26              |
| Public Relation                        | 6         | 13                | 27              |
| Active Show Program                    | 10        | 13                | 27              |
| Judging                                | 6         | 13                | 27              |
| Outside Activities                     | 6         | 13                | 27              |
| Insist They Learn                      | 6         | 10                | 31              |
| Support                                | 3         | 10                | 31              |
| Stability                              | 3         | 10                | 31              |
| Develop Skills                         | 3         | 10                | 31              |
| Pride                                  | 3         | 10                | 31              |
| Field Work                             | 3         | 10                | 31              |
| Made Money                             | 3         | 10                | 31              |
| Dedication                             | 6         | 10                | 31              |
| Public Speaking                        | 3         | 10                | 31              |
| Student Responsibility                 | 6         | 10                | 31              |
| Good Shop Program                      | 3         | 10                | 31              |
| Ability to Perform                     | 1         | 2                 | 42              |
| Improve Facility                       | 1         | 2                 | 42              |
| Professional Activities<br>of Teachers | 1         | 1                 | 44              |
| Public Backing                         | 1         | 1                 | 44              |
| Recreation                             | 1         | 1                 | 44              |
| Enjoy Program                          | 1         | 1                 | 44              |

TABLE XIV  
NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED SUCCESSFUL  
BY STATE DEPARTMENT OF VOCATIONAL  
AGRICULTURE PERSONNEL

| Accomplishments                     | Frequency | Ranking<br>Points | Overall<br>Rank |
|-------------------------------------|-----------|-------------------|-----------------|
| Reports on Time                     | 160       | 292               | 1               |
| Active FFA                          | 106       | 242               | 2               |
| Well-Rounded Program                | 90        | 226               | 3               |
| Good Rapport With<br>Administration | 71        | 165               | 4               |
| Participation                       | 78        | 162               | 5               |
| Performance in Shows                | 62        | 146               | 6               |
| Recognition                         | 58        | 146               | 6               |
| Win Awards in FFA                   | 65        | 113               | 8               |
| Community Involvement               | 55        | 94                | 9               |
| Contest Performance                 | 46        | 84                | 10              |
| Responsible                         | 46        | 68                | 11              |
| Professional                        | 39        | 53                | 12              |
| Fulfill Obligations                 | 39        | 35                | 13              |
| Professional Relationship           | 27        | 35                | 13              |
| Good Program for Students           | 16        | 35                | 13              |
| Know Subject                        | 16        | 32                | 16              |
| Attend Meetings                     | 19        | 32                | 16              |
| State Farmers                       | 16        | 32                | 16              |
| Good Public Relation                | 16        | 29                | 19              |
| Stay Out of Trouble                 | 10        | 29                | 19              |
| No Complaints                       | 13        | 29                | 19              |
| Good Teaching                       | 16        | 29                | 19              |
| P. I. Meetings                      | 19        | 29                | 19              |
| Cooperation                         | 22        | 29                | 19              |
| Contest and Shows                   | 10        | 26                | 25              |
| Discipline                          | 13        | 22                | 26              |
| Leadership                          | 10        | 19                | 27              |
| Desire to Work                      | 10        | 19                | 27              |
| Get Along With Teachers             | 10        | 13                | 29              |
| Proficiency Award Winners           | 10        | 13                | 29              |
| Honesty                             | 3         | 10                | 31              |
| Community                           | 3         | 6                 | 32              |
| Be A Winner                         | 3         | 6                 | 32              |
| Take Advice                         | 3         | 6                 | 32              |
| Change Schools                      | 3         | 3                 | 35              |
| Young Farmers                       | 3         | 3                 | 35              |
| OVATA Officers                      | 1         | 1                 | 37              |
| Keep School Board Happy             | 1         | 1                 | 37              |
| Performance in Records              | 1         | 1                 | 37              |
| SOE Program                         | 1         | 1                 | 37              |
| Others                              | 4         | -                 | 41              |



in Shows with 146 points from 62 responses, (7) Recognition with 146 points from 58 responses, and (9) Win Awards in FFA with 113 points from 65 responses.

