

HIGH SCHOOL ADMINISTRATORS' PERCEPTIONS  
TOWARD SUPERVISED OCCUPATIONAL  
EXPERIENCE PROGRAMS IN THE  
CENTRAL DISTRICT OF  
OKLAHOMA

By

RODNEY KEITH WILSON

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Thesis Approved:

*Wesley Holley*

Thesis Advisor

*Jack Fritchard*

*Eddy Finley*

*Norman N. Durbin*

Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

For more than seven decades Supervised Occupational Experience Programs (SOEP's) have been conducted to provide vocational agriculture students with the opportunities to gain experience needed for gainful employment in agricultural occupations. These programs, SOE, are conducted along with FFA and classroom and laboratory instruction, to develop the skills needed for the agricultural occupations. The SOEP's are very helpful because they provide "learning by doing" and "hands-on experience" which allow students to practice and perfect the skills obtained in the classroom. There are many factors which contribute to the success of these programs. One very important factor is that students must have both the desire and the opportunity to participate in the program. The opportunities to participate in the SOEP's are provided by the help of the teachers, parents, administrators, employers, and communities. All of these contributing factors are important, with the teacher possibly being the most important factor determining the success of the SOEP's.



### Statement of the Problem

Studies have been completed concerning how teachers and parents of vocational agriculture students perceive the benefits of SOEP's. There has also been research on the attitudes of the students toward the programs. Even though all these studies have been completed, very little information is available about the effect of high school administrators on SOEP's. This study is an attempt to identify the perceptions of administrators and what effect these perceptions have on SOEP's.

### Purpose of the Study

The purpose of this study was to determine the perceptions of central district superintendents and high school principals toward Supervised Occupational Experience Programs and what effect those perceptions have on the programs.

### Objectives of the Study

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

1. To determine the perception of administrators to certain components of a definition of a Supervised Occupational Experience Program.
2. To determine selected characteristics of vocational agriculture departments which may have an effect on SOEP's now in operation.

3. To analyze the educational and occupational benefits of SOEP's as perceived by high school administrators.

4. To determine administrators' perceptions of the necessity of these programs for adequate education in the field(s) of agriculture.

5. To determine the perceived current involvement of students in specific areas of SOEP's by high school administrators.

6. To determine the perceived future involvement of students in specific areas of SOEP's by high school administrators.

#### Scope of the Study

The study was designed to determine the perceptions of high school administrators (superintendents and principals) about Supervised Occupational Experience Programs. The study was conducted in the central district of Oklahoma which consists of 71 vocational agriculture departments and a total of 88 vocational agriculture instructors. There was a total of 142 administrators.

It was assumed that the instrument used for collection of the data would adequately determine the perceptions of the study population regarding Supervised Occupational Experience Programs. The instrument was mailed with a follow up being mailed to ensure an adequate response.

The counties included in the study were: Payne, Logan, Lincoln, Oklahoma, Pottawatomie, Cleveland, McClain, Canadian, Grady, Garvin, Stephens, Murray, Carter, Jefferson, and Love.

#### Definition of Terms

The definitions used are as they apply to this study.

Supervised Occupational Experience Program (SOEP): A SOE consists of practical hands-on learning experiences conducted outside the regular Vo Ag class time. The student may receive compensation for time used developing competencies related to agriculture; however, no earnings are necessary for credit. SOE, in the broad sense, includes those areas carried out by the student outside the Vo Ag classroom. Areas included as Supervised Occupational Experience Programs may include Ag Science, plant and/or soil science, including horticulture and forestry, agribusiness, FFA leadership activities, and/or other agriculture. (SOE committee, 1986)

Vocational Agriculture: An educational program at the high school level providing training for students in production agriculture, agricultural business, and other agriculture related occupations.

Vocational Agriculture Instructor: State certified personnel employed by local school districts to direct programs designed to meet the needs of students desiring occupations in agriculture and to assist in helping adults

of the community in meeting their needs in the areas of agriculture.

Future Farmers of America (FFA): Youth organization for students enrolled in vocational agriculture with the primary purpose of developing leadership, citizenship, and cooperation through participation in its programs and activities on the local, state, and national levels.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

A review of related literature was conducted of Supervised Occupational Experience Programs. An outline of five major topic areas was developed to facilitate organization, clarity, and understanding. The topic areas were:

1. Major types of SOEP's
2. Objectives of SOEP's
3. Characteristics of effective SOEP's
4. Benefits of SOEP's
5. Perceptions of SOEP's

#### Types of SOEP's

The national workshop on supervised occupational experience (SOE) in 1982 established the broad categories of ownership and placement for Supervised Occupational Experience (SOE) programs (Berkey and Sutphin, 1984). These can be farm or non farm related. They can also be broken down into five types. They are:

1. Ownership by the student
2. Work in family owned businesses
3. Placement by an employer

4. School based
5. Improvement and skill development

In today's times ownership by the student is becoming harder, because more students live in cities and the economic times are harder. The ownership programs consist of production projects, group enterprises, and entrepreneurship or small business projects (McCraken, 1984). These programs can be long or short term. The short term projects are usually show projects, while the long term can be animal herds, greenhouses, lawn care, etc.

The second type of SOE is the work by students in a family owned business. These businesses can be farm or non-farm (feed stores, greenhouses, implement dealers, etc.) "SOEP's on the home farm are especially advantageous because they most often get the parents directly involved with the student's work" (Tanner, 1984, p. 18).

The third type of SOE is placement with an employer. Placement or cooperative programs are used to give students supervised experience in areas of agriculture (McCraken, 1984).

Cooperative education is the involvement of students in the real world of work through a cooperative work experience program conducted through the cooperation of local community businesses, farmers, and school personnel (Hamilton, 1984, p. 15).

With more of the vocational agriculture students being from non-farm backgrounds, the placement programs are going to be called on to replace the past ownership programs.

The fourth type of SOE is the school based programs.

These SOEP's take place outside the class time on school owned or operated facilities.

School based SOE can be an important part of SOE for vocational agriculture students who have limited SOE opportunities, who need to develop the additional maturity needed for out-of-school SOE and/or who have handicapping conditions (Berkey and Sutphin, 1984, p. 23).

Supervised Occupational Experience Programs should not be limited to school based programs, because they are simulated experiences rather than real life experiences.

Finally, the fifth type of SOE is the improvement and skill development projects. Many times this type of SOE is used along with the other types. These can be home or farm improvement projects which develop the skills needed in agriculture. It can also be the development of skills (welding, small engine repair, etc.) which could lead to employment for the student after graduation. This type of SOE can be used by students with farm or non-farm backgrounds. The students that live on a farm may build equipment to better their farms, while the non-farm students develop their skills while working on FFA projects or other agriculture related projects (Farrell, 1984).

Production agriculture has been the traditional kind of SOE since the Smith-Hughes Act in 1917 (Smith, 1982). These have been the ownership or placement type programs. Traditionally the students worked on the home farm under the supervision of parents and teachers. These programs provided hands on experience, which enabled the students to gain the skills needed for employment. Today more and more

students, as many as 72 percent, enrolled in vocational agriculture are from non farm backgrounds (Howard and Scanlon, 1984). With this population of students, new kinds of SOEP's need to be implemented in our vocational agriculture programs.

There are many new and inventive ways to get students involved in SOEP's. Many big cities having vocational agriculture have to import agriculture products (food, lumber, etc.). This means SOEP's can be built around the marketing of these products, also these cities have the need for the development and maintenance of parks and recreation areas (Parker, 1984). Lawn care and small engine repair are two more ways students from non farm backgrounds can have SOEP's. Another option these students have is SOEP's through agriculture mechanics. This can be done through ownership, placement, or school based types of SOEP's (Slocombe, 1984). There are many more kinds of SOEP's that could be listed. They can range from animal programs (chickens, turkeys, fish, etc.) to the students working with zoo animals. The most important thing the vocational agriculture teachers must remember is, that with the changing times the agriculture instructors must use resources in his/her community with imagination and innovativeness in planning SOE programs to meet the needs of the students (Slocombe, 1984).



### Objectives of SOEP's

"Most agriculture educators believe that experience is the best teacher" (Morton, 1984, p. 16). The purpose of SOEP's is to assist students in becoming established in his/her chosen occupational field. The Cornerstone of SOE:

What a man hears he may doubt  
What a man sees he may possibly doubt  
What a man does he cannot doubt (White, 1986)

These three statements help to formulate what SOEP's are and what their main objectives are.

The first objective is to provide the students with the experience needed in order to develop the skills needed for employment. Thus, "the end result should be that students possess the skills required to enter their chosen occupation and to be successful" (Barrick and McCracken, 1984, p. 20).

Another objective of the SOEP's is to provide the students with a better understanding of agricultural occupations chosen by the student. This can let the students see if the chosen occupation is the one they would like to pursue upon graduation. If it is the one they choose, then they will learn what is needed to acquire permanent jobs in the chosen field.

The third objective is to allow the student to grow into an occupation. For students with production agriculture programs the objectives can be stated as, allows the students to call something their own and build toward a future in production agriculture.

Finally, the fourth objective of SOEP is to enhance

classroom instruction. The students should be able to apply what they learn in the classroom to their SOEP's. The SOEP's should be conducted along with classroom instruction, agriculture mechanics, record keeping, and FFA. This way the studies and class work become motivating factors for students, because they can see direct benefits through their SOEP's (Farrell, 1984).

After reviewing the literature on objectives of SOEP's, the author has determined the following as being the basic objectives:

1. Provide the experience needed in order to perform tasks required by agriculture occupations.
2. Provide a better understanding of agriculture occupations chosen by the students.
3. Provides the opportunity for a student to grow into an occupation.
4. Provide the student to use what is being learned in the class.

There are other objectives of the SOEP's. Record keeping, competitive spirit and sportsmanship, responsibility or dependability, and meeting people by activities requiring travel were all listed as objectives of SOEP's by Area I vocational agriculture instructors in a study conducted by Hembre (1983). Character building, financial profit, and FFA/vocational agriculture department recognition were all cited as objectives that the individual programs try to meet. The administrators and teachers

should relay these objectives to the students and parents in order to assure that these objectives are understood.

#### Characteristics of Effective SOEP's

There are many different characteristics or factors that make successful SOEP's. These identifiable characteristics should be a part of trying to meet the objectives of the program. The programs should be of high quality. "Quality SOE programs are those that provide the students with the greatest opportunity for success by insuring that the necessary prerequisites are there at the start" (Howard and Scanlon, 1984, p. 20). Students with high quality programs are better prepared for agriculture occupations. However, there are certain characteristics that make up high quality programs. Number one is the teacher.

The teacher has to be enthusiastic about the programs and want the students to be successful. Teachers who have a more positive attitude toward SOEP's have more students involved in their programs (Reneau and Roider, 1985). Teachers have certain things they need to do to provide high quality programs. Some of these are teacher visits, motivating students, getting community help, and others needed in certain situations. "The agriculture department will actively promote SOE programs to students, parents, other educators in the school system, and local community leaders" (Morton, 1984, p. 17).

Administrators also have an important role in the success of the SOEP's. Administrators can help to promote SOEP's by providing the tools and support needed to make the programs successful. Some of these tools include providing the teacher with a vehicle, reimbursing the teacher for expenses, and providing facilities (school farm, greenhouse, etc.). The administrators should be supportive of the program and encourage the students to get involved.

There are other characteristics that should exist in SOEP's. These characteristics can be provided by the teacher with the help of the administrators. They are:

1. Be of sufficient scope and duration to offer the opportunity of practical application.
2. Relate to the students occupational goals.
3. Job satisfaction.
4. Needs to be a challenge.
5. Needs to provide a balance between ownership and placement, includes improvement projects and supplementary skills.
6. Provides opportunities for expansion.
7. Encourages respect of the students, parents, and community.
8. Develops leadership and human relationship skills.
9. Provides experience in keeping and analyzing records.
10. Stresses application of approved agriculture practices.
11. Encourages application for advanced degrees and proficiency awards.
12. Encourages planning on an annual and long term basis.
13. Provide opportunity to earn a profit.
14. Leads to employment after high school.
15. Degree program in an agriculture discipline. (White, 1986)

### Benefits of SOEP's

The benefits of the SOEP's are directly derived from the characteristics. The following is a list of benefits the students get from the programs:

1. Develop occupational skills.
2. Gain experience in money management.
3. Make classroom and laboratory instruction relevant.
4. Solve real agriculture problems.
5. Gain experience in decision making.
6. Develop plans for career and personal life.
7. Develop human relations skills.
8. Develop record keeping skills.

Developing the technical leadership skills of the student should be the primary goals of those businesses and industries involved with SOE programs. Secondary development would be the areas of social and financial skills (Leuenberger, 1984, p. 9).

All of these benefits help the students to grow into adults. They gain the skills and qualities needed to become worthwhile adults and be able to contribute to society.

"Students with Supervised Experience Programs apparently gained significantly more practical knowledge than those without projects" (Long, 1984, p. 16). This statement is very important, because if the students gain knowledge in these areas they can become leaders of the future.

It is also important that the benefits are recognized. The students need to know what they will receive. The parents need to know the benefits, so they will be willing to help their children with the programs. A study completed in Iowa in 1978 showed that parents of vocational agriculture students recognize the educational and

occupational benefits derived from SOE programs and will usually support the programs if they can see the benefits (Rawls, 1978).