Table V indicated the amount of time spent on Supervised Experience with 24 percent, Ag. Mechanics with 17 percent, FFA with 28 percent, Adult Education with 9 percent, and School and Community with 22 percent. Table XV also indicated the amount of time teachers indicate should be spent on Supervised Experience with 28 percent, Ag. Mechanics with 20 percent, FFA with 25 percent, Adult Education with 6 percent, and School and Community with 21 percent.

TABLE XV  
COMPARISON OF AVERAGE ESTIMATES OF TIME ACTUALLY  
SPENT ON SELECTED AREAS TO PERCEPTIONS  
OF TIME WHICH SHOULD BE SPENT

| Area                     | Percentage Time<br>Actually Spent | Percentage Time Which<br>Should be Spent |
|--------------------------|-----------------------------------|--|
| Supervised<br>Experience | 24.0                              | 28.0                                     |
| Ag. Mechanics            | 17.0                              | 20.0                                     |
| FFA                      | 28.0                              | 25.0                                     |
| Adult Education          | 9.0                               | 6.0                                      |
| School and<br>Community  | <u>22.0</u>                       | <u>21.0</u>                              |
| Total                    | 100.0%                            | 100.0%                                   |

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The central purpose of the study was to determine those characteristics, accomplishments, and skills of successful Oklahoma vocational agriculture teachers as perceived by those same teachers. The areas involved were total program characteristics, classroom, Ag. Mechanics, SOE, FFA, adult education, school and community, and personal.

The objectives of the study were:

1. Determine the most important characteristics of successful vocational agriculture teachers in Oklahoma as perceived by the teachers themselves within the areas of: (a) total program characteristics, (b) classroom skills, (c) supervised occupational experience skills, (d) Ag. Mechanics skills, (e) FFA skills, (f) adult education skills, (g) school and community skills, and (h) personal characteristics.
2. Determine the amount of time currently being spent and the amount of time which should be spent on the following areas: (a) SOE, (b) Ag. Mechanics, (c) FFA, (d) adult education, and (e) school and community.

3. Determine those accomplishments deemed necessary for the teacher to be considered successful by the administration, community, parents, students, and State Department of Vocational Technical Education as perceived by the teachers themselves.

The data were collected by the use of a survey-interview schedule using two methods of collection, one by mail and a follow-up by telephone. Ranking points were used to compare the teachers' responses in different areas concerning characteristics, skills, time, accomplishments, and general information to help determine those characteristics describing a successful teacher.

#### Summary and Conclusions

The following is a summary of the findings of 21 different questions of the instrument sent out.

#### Characteristics Necessary to be Considered a Successful Oklahoma Vocational Agriculture Teacher

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

response, Honesty, indicated that the teachers may feel that more honesty is needed in the profession.

Classroom Skills Necessary to be  
Considered a Successful Oklahoma  
Vocational Agriculture Teacher

The top skills listed were Discipline, Knowledge of Agriculture and FFA, Communication, and Motivation. The ratings given Discipline, Communication, and Motivation indicated what most educators have felt for years--that these are the cornerstones of education.

SOE Skills Necessary to be Considered  
a Successful Oklahoma Vocational  
Agriculture Teacher

The top skills listed were Knowledge of Agriculture and FFA, Knowledge of Animals, Animal Health Skills, Livestock Selection, Farm Visits, Record Keeping, Skill Experience, and Student Interest. The wide range of responses and the list of skills indicated that the teachers felt Knowledge and Education relayed to the students were most important.

Ag. Mechanics Skills Necessary to be  
Considered a Successful Oklahoma  
Vocational Agriculture Teacher

Arc Welding, Safety, Teach Shop Skills, Oxyacetylene Cutting, Working Knowledge, Ability to Prepare Students,

Small Gas Engine Repair, and Neatness were the top skills listed. Arc Welding received a large majority of the ranking points. This possibly indicated the area that most agriculture teachers are competent in and teach most. It could also indicate its perceived importance. Safety was second which indicated that the teachers considered it a top priority item.