The author recognizes that the students are not the only ones who benefit from the programs. The teachers benefit by achieving major program objectives, promoting parental involvement, developing good public relations, developing a strong FFA program, etc. Along with the students and the teachers, the employers and the communities benefit. The programs benefit the employers, because they provide experienced and trained employees able to work with others, keep youth in the community, and assist schools in improving and updating education. The benefits for the communities are developing wage earning capabilities of youth, developing occupational competencies needed to meet industrial needs, and providing leadership to carry out community activities. All of these benefits are important and make the total vocational agriculture program better.

Cooperative efforts from students, parents, instructors, employers and communities can lead to SOEP's that develop career occupations, agriculture competencies, and the human relations and leadership skills needed to fulfill occupational and social responsibilities and make good business decisions (Wilson, 1984, p. 8).

#### Perceptions of SOEP's

There have been research papers completed to reflect the perceptions of teachers, parents, and students toward SOEP's. These studies show the importance of SOEP's, and

the greater the perceptions, the greater the participation in SOEP's. The teachers' perceptions are probably the most important, because of the direct effect teachers have on the programs.

The more instruction provided by the vocational agriculture teacher on SOEP's, the greater the positive effect on the students perceptions and participation in the programs (Slocombe, 1975). A study of all vocational agriculture teachers in the United States showed that the higher the attitudes and perceptions of teachers toward SOEP's, the greater the number of students in their vocational agriculture programs (Reanau and Roider, 1986). The teachers definitely have an important role toward the SOEP's. Their perceptions are very important, especially their perceptions as to what role they play in the program, and what assistance they should provide to the students. A study conducted in Oklahoma showed teachers' perceptions of assistance they do provide, and the assistance they feel they should provide. Most of the teachers perceived they provide or should provide large or moderate amounts in each of 23 categories (Smith, 1982).

The perceptions of the students, employers, and parents are also important to a well rounded program. As mentioned earlier, students perceptions can be increased by the instruction and by the teacher. The number of students involved in SOEP's has an effect on the perceptions of SOEP's (Slocombe, 1985). The employers' perceptions are

important. If the employers don't have high perceptions of the programs, then the programs will not be successful. Employers believe agribusiness employment experience helps provide students with the abilities or related abilities in a business field (Fletcher, Williams, and Miller, 1985). Parents also have an important perception. The parents need to see the programs as important and beneficial. A study completed in Iowa showed parents perceived their children as receiving benefits from the programs (Rawls, 1982).

All of the people involved need to perceive the benefits of the SOEP's. This can help to insure adequate participation. They also need to have the perception of what role they play and how they can best make the SOEP successful.

#### Summary

Since the national workshop on Supervised Occupational Experience Programs in 1982, there have been two major types of SOEP's: ownership and placement. These two major types can be broken down into five different kinds: ownership by the students, work in family owned business, placement by an employer, school based, and improvement and skill development.

Every year more of the students in the vocational agriculture programs are from non-farm backgrounds. This means that the agriculture instructors are called on to develop new ways to get students involved in SOEP's. These new and inventive ways still allow the students to gain



experience in agriculture related occupations. These can be as different as the students themselves.

The main purpose of the SOEP is to assist students in becoming established in his/her chosen occupational field. There are four major objectives of the Supervised Occupational Experience Program. These are:

1. Provide the experience needed in order to perform tasks required by agricultural occupations.
2. Provide a better understanding of agricultural occupations chosen by the students.
3. Provides the opportunity for a student to grow into an occupation.
4. Provide the student an opportunity to use what is being learned in the classroom.

Along with these objectives there are other objectives that should be considered when developing the programs.

The programs should be of high quality to better prepare the students for employment. There are many factors that go into making the SOEP's high quality. The teacher, administrators, and school system are very important factors. Other characteristics that make the SOEP's high quality are the community and the employers involved in the placement type programs.

The benefits of the SOEP's are something that should be recognized by all parties involved. There are benefits for students, teachers, employers, and communities. All of these combine to make a well rounded vocational agriculture program, that can be recognized as important and beneficial to all involved.

The review of literature was conducted to better

familiarize the author with the total aspect of the SOEP's. The literature on SOEP's was plentiful, except for how administrators were involved with the programs and what their perceptions were concerning these programs. The purpose of this paper was to determine the perceptions of high school administrators toward SOEP's and what effect the perceptions have on the programs.

## CHAPTER III

### PROCEDURES

The primary purpose of the study was to determine the perceptions of central district superintendents and high school principals toward Supervised Occupational Experience Programs and what effect the perceptions have on the programs.

The methodology used was selected to meet the purpose and objectives of the study.

#### The Study Population

The population of this study included all high school administrators (superintendents and principals) in the central district of Oklahoma that have vocational agriculture departments in their schools. The population consisted of 71 schools or 142 administrators. The instrument was distributed during the 1986-1987 school year.

#### Development of the Instrument

A written questionnaire was determined to be the most appropriate method for data collection. The questions were designed and grouped to fulfill the objectives of the study. Areas of information to be collected were determined through

a review of related literature and the current needs of the Agricultural Education staff at Oklahoma State University and the Central District Supervisors at the State Department of Vocational Agriculture. The types of questions included 'yes' or 'no', Likert-type scales, a few open-ended responses, and ranking questions. The questionnaire was mailed to the population with a follow up being mailed to insure an adequate response.

#### Analysis of Data

Responses to 'yes' or 'no', ranking type questions were described according to the number and percentage of administrators making the same response to that particular question. Responses to questions involving Likert-type scale were assigned a numerical value from one to seven. The ranking questions were figured with means and overall ranking of each category. Reporting of the open-ended questions were described in chapter four and the APPENDIX by grouping similar responses.

Descriptive statistics were used since it was attempted to survey the entire population. Percentage, mean, and standard deviation were calculated. The definitions used were derived from Jaccard, 1983.

##### 1. Percentage (%)

$$\frac{\text{number of similar observations}}{\text{number observed for that question}}$$

2. Mean ( $\bar{x}$ )

sum of assigned numerical  
responses of each category  
total number of responses  
to that particular question

## 3. Standard Deviation

$$\sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

Where  $x$  = value of individual observation

$\bar{x}$  = mean for that question

$N$  = number of responses for that question

$\Sigma$  = sum of

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

The purpose of the study was to determine the perceptions of central district superintendents and high school principals toward Supervised Occupational Experience Programs and what effect their perceptions have on the program.

The objective of this chapter is to describe the data which was collected in order to accomplish the purpose of the study.

It was attempted to survey 142 administrators (superintendents and principals) in the central district of Oklahoma. Two questionnaires were sent to 71 schools, one questionnaire for the superintendent and one for the principal. The questionnaires were sent twice to each school. The first time 55 questionnaires were returned. The second time another 18 questionnaires were returned, making a total of 73 completed questionnaires, or 51 percent.

To help in the reading and the understanding of the information in this chapter, the data was grouped and

arranged in accordance with the study objectives and the questionnaire.

The statistics reported included the number of administrators responding identically to a question (N), the percentage (%), and in some cases the mean and standard deviation.

#### Definition of SOEP

The first part of the questionnaire was used to get a feeling of the administrators' perceptions as to what SOEPs are. Administrators were asked to give their perceptions as to a given definition of SOEP. The responses can be seen in TABLE I. The definition was divided in three parts, with each part being ranked separately as to the degree of agreement by administrators.

The definition used in the questionnaire was (A) an SOEP may be considered a multipurpose enterprise or activity conducted outside the regular classroom by vocational agriculture students and supervised by agriculture instructors, (B) it is used primarily to enhance the students' application for and the learning of modern agriculture, and (C) it is also used to help prepare the students for agriculture or agriculture related vocations.

The administrators who responded to the questionnaire agreed, for the most part, with each of the statements underlined and bold faced in the definition. The portion of the question designated as Part A in Table I, conducted

TABLE I

CENTRAL DISTRICT OF OKALHOMA ADMINISTRATOR'S AGREEMENT WITH  
 SPECIFIC COMPONENTS OF A DEFINITION OF SUPERVISED  
 OCCUPATIONAL EXPERIENCE PROGRAMS

A. An SOEP may be considered a multipurpose enterprise or activity conducted outside the regular classroom by vocational agriculture students by agriculture instructors.

Strongly Agree								Strongly Disagree					
N	%	N	%	N	%	N	%	N	%	N	%		
23	32	17	23	15	21	9	12	7	10	2	2	0	0

B. It is used primarily to enhance the students' application for and the learning of modern agriculture.

Strongly Agree								Strongly Disagree					
N	%	N	%	N	%	N	%	N	%	N	%		
16	22	17	23	22	30	11	15	3	4	4	6	0	0

C. It is also used to help prepare the students for agriculture or agriculture related vocations.

Strongly Agree								Strongly Disagree					
N	%	N	%	N	%	N	%	N	%	N	%		
19	26	14	19	17	23	11	15	7	10	4	6	1	1



outside the regular classroom, 76% of the administrators agreed with the definition statement. Nine or 12% disagreed with the statement. It should also be noted that 32% or 23 administrators marked the highest level of agreement which could be indicated on the questionnaire.

Part B, primarily to enhance the students' application for and the learning of modern agriculture, of the SOEP definition statement illustrates 75% of the administrators agreed with the statement. Fifteen percent had no opinion and 10% disagreed with the statement.

The remaining portion of the definition, Part C, prepare the students, had 68% of the administrators in agreement and 26% of those in agreement marked the highest degree of agreement to the statement. It should also be noted that this statement generated the highest percentage, 17%, of disagreement with the statement.

#### General Information About School and School District

Most of the vocational agriculture departments in the central district of Oklahoma were in smaller communities. The greatest number of responses fell under the category of 2501-5000 community population, which was 33 percent of the responses. This was followed closely by the group <1000, which had 22 responses, or 30 percent. The third greatest number of responses, 12 or 16 percent, came under the group of 1000-2500 community population. These three groups

accounted for 79 percent of the responses, which means more than three-fourths of the departments are located in communities of under 5000 total population. The responses to the community populations can be seen in TABLE II.

TABLE III shows the number of students and vocational agriculture teachers in each department.

The greatest number of responses as to the number of students was in the range of 41-60 students. There were 23 responses, which is 32 percent of the total responses. This was followed closely by the 61-80 range of students. There were 19 responses or 28 percent in this range. The third greatest responses were in the range of 21-40 students. These three groups which range from 21-80 students account for 85 percent of the responses.

There were only three different responses in the number of vocational agriculture instructors in the schools. The greatest number of responses was for one vocational agriculture teacher. Out of 73 total responses, 62 were one agriculture teacher. This is 85 percent of the schools in the central district. The two vocational agriculture teacher group made up another 14 percent, and the three agriculture teacher group had one response.

#### SOEP a Requirement

The administrators were asked to respond to a yes or no question regarding whether or not SOEP's were required. No was responded to more often with 45 responses or 62 percent.

TABLE II  
ADMINISTRATOR'S ESTIMATED POPULATIONS OF SCHOOL  
DISTRICTS IN THE CENTRAL DISTRICT  
OF OKLAHOMA

Population	N	Percent
<1,000	22	30
1,000-2,500	12	16
2,501-5,000	24	33
5,001-10,000	2	3
10,001-20,000	2	3
20,001-30,000	4	6
30,001-50,000	3	4
>50,000	3	4
No Response	1	1
Total	73	100

TABLE III  
 NUMBER OF STUDENTS AND VO AG INSTRUCTORS  
 IN THE CENTRAL DISTRICT  
 OF OKLAHOMA

A. Number of Students	N	Percent
1-20	1	1
21-40	19	26
41-60	23	32
61-80	20	27
81-100	3	4
>100	7	10
B. Number of Vo Ag Instructors		
1	62	85
2	10	14
3	1	1
4	0	0
>5	0	0

The administrators who answered no were also asked to estimate the number of students involved in SOEP's. Both of these questions can be seen in TABLE IV. The greatest percent of students involved in SOEP's not being required was 0-10 percent. There were 21 responses or 47 percent. The remaining responses were spread through the other categories.

#### SOEP Departmental Characteristics

The administrators were asked to estimate the number of vocational agriculture students living in town. The responses can be seen in TABLE V. The 0-10 percent category received the most number of responses, 15 of the administrators referring to this category. The other categories, except for the 81-90 and the 91-100 categories, were very close in the number of responses.

The administrators were also asked to estimate the number of students not having adequate facilities at home for an SOEP. These responses can be seen in TABLE VI. The percent of students not having adequate facilities at home was generally low. The largest number of responses came under the group of 11-20 percent of students not having adequate facilities. Only 19 percent of the responses said that 50 or more percent of their students did not have adequate facilities at home.

TABLE VI also shows whether or not the schools provide

TABLE IV

THE ADMINISTRATORS' PERCEPTIONS AS TO THOSE  
SCHOOLS REQUIRING SOEP'S FOR STUDENTS  
ENROLLED IN VOCATIONAL AGRICULTURE

---

A. Is SOEP a requirement?

Yes		No	
N	%	N	%
28	38	45	62

B. If SOEP is not required, the percent of students  
involved in the program.

Percent	N	%	Percent	N	%
0-10	21	47	51-60	3	7
11-20	2	4	61-70	2	4
21-30	2	4	71-80	4	9
31-40	1	2	81-90	4	9
41-50	5	12	91-100	1	2

---

TABLE V  
THE PERCENT OF VO AG STUDENTS  
LIVING IN TOWN

Percent of Students	N	Percent
0-10	15	21
11-20	9	12
21-30	11	15
31-40	9	12
41-50	8	11
51-60	7	10
61-70	7	10
71-80	5	7
81-90	0	0
91-100	1	1
No Response	1	1

facilities for the students who do not have adequate facilities for SOE programs.