FFA Skills Necessary to be Considered  
a Successful Oklahoma Vocational  
Agriculture Teacher

Leadership Training, Motivation, Speaking Ability, Knowledge of Agriculture and FFA, Knowledge of Parliamentary Procedure, Organization, and Livestock Selection were the top skills listed. Leadership Training accumulated over twice as many points as the next response, Motivation. These responses indicated the teachers felt that knowledge and training and student improvement traits were of higher priority while those areas concerning the chapter were of lower priority.

Adult Education Skills Necessary to be  
Considered a Successful Oklahoma  
Vocational Agriculture Teacher

The top skills were Public Relations, Interesting Subject, Get Along With Others, and Organization. These responses indicated the teachers felt that these skills were

the most important to secure success for an adult program. The Interesting Subject response and Public Relations response indicated the teachers felt that good public relations and an interesting subject were very necessary for the success of adult education.

School and Community Skills Necessary  
to be Considered a Successful Oklahoma  
Vocational Agriculture Teacher

The top skills were Public Relations, Work With School Personnel, Work With People in Community, and Community Needs. These skills and their response frequencies indicated that the teachers felt how they represented themselves and got along with people, not only in the school but also in the community, contributed to their success more than individual traits.

Personal Characteristics Necessary to be  
Considered a Successful Oklahoma  
Vocational Agriculture Teacher

In this area, Honesty again led the list along with other characteristics (High Morals, Hard Work, Get Along With People, Leadership, Dependability, Friendly, and Patience). These responses indicated that the teachers felt they needed to possess these basic characteristics which perhaps project the expectations which have been created by society.

Necessary Accomplishments to beConsidered Successful byAdministration

In this area, again the teachers returned to basics with Discipline leading the group followed by Win County Livestock Show, Cooperation With Other Teachers, Be A Winner, Keep Administration Happy, Desire to Help Kids, and Good Teaching. These responses indicated that the teacher felt that the administrators want more discipline, but at the same time a winning chapter for public relations of the school and program. They felt the administrators wanted more interest in the students as indicated by the two responses, Desire to Help Kids and Good Teaching.

Necessary Accomplishments to beConsidered Successful by theCommunity

The teachers felt that the community wanted strong involvement within the community and at the same time an active FFA chapter by listing the following: (1) Active in Community and Civic Affairs, (2) Recognition at Contests, (3) Active FFA, (4) Win Shows, (5) Publicity in Newspaper, (6) Known in Community, and (7) Good Public Relations. The teachers also indicated that they felt that the community wanted more community and civic activities and public relations within the chapter along with an active FFA as reflected by Recognition at Contests, Winning Shows, and Good Publicity.

Necessary Accomplishments to be  
Considered Successful by  
Parents

The teachers indicated that they thought the parents wanted the teacher to be more involved with individual students by the responses Student Success in FFA, Win Stock Shows, Show Interests in Kids, Teach Students, Help Students, Visit Students, and New Skills. The teachers apparently thought the parents wanted the teachers themselves to care for more of their individual students and spent more time with them on an individual basis rather than having total participation or a well-rounded program for the chapter as a group.

Necessary Accomplishments to be  
Considered Successful by  
Students

The teachers indicated that the students wanted to be winners but felt that respect for the teacher and an interest in the student by the teacher were also very important to them. Knowledge of Agriculture and FFA and Teach New Things also were needed to retain the teachers credibility as an agriculture instructor.



Necessary Accomplishments to be  
Considered Successful by State  
Department of Vocational  
Agriculture

The teachers felt the State Department wanted Reports on Time, Active FFA, Well-Rounded Program, Good Rapport, Participation, Performance in Shows, Recognition, and Win Awards in FFA. The Reports on Time received the most points indicating the teachers felt that was what the State Department placed more emphasis on while having an Active FFA, a Well-Rounded Program, and Good Rapport with the Administration would help create a desirable teacher.

Time Spent of A Full Calendar Year/Time  
That Should be Spent of a Full  
Calendar Year

The responses from the teachers indicated they felt they needed to spend slightly more time on SOE and Ag. Mechanics than they were currently spending while they felt they should spend slightly less time on FFA, adult education, and school and community than they are currently. It is interesting to note that teachers felt they need to spend less time on adult education even though they are currently spending only nine percent of their time in this area.

## General Conclusions

It was generally concluded:

1. That most teachers felt a strong need for honesty both as a personal and general characteristics. They also felt that high morals, interest in students, willingness to work hard, and a knowledge of agriculture and FFA were necessary characteristics that the successful teachers needed to possess as indicated in Table XVI.
2. That the teachers need to possess certain skills such as discipline, a knowledge of agriculture, FFA and animals, be able to teach arc welding while stressing safety, provide leadership training and motivation, maintain interesting subjects, work with school personnel and provide good public relations to be a well-rounded successful teacher. This was supported by the summary comparisons in Table XVII.
3. That to be considered successful by the selected groups, the vocational agriculture teacher must maintain strong discipline, be active in community and civic affairs, create student success, create a winning FFA chapter and have the reports in on time, which is shown in Table XVIII.

TABLE XVI  
COMPARISON OF MOST IMPORTANT GENERAL AND PERSONAL  
CHARACTERISTICS AS PERCEIVED BY VOCATIONAL  
AGRICULTURE TEACHERS

| Rank | General<br>Characteristics          | Personal<br>Characteristics |
|------|-------------------------------------|-----------------------------|
| 1    | Honesty                             | Honesty                     |
| 2    | Interest in Students                | High Morals                 |
| 3    | Knowledge of Agriculture<br>and FFA | Hard Work                   |
| 4    | Willingness to Work                 | Get Along With People       |
| 5    | Dedication                          | Leadership                  |

TABLE XVII

COMPARISON OF MOST IMPORTANT SKILLS AS PERCEIVED BY THE  
 VOCATIONAL AGRICULTURE TEACHERS BY DUTY AREAS

| Rank | Skills by Area                         |  |                         |   |                             |                                     |
|------|--|--|-------------------------|---|-----------------------------|-------------------------------------|
|      | Classroom                              | SOE                                    | Ag.<br>Mechanics        | FFA   | Adult<br>Education          | School<br>and<br>Community          |
| 1    | Discipline                             | Knowledge of<br>Agriculture<br>and FFA | Arc Welding             | Leadership<br>Training                          | Public<br>Relations         | Public<br>Relations                 |
| 2    | Knowledge of<br>Agriculture<br>and FFA | Knowledge of<br>Animals                | Safety                  | Motivation                                      | Interesting<br>Subject      | Work With<br>School<br>Personnel    |
| 3    | Communication                          | Animal Health<br>Skills                | Teach Shop<br>Skills    | Speaking<br>Ability                             | Get Along<br>With<br>Others | Work With<br>People In<br>Community |
| 4    | Motivation                             | Livestock<br>Selection                 | Oxyacetylene<br>Cutting | Knowledge of<br>Agriculture<br>and FFA          | Organi-<br>zation           | Community<br>Needs                  |
| 5    | Organization                           | Farm Visits                            | Working<br>Knowledge    | Knowledge<br>of Parlia-<br>mentary<br>Procedure | Keeping<br>Them<br>Informed | Involve-<br>ment                    |