In order to find out what the schools provided for the agriculture teachers, to supervise the SOE programs, the administrators were asked two questions. The responses can be seen in TABLE VII.

The first question was does the school provide the agriculture teacher with a vehicle or compensate him for using his own? This was a yes or no question. Out of 73 total responses, 71 of the schools did provide the agriculture teacher a vehicle; this is 97 percent. There were no responses that said no. The other 3 percent were non-responses.

The second question asked to the administrators about what the schools provide was does the school provide the agriculture teacher visitation time during the day to supervise the SOE programs? Almost all of the responses were yes; 99 percent. One administrator said his school did not provide the agriculture teacher visitation time during the day.

#### SOE Program Objectives

TABLE VIII shows the ranking of selected SOE program objectives. The administrators were asked to rank in order from 1-8 selected objectives. Out of the 73 total responses, 65 were completed correctly. Enhanced classroom instruction had the number one overall ranking, with a mean



TABLE VI

PERCENT OF STUDENTS NOT HAVING ADEQUATE  
FACILITIES AT HOME TO HAVE AN SOEP AND  
DOES THE SCHOOL PROVIDE FACILITIES  
FOR THESE STUDENTS

---

A. Students not having adequate facilities.

Percent	N	%	Percent	N	%
0-10	10	14	51-60	3	4
11-20	17	23	61-70	6	8
21-30	12	16	71-80	3	4
31-40	10	14	81-90	2	3
41-50	8	11	91-100	0	0
			No Response	2	3

B. Does the school provide facilities for these students?

Yes		No	
N	%	N	%
42	58	31	42

---

TABLE VII  
 SCHOOL PROVIDED VEHICLE AND VISITATION TIME  
 TO VO AG TEACHERS FOR  
 SUPERVISING SOEP'S

A. Does the school provide the ag teacher with a vehicle (or compensate him for using his own) for the supervision of SOEP's?

Yes		No		No Response	
N	%	N	%	N	%
71	97	0	0	2	3

B. Does the school provide visitation time during the day for ag teachers to supervise SOEP's?

Yes		No	
N	%	N	%
72	99	1	1

TABLE VIII

ADMINISTRATORS' RANKING OF THE IMPORTANCE  
OF SELECTED SOE PROGRAM OBJECTIVES

Objective	1		2		3		4		5		6		7		8		Mean	Rank
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Enhance class- room instruc- tion	37	57	8	12	11	17	6	9	3	5	0	0	0	0	0	0	1.92	1
Management skills	4	7	23	35	23	35	12	17	1	2	1	2	1	2	0	0	2.85	2
Character building	14	22	22	34	9	14	7	10	5	8	7	10	1	2	0	0	2.88	3
Provide link between Vo Ag and FFA	3	5	8	12	6	9	15	23	17	25	12	17	4	6	2	3	4.58	4
Establishment in farming and agribusiness	4	6	2	3	11	17	7	10	10	16	15	23	14	21	4	6	5.22	5

TABLE VIII (Continued)

Objective	1		2		3		4		5		6		7		8		Mean	Rank
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
FFA/VO AG de- partment re- cognition	2	3	3	5	2	3	6	9	15	23	17	25	18	29	2	3	5.34	6
Financial profit	1	2	0	0	4	6	10	15	11	17	11	17	23	35	5	8	5.76	7
Other	0	0	1	1	1	1	2	3	3	4	2	3	5	8	52	80	7.55	8

value of 1.92. The second and third place overall rankings went to management skills and character building. These two objectives were very close with management skills having a mean value of 2.85, and character building having a mean value of 2.88.

The next four places show significant differences from the first three. With the administrators responding to provide link between Vo Ag and FFA, 4.58; establishment in farming and agribusiness, 5.22; FFA/Vo Ag department recognition, 5.34; and financial profit, 5.76, respectively.

Write-in responses by the administrators were student responsibility, 10 administrators; self discipline, one administrators; total benefit of the students, one administrator; and closer association between parents and students, one administrator.

#### Current and Future Involvement of Students in Specific Areas of SOEP's

The administrators were asked to rank in order from 1-8 specific areas of SOEPs that students are involved in currently, and what the administrators feel the students should be involved in, in the future. Out of the 73 total responses, 47 of the administrators completed the current part, and 44 of the administrators completed the future part.

TABLE IX shows the responses of the administrators toward the current involvement of students in specific areas of SOE programs. The number one ranking was that of market show animals, with 27 first place votes and a mean ranking of 2.36. The second, third, and fourth place rankings were production show animals, 2.74; ag mechanics, 3.64; and commercial animal operation, 3.81, respectively.

There were a few write-ins. They were wood shop, one administrator; horticulture, gardening, two administrators; and speeches, three administrators.

The number one future involvement by students, as perceived by administrators, is a production show animal. The production show animal group had a mean value of 3.34. This was followed closely by the 2nd most responded to the group of commercial animal operation with a mean value of 3.36. The third, fourth, and fifth place groups of market show animal, 3.50; ag mechanics, 3.75; and agribusiness, 3.91 were not very far behind the first two as seen by the mean values. This can be seen in TABLE X.

Write-ins for the future involvement were woodshop, once; horticulture and gardening, 4 times; and speeches, twice.

In looking at the difference between the responses to the current and the future it can be seen that the first few rankings are changed. More importantly, the mean values in the future group are much closer together indicating that in

TABLE IX  
CURRENT INVOLVEMENT OF STUDENTS IN  
SPECIFIC AREAS OF SOEP'S

Objective	1		2		3		4		5		6		7		8		Mean	Rank
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Market show animal	27	58	8	17	4	9	1	2	2	4	0	0	2	4	3	6	2.36	1
Production show animal	11	24	19	40	4	9	4	9	3	6	5	11	1	2	0	0	2.74	2
Ag mechanics	1	2	8	17	18	39	8	17	7	15	2	4	3	6	0	0	3.64	3
Commercial cattle operation	4	9	5	11	14	30	11	22	6	13	1	2	5	11	1	2	3.81	4
Agri-business	3	6	4	9	0	0	11	23	9	19	15	32	5	11	0	0	4.79	5
Crop project	1	2	0	0	3	6	10	21	14	30	15	32	4	9	0	0	5.06	6
Non-traditional	0	0	3	6	2	4	1	2	5	11	8	17	26	56	2	4	6.11	7
Other	0	0	0	0	2	4	1	2	2	4	0	0	1	2	41	88	7.55	8

TABLE X  
 FUTURE INVOLVEMENT OF STUDENTS IN  
 SPECIFIC AREAS OF SOEP'S

Objective	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	8 N %	Mean	Rank
Production show animal	10 23	9 19	4 9	7 16	6 15	7 16	1 2	0 0	3.34	1
Commercial animal operation	12 27	5 11	10 24	3 7	7 16	1 2	5 11	1 2	3.36	2
Market show animal	13 30	7 16	5 11	4 9	4 9	4 9	4 9	3 7	3.50	3
Ag mechanics	1 2	10 24	8 18	13 29	7 16	2 4	3 7	0 0	3.75	4
Agri- busniss	7 16	7 16	3 7	7 16	8 18	10 23	2 4	0 0	3.91	5
Crop project	1 2	1 2	7 16	9 20	6 15	15 34	5 11	0 0	4.89	6
Non-traditional	0 0	5 11	5 11	1 2	5 11	5 11	20 47	3 7	5.64	7
Other	0 0	0 0	2 4	0 0	1 2	0 0	4 9	37 85	7.61	8



the future more students will have to be involved in more than just a few areas of SOE programs.