TABLE XVIII

COMPARISON OF ACCOMPLISHMENTS CONSIDERED MOST IMPORTANT BY VOCATIONAL AGRICULTURE  
TEACHERS TO BE CONSIDERED SUCCESSFUL BY SELECTED GROUPS

| Rank | Characteristics Important to be Considered Successful by Group |                                       |                       |                                  |                                 |
|------|--|---------------------------------------|-----------------------|----------------------------------|---------------------------------|
|      | Administration   | Community                             | Parents               | Students                         | State Department                |
| 1    | Discipline   | Active in Community and Civic Affairs | Student Success       | Be A Winner                      | Reports on Time                 |
| 2    | Win County Livestock Show                                      | Recognition at Contests               | Win Stock Show        | Interested in Students           | Active FFA                      |
| 3    | Cooperation With Other Teachers                                | Active FFA                            | Show Interest in Kids | Respect for Teacher              | Well-Rounded Program            |
| 4    | Be A Winner  | Win Shows                             | Teach Students        | Knowledge of Agriculture and FFA | Good Rappor With Administration |
| 5    | Keep Administration Happy                                      | Publicity in Newspapers               | Help Students         | Teach New Things                 | Participation                   |

## Recommendations

The following recommendations are offered for consideration by the State Staff, Agriculture Education Department, and teachers themselves.

### Characteristics Necessary to be Considered a Successful Oklahoma Vocational Agriculture Teacher

It is recommended that more time be spent on stressing honesty, dedication, patience, and knowledge in the agricultural education courses in college. That dishonesty be dealt with harshly and dedication praised and awarded by the teachers and State Department. This could possibly take place during winter and summer conference where a positive attitude needs to be stressed instead of a negative attitude.

### Classroom Skills Necessary to be Considered a Successful Oklahoma Vocational Agriculture Teacher

It is recommended that discipline, communication, and motivation be stressed more and more in college and that additional time be devoted on the job by the teacher to knowledge of agriculture and FFA. The Public School System can also help in the discipline, communication, and motivation areas by conducting workshops on the areas on a local level.

SOE Skills Necessary to be Considered  
a Successful Oklahoma Vocational  
Agriculture Teacher

It is recommended that classes and workshops be used to aid the teacher in the areas of knowledge of agriculture, FFA, animals, animal health. Also, the teacher should be encouraged to use local resource people to aid in these areas. Participation in these areas in the field during student teaching should be observed carefully and the areas stressed while student teaching.

Ag. Mechanics Skills Necessary to be  
Considered a Successful Oklahoma  
Vocational Agriculture Teacher

It is recommended that more time be spent encouraging teachers to teach areas like basic arc welding, safety shop skills, and oxyacetylene cutting. These areas should be stressed since they are some of the basics. Teachers taking additional classes to upgrade their skills should be given college or certificate credit. Additional areas could be provided during summer conference.

FFA Skills Necessary to be Considered  
a Successful Oklahoma Vocational  
Agriculture Teacher

It is recommended that continual emphasis be maintained on leadership, motivation, speaking ability, knowledge of

agriculture and FFA, and knowledge of parliamentary procedure at the college level and teachers be encouraged to participate at summer conference, leadership conference, camps, and other similar activities to maintain as high a standard as possible in this area.

Adult Education Skills Necessary to be  
Considered a Successful Oklahoma  
Vocational Agriculture Teacher

That additional help be provided the teacher with public relations and in obtaining interesting subjects. This could be accomplished by the teacher being provided an up-to-date list of possible programs in his locality and being taught public relations skills while enrolled in agriculture education.

School and Community Skills Necessary  
to be Considered a Successful  
Oklahoma Vocational  
Agriculture Teacher

That the teacher provide more public relations about his program and himself, learn to work with school personnel and people in the community, and realize that the community can make or break him. The teacher needs also to realize the better the public relations, the better the support will be for him and his program.



Personal Characteristics Necessary to be  
Considered a Successful Oklahoma  
Vocational Agriculture Teacher

That more encouragement from the Agriculture Education Department and State Department be aimed at instructing the teacher that he is a father-figure, idol-to-some, and model-to-others and that he needs to maintain the highest standards for himself if he expects it in return from his students.

Necessary Accomplishments to be  
Considered Successful by  
Administration

That emphasis be given to discipline--different types and ways to handle--during agriculture education courses using real life situations that they can relate to when they begin their teaching career.

Necessary Accomplishments to be  
Considered Successful by the  
Community

That different types of community involvement be illustrated during college--BOAC, safety, and good public relations are a must in order for the teacher to be successful in the community.

Necessary Accomplishments to be

Considered Successful by

Parents

That college students in agriculture education be shown different problems that can involve parents and possible ways to handle. The teacher needs also to remember that the parents need to be consulted at all possible times and that farm visits and communication between the student, parent, and teacher needs to be stressed.

Necessary Accomplishments to be

Considered Successful by

Students

That the teachers be aware of the need to constantly exhibit interest in individual students which will result in students being winners and maintain respect for the teacher. Teachers should also constantly be updating and increasing their knowledge of agriculture and FFA, so they can teach new things.

Necessary Accomplishments to be

Considered Successful by the

State Department

That well-rounded programs be stressed and recognized. That concise reports be developed not only for the benefit of the teacher but for the State Department.

Time Spent of a Full Calendar Year/That  
Should be Spent of a Full  
Calendar Year

That more time in the areas of Ag. Mechanics and SOE be encouraged for the improvement of these programs. That the State Department look into the fact that teachers do not spend much time (nine percent) on adult education and feel they should spend even less time. Due to the importance of FFA and school and community activities that further research be conducted to find out why teachers indicated that less time be spent in these areas.

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**APPENDIXES**

**APPENDIX A**

**LETTER**



## *Future Farmers of America*

THE NATIONAL ORGANIZATION FOR STUDENTS OF VOCATIONAL AGRICULTURE

MORRISON FFA CHAPTER  
 PHIL BERKENBILE, Advisor  
 Morrison, Oklahoma 73061

May 19, 1982

Dear Fellow Teacher,

During the past few years much discussion has taken place concerning the retention of good, successful teachers in the profession. All of us are aware of the accomplishments and contributions of teachers of Vocational Agriculture in Oklahoma.

We have all talked about what we would like to accomplish in the FFA to be successful, but not one has written it down. I decided to conduct a study to see what teachers think makes a successful teacher and what the characteristics are that influence that success.

The Oklahoma Agriculture teachers have always been 100% in everything they do. They have 100% membership in OVATA, NVATA and AVA. They have been 100% in supporting one another in the field. Now I need a 100% opinion of what makes a Vo Ag teacher successful. Please take a short amount of time right now to give me your opinion and return it in the stamped, self-addressed envelope. If not, I'll try to give you a call in about a week.

Thanks for your 100% support so we can determine 100% what makes a successful Vo Ag teacher.

Your assistance in this study provides a positive idea, from the teachers standpoint, in identifying the main characteristics that make a teacher successful. Your input will be useful to future teachers regarding their decision to become a successful Ag teacher. It will also assist administrators and supervisors in making opportunities and inducements available to keep and maintain successful teachers in the profession.

Thanks for taking time out of your busy schedule to contribute your opinion and feelings as to why teachers remain in the profession.

Sincerely,

Phil Berkenbile, Advisor  
 Morrison FFA

PLB/mm

APPENDIX B

INSTRUMENT



## VOCATIONAL AGRICULTURE TEACHER QUESTIONNAIRE

What do you as an Ag. Teacher consider to be the most important characteristics required to be a successful Vo. Ag. Teacher in Oklahoma? List in order of importance.

1.

2.

3.

In order to be a successful Vo. Ag. Teacher in Oklahoma, what three classroom skills are most needed in order of importance?

1.

2.

3.

In order to be a successful Vo. Ag. Teacher in Oklahoma, what three skills in Supervised Occupational Experience are most needed? List in order of importance

1.

2.

3.

In order to be a successful Vo. Ag. Teacher in Oklahoma, what three skills in Ag. Mechanics are most needed? List in order of importance.

1.

2.

3.

In order to be a successful Vo. Ag. Teacher in Oklahoma, what three skills are most needed in FFA? List in order of importance.

1.