To further understand the administrators' perceptions of SOE programs they were asked to give a short answer to why they ranked their number one and number two rankings in the future involvement. The researcher attempted to summarize these responses by grouping the responses with similar reasons for the same ranking.

The number one ranking as stated earlier was that of a production show animal project. The main reason the administrators replied to this specific area was that the students want to be involved in shows, and the production show animal allows this, along with being able to build their own herd. It also allows students to learn herd management skills, record keeping, and the opportunity to make a profit and manage money.

The number two ranking was that of a commercial animal operation. The reasons the administrators ranked it 1st and 2nd; first, allowed a greater opportunity for a profit; second, taught the students more about management; and third, could easily be carried on after high school. The administrators ranking the commercial animal operation 1st or 2nd felt the students could get a better understanding of agriculture, rather than if they were just showing projects.

The third highest ranking was given to that of a market show animal. This group actually had more number one rankings than the others, but the mean value was lower. The

main reason the administrators listed market show animals as number one was that of student interest. Some other responses were that it didn't take as much ground to have a market show animal. It also allowed the students to gain responsibility and management skills.

Agribusiness was ranked 5th overall, but it did have seven first place votes and seven second place votes. The reasons for these votes were greater number of students living in town, greater career opportunities, and the need for a change away from the emphasis on the shows.

#### Set Guidelines for SOEPs

The administrators were asked whether or not SOEP's should have set guidelines to be followed by all schools. The responses can be seen in TABLE XI. No was the most favorable response accounting for 57 percent of the total responses.

TABLE XI

SHOULD SOEP'S HAVE SET GUIDELINES TO BE  
FOLLOWED BY ALL SCHOOLS

---

Yes		No		No Response	
N	%	N	%	N	%
26	38	39	57	3	5

---

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study problem and setting, the design and conduct of the study, and the major findings. Also presented are conclusions and recommendations which are based on the analysis of data collected.

#### Summary of the Study

##### Purpose of the Study

The primary purpose of the study is to determine the perceptions of central district high school administrators toward Supervised Occupational Experience Programs and what effect the perceptions have on the program.

##### Specific Objectives of the Study

In order to accomplish the purpose of this study the following objectives were developed:

1. To determine the perception of administrators to certain components of a definition of Supervised Occupational Experience Programs.
2. To determine selected characteristics of vocational

agriculture departments which may have an effect on SOEP's now in operation.

3. To analyze the educational and occupational benefits of SOEP's as perceived by high school administrators.

4. To determine administrators' perceptions of the necessity of these programs for adequate education in the field(s) of agriculture.

5. To determine the perceived current involvement of students in specific areas of SOEP's by high school administrators.

6. To determine the perceived future involvement of students in specific areas of SOEP's by high school administrators.

#### Study Problem

Many articles, papers, and theses have been written on SOE programs. Out of all that this researcher examined, not any pertained to the administrators. It is felt that the administrators can play an important role in the programs.

#### Design and Conduct of the Study

Following the determination for the need of the study and a review of literature, the major tasks in the design of the study were the determination of the study population, development of the instrument and means for

distribution, collection of the data, and analysis of the findings.

The population of the study was 142 administrators (superintendents and principals) in the central district of Oklahoma during the school year of 1986-1987. The questionnaire was administered by sending two questionnaires to each of 71 schools in the central district. A follow-up letter was also sent to gain a better response. A total of 51 percent of the questionnaires were returned.

Areas of information to be collected were determined through a review of related literature and the current needs of the Agricultural Education staff at Oklahoma State University and the Central District Supervisors at the State Department of Vocational Agriculture.

After collecting the data, they were analyzed using descriptive statistics and put in Chapter IV with a detailed discussion about the data. The data was also put in tables in Chapter IV.

#### Definition of Supervised Occupational Experience Programs

The administrators agreed with the three part definition of Supervised Occupational Experience Programs being (1) conducted outside the regular classroom, (2) application for and the learning of modern agriculture,

(3) to prepare the students for agriculture or agriculture-related vocations.

General Information About Schools  
and School Districts

Seventy-nine percent of the schools in the central district of Oklahoma are located in communities with less than 5,000 total population. Of the total responses, 33 percent came between the population group of 2501-5000 community total.

Since these communities are small, the number of students in most cases was small. Eighty-five percent of the responses reported they had between 21-80 students.

The number of vocational agriculture teachers in each department was predominantly one. Eighty-five percent of the schools have one ag teacher, 14 percent have two ag teachers, and 1 percent has three ag teachers.

SOEP a Requirement

No was the most favorable response, with 62 percent of the responses reporting that Supervised Occupational Experience Programs were not required.

The administrators that answered no were also asked to estimate the students involved in SOE programs. The 0-10 percent group received the most responses with 47 percent of the administrators reporting that only 0-10 percent of their students were involved in SOE programs.

### SOEP Departmental Characteristics

The most common number of responses for students living in town was that of 0-10 percent.

The administrators were also asked to estimate the number of students not having adequate facilities at home to have an SOE program. The most often referred to group was that of 11-20 percent of the students.

Fifty-eight percent of the administrators said yes the school did provide facilities for the students who need them for an SOE program.

Ninety-seven percent of the total responses indicated that the schools provided the Vo Ag teacher with a vehicle to supervise the programs, while 99 percent of the total administrators responding replied the school provided visitation time during the day for the Vo Ag teacher to supervise the SOE programs.

### SOE Program Objectives

The administrators were asked to rank in order from 1-8 selected program objectives. Enhance classroom instruction had the number one overall ranking with management skills being second and character building third.



### Current and Future Involvement of Students in Specific Areas of SOEP's

The administrators were asked to rank from 1-8 the involvement of students in specific areas of SOE programs.

The current involvement, as perceived by administrators, indicated that most students were involved with show animals either (1) market show animals or (2) production show animals. The 3rd and 4th rankings went to agriculture mechanics and commercial animal operations, respectively.

The future involvement of students changed the ranking to (1) production show animal, (2) commercial animal operation, and (3) market show animal.