2.

3.

In order to be a successful Vo. Ag. Teacher in Oklahoma, what three skills are most needed in Adult Education? List in order of importance?

1.

2.

3.

In order to be a successful Vo. Ag. Teacher in Oklahoma, what three skills are most needed in School and Community? List in order of importance.

1.

2.

3.

What three personal characteristics are required to be a successful Vo. Ag. Teacher? List in order of importance.

1.

2.

3.

What percent of a full calendar year do you currently spend on each of the following areas?

Supervised experience \_\_\_\_\_  
 Ag. Mechanics \_\_\_\_\_  
 FFA \_\_\_\_\_  
 Adult Education \_\_\_\_\_  
 School & Community \_\_\_\_\_  
 Total \_\_\_\_\_

What percent of a full calendar year do you think you should spend on each of the following areas?

Supervised experience \_\_\_\_\_  
 Ag. Mechanics \_\_\_\_\_  
 FFA \_\_\_\_\_  
 Adult Education \_\_\_\_\_  
 School & Community \_\_\_\_\_  
 Total \_\_\_\_\_

What 3 accomplishments does it take for an Ag. Teacher in Oklahoma to be considered successful by the Administration of the local school? List in order of importance.

1.

2.

3.

What 3 accomplishments does it take for an Ag. Teacher in Oklahoma to be considered successful by the community? List in order of importance.

1.

2.

3.

What 3 accomplishments does it take for an Ag. Teacher in Oklahoma to be considered successful by the parents?

1.

2.

3.

What 3 accomplishments does it take for an Ag. Teacher in Oklahoma to be considered successful by the students involved in the program? List in order of preference.

1.

2.

3.

What 3 accomplishments does it take for an Ag. Teacher in Oklahoma to be considered successful by the State Department of Vo. Ag.? List in order of preference.

1.

2.

3.

## QUESTIONNAIRE

## Teacher Characteristics

Please mark appropriate blank.

Education: ( ) BS ( ) MS ( ) Doctorate

Marital Status: ( ) Married ( ) Single ( ) Divorced

Dependents: ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5

Teaching Career: ( ) 1 year ( ) 5 - 10 years  
 ( ) 2 years ( ) 10 - 15 years  
 ( ) 3 years ( ) 15 - 20 years  
 ( ) 4 years ( ) 20 - 25 years  
 ( ) 5 years ( ) 25 and above

Years in Present School:

( ) 1 year ( ) 5 - 10 years  
 ( ) 2 years ( ) 10 - 15 years  
 ( ) 3 years ( ) 15 - 20 years  
 ( ) 4 years ( ) 20 - 25 years  
 ( ) 5 years ( ) 25 and above

Number of different schools taught in:

( ) 1 ( ) 2 ( ) 3  
 ( ) 4 ( ) 5 ( ) More than 5

VITA<sub>2</sub>

Phillip Lee Berkenbile

Candidate for the Degree of

Master of Science

Thesis: CHARACTERISTICS, ACCOMPLISHMENTS, AND SKILLS OF THE  
SUCCESSFUL OKLAHOMA VOCATIONAL AGRICULTURE TEACHER  
AS PERCEIVED BY THE TEACHERS THEMSELVES

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Torrence, California, March  
12, 1950, son of Melvin and Lucille Berkenbile.

Education: Graduated from Dover High School, Dover,  
Oklahoma, in May, 1968; received the Bachelor of  
Science degree from Oklahoma State University in  
1972, with a major in Agricultural Economics; com-  
pleted requirements for the Master of Science  
degree from Oklahoma State University in July,  
1982, with a major in Agricultural Education.

Professional Experience: Morrison Public School,  
Instructor, 1972 to present.

Leadership Activities: Dean's Honor Roll, Outstanding  
Student Teacher, Collegiate FFA member, member of  
OVATA, NEA, OEA, OVA, and Morrison Education  
Association, Outstanding Young Teacher Runner-up  
1975, Honorary State Farmer.