### Set Guidelines for SOEP's

The administrators were asked whether or not SOEP's should have set guidelines to be followed by all schools. No was the most favored response with 57 percent of the total responses.

### Open-Ended Responses

The administrators were asked to briefly describe their perceptions of SOE programs. A summary of their responses can be seen in the Appendix. The most common responses were favorable toward the Supervised Occupational Experience Programs.

## Conclusions

1. The majority of administrators agreed with the three part definition of Supervised Occupational Experience Programs
2. Most of the schools in the central district of Oklahoma are located in small communities and have a relatively smaller number of vocational agriculture students. In addition most vocational agriculture departments are comprised of one ag teacher.
3. A large majority of administrators said that SOEP's were not required in their Vo Ag department, and that only 0-10 percent of their students were involved in SOE programs.
4. Since most of the communities are small, the administrators responded that 0-10 percent of their Vo Ag students live in town and 11-20 percent of the students did not have adequate facilities at home to have SOE programs. More than half of the administrators said the school did provide facilities to the students who needed them.
5. Almost all of the schools provided the ag teacher with a vehicle and visitation time for the supervision of SOEP's.
6. Administrators felt that the major objectives of the SOEP should be ranked.
  - 1) Enhance classroom instruction
  - 2) Management skills
  - 3) Character building

- 4) Provide link between Vo Ag and FFA
- 5) Establishment in farming and agribusiness
- 6) FFA/Vo Ag department recognition
- 7) Financial profit
- 8) Other

7. The administrators felt the current involvement of students should be ranked.

- 1) Market show animal
- 2) Production show animal
- 3) Agriculture mechanics
- 4) Commercial animal operation
- 5) Agriculture business
- 6) Crop project
- 7) Non-traditional
- 8) Other

8. The administrators felt the future involvement of students should be ranked.

- 1) Production show animal
- 2) Commercial animal operation
- 3) Market show animal
- 4) Agriculture mechanics
- 5) Agriculture business
- 6) Crop project
- 7) Non-traditional
- 8) Other

9) The majority of administrators felt that the SOEP's should not have set guidelines to be followed by all schools.

#### Recommendations

After completing this study the following recommendations are made:

1. The vocational agriculture teachers in the Central District should work with and inform the administrators more about the Supervised Occupational Experience Program.

2. That changes should be made because of the growing number of students living in town, and vocational agriculture teachers should look at alternative SOE programs.

3. That vo ag teachers should require all students to have SOEP's. In addition, it is further recommended that administrators be kept informed concerning the policy and procedure manuals requirement for SOEP's.

4. That Vo Ag teachers and administrators should work to provide school facilities for students to have SOEP's.

5. Schools be given flexibility in establishing guidelines for SOE programs and that general requirements not be mandated for all schools.

#### Recommendations for Further Research Regarding Supervised Occupational Experience Programs

It is recommended that further research be conducted to determine:

1. How the Vocational Agriculture teachers involve the administrators in the Supervised Occupational Experience Program.

2. Determination of what changes need to be made in the present Supervised Occupational Experience Programs.

3. What assistance is needed by the students in conducting their Supervised Experience Program either by the Vo Ag teachers, parents, administrators, etc. or all of these.

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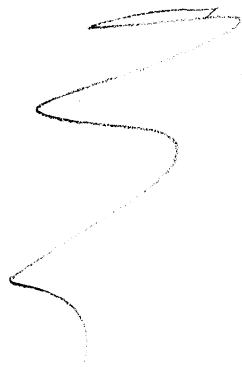
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APPENDIX



Summary of Open Ended Question Comments by  
Administrators Toward Supervised  
Occupational Experience  
Programs

Briefly describe your perceptions and attitudes toward SOE programs in the Vocational Agriculture Department of your school.

Support for SOEP's

<u>Comments</u>	<u>Responses</u>
Very important part of total program	25
Important extension to classroom	6
Valuable hands on experience	5
Keeps students in school	3

Criticism of SOEP's

<u>Comments</u>	<u>Responses</u>
Too much emphasis on shows	4
Too costly	2
Too time consuming	1
Very poor	1
Should be eliminated	1

General thoughts of SOEP's

<u>Comments</u>	<u>Responses</u>
Needs a change	5

Public School Administrators' Perceptions  
Toward Supervised Occupational  
Education Programs in the  
Central District of  
Oklahoma

1. Indicate the degree of agreement you have regarding the various components of the following definition of a supervised occupational experience program.

Check or circle the number which best describes your degree of agreement.

Rank only the areas which are underlined and bold printed.

An SOEP may be considered a multipurpose enterprise or activity conducted outside the regular classroom by vocational agriculture students and supervised by agriculture instructors.

STRONGLY AGREE						STRONGLY DISAGREE
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

It is used primarily to enhance the students' application for and the learning of modern agriculture.

STRONGLY AGREE						STRONGLY DISAGREE
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

It is also used to help prepare the students for agriculture or agriculture related vocations.

STRONGLY AGREE						STRONGLY DISAGREE
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

2. Please estimate the total population of your school district.

___ < 1,000	___ 5,001-10,000	___ 30,001-50,000
___ 1,000-2,500	___ 10,001-20,000	___ > 50,000
___ 2,501-5,000	___ 20,001-30,000	

3. How many students were enrolled in Vocational Agriculture in your school this year?

___ 1-20	___ 41-60	___ 81-100
___ 21-40	___ 61-80	___ > 100

(over)

4. How many Vocational Agriculture teachers are in your school?

\_\_\_ 1            \_\_\_ 3    \_\_\_ > 5  
 \_\_\_ 2            \_\_\_ 4

5. Is a Supervised Occupational Experience Program (SOEP) a requirement for students enrolled in Vocational Agriculture in your school?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. If an SOEP is not required, estimate the approximate percentage of students who are currently in an SOE program.

\_\_\_ 0-10%    \_\_\_ 31-40%    \_\_\_ 61-70%    \_\_\_ 91-100%  
 \_\_\_ 11-20%    \_\_\_ 41-50%    \_\_\_ 71-80%  
 \_\_\_ 21-30%    \_\_\_ 51-60%    \_\_\_ 81-90%

7. What percent of Vo. Ag. students live in town?

\_\_\_ 0-10%    \_\_\_ 31-40%    \_\_\_ 61-70%    \_\_\_ 91-100%  
 \_\_\_ 11-20%    \_\_\_ 41-50%    \_\_\_ 71-80%  
 \_\_\_ 21-30%    \_\_\_ 51-60%    \_\_\_ 81-90%

8. What percent of Vo. Ag. students do not have adequate facilities at home to have a SOEP?

\_\_\_ 0-10%    \_\_\_ 31-40%    \_\_\_ 61-70%    \_\_\_ 91-100%  
 \_\_\_ 11-20%    \_\_\_ 41-50%    \_\_\_ 71-80%  
 \_\_\_ 21-30%    \_\_\_ 51-60%    \_\_\_ 81-90%

9. Does the school provide facilities for these students' SOEP's?

Yes \_\_\_\_\_ No \_\_\_\_\_

10. Does the school provide the ag teacher with a vehicle (or compensate them for using theirs) for the supervision of SOEP's?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. Does the school provide visitation time during the day for ag teachers to supervise SOEP's?

Yes \_\_\_\_\_ No \_\_\_\_\_

12. Rank the following SOE program objectives 1 to 8 (number 1 being most important and number 8 being the least important) as to your perception of their importance to the SOE program.

- Enhance classroom instruction (hands on experience).
- Provide link between Vo. Ag. and FFA.
- Financial profit.
- Character building.
- Management skills.
- FFA/Vo. Ag. Department recognition.
- Establishment in farming/agribusiness.
- Other (specify) \_\_\_\_\_

13. Based on your perception of the SOE program, in your local vocational agriculture department, please rank all the following items as to the current direction of the program as well as the direction you feel the program should be taking.

Rank 1-8; one, most often used - eight, least often used.

Current directions	Future directions
<input type="checkbox"/>	<input type="checkbox"/> A market show animal (steer, barrow, wether, etc.)
<input type="checkbox"/>	<input type="checkbox"/> A commercial animal operation (cow-calf, dairy, stocker-feeder, farrow to finish, commercial flock, etc.)
<input type="checkbox"/>	<input type="checkbox"/> A production show animal (heifer, gilt, ewe, etc.)
<input type="checkbox"/>	<input type="checkbox"/> A crop project (wheat, peanuts, cotton, hay, etc.)
<input type="checkbox"/>	<input type="checkbox"/> An agriculture mechanics project (tractor, feeder, gates, etc.)
<input type="checkbox"/>	<input type="checkbox"/> Work in an agri-business (feed-seed company, implement dealer, mill, etc.)
<input type="checkbox"/>	<input type="checkbox"/> Non-traditional agriculture involvements (mushrooms, parakeets, coon dogs, etc.)
<input type="checkbox"/>	<input type="checkbox"/> Other, (please describe) _____

(over)

14. What are your reasons for the top two rankings under future directions, please be specific.

REASON FOR  
Ranking #1;

REASON FOR  
Ranking #2;

15. Should SOEP's have set guidelines to be followed by all schools?

Yes \_\_\_\_\_ No \_\_\_\_\_

16. Briefly describe your perceptions and attitudes toward SOE programs in the Vocational Agriculture Department of your school.

17. Do you wish a summary of group responses?

Yes \_\_\_\_\_ No \_\_\_\_\_



# Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION  
DIVISION OF AGRICULTURE

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

February 24, 1987

Dear Administrator:

We are in need of your help with an important study now being conducted concerning a part of your Vocational Agriculture Program. This study is a master's study being conducted at Oklahoma State University in the Department of Agricultural Education. We too, are concerned about the future and want your input in guiding our research into the Supervised Occupational Experience aspects of local agriculture programs.

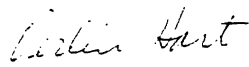
Your confidential input into this study will help us understand what you and your fellow superintendents' and principals' perceptions are of the Supervised Occupational Experience Program (SOEP), within the Central District of Oklahoma. Names have been left off of mailings and return envelopes to insure confidentiality of responses.


A meeting of an SOEP committee in May, 1986 developed the following definition of an Supervised Occupational Experience. SOE consists of practical hands-on learning experiences conducted outside the regular Vo-Ag class time. The student may receive compensation for time used developing competencies related to agriculture; however, no earnings are necessary for credit. SOE in the broad sense includes those areas carried out by the student outside the Vo-Ag classroom. Areas included as Supervised Occupational Experience Programs may include ag science, plant and/or soil science, including horticulture and forestry, agribusiness, FFA leadership activities and/or other agriculture.

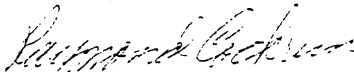
Enclosed you will find two questionnaires and a self addressed return envelope. One survey instrument is for your confidential input, the other we would appreciate you giving to your high school principal, for his separate confidential input. After completion of both the instruments, would you please mail them back in the enclosed envelope. Please return the questionnaires by March 6, 1987. We thank you in advance for taking the time to respond and helping us understand administrators' perceptions regarding SOE programs and what decisions we together should or should not make.

Sincerely,

  
Wes Holley  
Associate Professor

  
Verlin Hart  
North Central District Supervisor

  
Rodney Wilson  
Master's Researcher

  
Raymond Cockrum  
South Central District Supervisor





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION  
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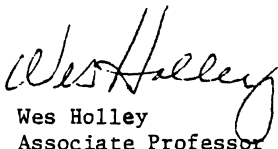
March 9, 1987

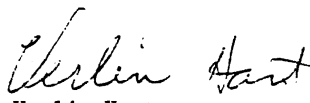
Dear Administrator:

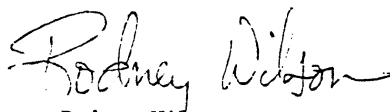
PLEASE, WE NEED YOUR HELP! We recently sent you a questionnaire about the Supervised Occupational Experience Program in your local Vocational Agriculture Program. If you have completed the questionnaire, thank you very much and keep the enclosed stamp. If you haven't had time to respond please take 10 minutes to complete one of the enclosed questionnaires, and please give the other to the high school principal for his confidential input. Then please return both questionnaires by Friday March 13, 1987. Your inputs are critical to the outcome of this masters study at Oklahoma State University.

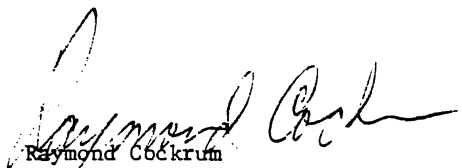
Thank you in advance for your important help, we need your leadership in conducting and concluding this important study.

Sincerely,

  
Wes Holley  
Associate Professor

  
Verlin Hart  
North Central District Supervisor

  
Rodney Wilson  
Master's Researcher

  
Raymond Cockrum  
South Central District Supervisor





VITA

Rodney Keith Wilson

Candidate for the Degree of  
Master of Science

Thesis: HIGH SCHOOL ADMINISTRATORS' PERCEPTIONS TOWARD  
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS IN  
THE CENTRAL DISTRICT OF OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Stillwater, Oklahoma, September  
21, 1962, the son of Mr. and Mrs. Jerry P. Wilson.

Education: Graduated from Perkins-Tryon High School,  
Perkins, Oklahoma, in May of 1980; received  
associates degree in Animal Science form Eastern  
Oklahoma State College, Wilburton, Oklahoma, in  
May 1982; received Bachelor of Science degree from  
Oklahoma State University in 1984 with a major of  
Agricultural Education; completed requirements for  
the Master of Science Degree at Oklahoma State  
University, in May, 1987.