

NATURE AND VALUE OF THE SUMMER VOCATIONAL  
AGRICULTURE PROGRAM AS PERCEIVED BY  
TEACHERS, PARENTS, AND  
ADMINISTRATORS OF THE  
NORTHEAST DISTRICT

By

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## CHAPTER I

### INTRODUCTION

As pressure is placed on public education funds, some may question the need for vocational agriculture summer programs. This is especially true if the summer program is deficient. In Oklahoma, vocational agriculture teachers earn approximately \$3,000.00 in state funds for the two summer months. In order to ensure the schools and the public are receiving maximum educational returns for monies allocated, it is important that the vocational agriculture teacher plan and prepare a summer program of work.

Doering (1974) Head Consultant in Agriculture Education, Madison, Wisconsin states:

Our summer programs will continue to exist so long as we have had working, dedicated and well organized instructors who keep the administration, boards of education, and the public informed of their activities (p. 247).

The above philosophy would appear to be easily maintained. But the fact is, the philosophy is difficult to carry out. Oklahoma has recognized the summer program as a vital part of the program of activities. However, over one-third of the other states in the nation have now adopted other policies and no longer have programs on a twelve month basis. As other states tend to make new policies, Oklahoma vocational agriculture teachers need to take an overall look at their summer program.

### Statement of the Problem

Recent data has not been collected, analyzed and reported which would reflect the vocational agriculture teacher's, administrator's, and parents' perceptions of the summer program in vocational agriculture. In order to provide sufficient evidence to make recommendations concerning summer programs, it was deemed necessary that this research be conducted.

### Purpose of the Study

The purpose of this study was to determine the nature of summer programs of vocational agriculture in Northeast Oklahoma as viewed by vocational agriculture teachers, administrators and parents. Additionally, this study attempts to examine the values held by parents and administrators concerning the summer programs and activities.

### Objectives of the Study

In order to fulfill the purposes outlined, the following objectives were developed:

1. To identify basic nature and makeup of summer programs of vocational agriculture in Oklahoma.
2. To determine vocational agriculture teachers' perceptions of the value of selected activities engaged in during the summer.
3. To secure parents' and administrators' values (or perceptions) concerning selected portions of the summer program.

## Rationale for the Study

The Smith-Hughes Act in 1917 introduced the year-round program in vocational agriculture. Likewise, for over 68 years Oklahoma vocational agriculture teachers have been employed on a twelve month contract. The Smith-Hughes Act envisioned the need of year-round instruction, which provides for a continuation of learning beyond the classroom and from the formal school year. Especially in agriculture, a need exists for instruction during the summer months to increase agriculture activity with vocational agriculture students, farmers and ranchers in the community. Also, most supervised occupational experience programs are continuous programs which continue through the whole fiscal year. The vocational agriculture teacher, therefore, must be available to assist in directing individual attention to students with supervised occupational experience programs and to aid farmers and ranchers in the community in their planning and agriculture problems. The summer time is also used to supplement and increase leadership abilities and agriculture knowledge through field days, contests, livestock shows and various group activities.

As education funds are cut back it seems necessary to point out why particular programs may be an asset to the educational development of agriculture. Vocational agriculture is an important asset to agriculture and the vocational agriculture summer programs are an important asset to vocational agriculture. As educators continually strive to strengthen the programs in vocational agriculture research must be conducted to identify the educational needs in vocational agriculture summer programs.

Many studies have been conducted which identify the basic components which make up a desirable summer program in vocational agriculture. This study should give some indication as to the value of various activities engaged in as perceived by vocational agriculture teachers, administrators and parents. This information should be useful to the State Department of Vocational Agriculture and the Agriculture Education Department, Oklahoma State University, in giving them insight for future planning relating to the many aspects of the summer programs.

#### Assumptions of the Study

Concerning this study, the following assumptions were made:

1. The questionnaire instrument would sufficiently be adequate to provide data in order to establish evidence from which conclusions and recommendations could be made.
2. The respondents understood the questions which were asked and provided sincere and accurate responses to those questions.
3. The vocational agriculture teachers would follow instructions concerning the selection of parents to be surveyed.

#### Scope of the Study

Every vocational agriculture program in the Northeast supervisory District of Oklahoma was included in this research effort. This included 80 programs of vocational agriculture. A teacher of vocational agriculture was selected to be surveyed from each program as well as one randomly selected parent. (The parent selected must have had a child who had successfully completed three years of vocational

agriculture). Additionally, one administrator from each of the 80 programs was selected to be surveyed.

#### Definition of Terms

For a better understanding of the facts presented in this study, the following terms were defined:

1. Summer Program - Activities undertaken by teachers during that period of time which the vocational agriculture teacher is employed between school terms, usually June 1 through August 15.

2. SOE Program - Supervised occupational experience program; to assist the student in vocational agriculture in becoming established in his/her chosen occupational field by making it possible to choose an occupation, apply the skills learned, grow into an occupation or further define his/her occupational objective.

3. All Day Students - High school students enrolled in vocational agriculture who carry on supervised occupational experience programs throughout the summer.

4. Vocational Agriculture - Refers to a course taught in high schools designed to train present and prospective persons for careers in agriculture.

5. Vocational Agriculture Teacher - Instructor of vocational agriculture and FFA advisor who works on a twelve month contract.

6. School Administrator - Superintendent of the local school who is responsible for the administration and supervision of the vocational agriculture program.

7. FFA - is an integral part of the instructional program in Vocational Agriculture in which high school students can participate

in activities.

8. Professional Improvement - Vocational agriculture teachers are required to attend professional improvement group meetings as well as two state-wide conferences sponsored by the State Department of Vocational Technical Education.

9. Successful Program Completers - Students enrolled in vocational agriculture who have completed three or more years in vocational agriculture.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The purpose of this chapter was to present the reader with an overview of material which was related to the study. The review of literature was divided into the following four categories: (1) An Empirical Review; (2) Planning an Effective Summer Program; (3) Teacher-Superintendent; and (4) Summary.

#### An Empirical Review

Historically, the teacher of vocational agriculture has been the only teacher in the public school systems to be employed for a full twelve month period. The Smith-Hughes Act in 1917 provided for a year-round program in vocational agriculture. Currently, less than one-third of our states presently have a vocational agriculture teacher employed on a twelve month basis.

In Arrington's (1983) article, he stated the roots of the summer vocational agriculture program can be traced to the Smith-Hughes Act that initiated federal support for vocational agriculture. The Smith-Hughes Act specifically mandated that all students engage in a minimum of six months of supervised farming. It was recognized that supervised farming programs and agriculture production activities



continue beyond the school year and that teachers should be employed to utilize the opportunities for educational experience available. Therefore, it is easy to see that the real reason we have year-round programs is because production cycles in agriculture are year-round.

Halcomb (1974, p. 254) Alabama Subject Matter Specialist for Agribusiness Education Supervision stated, "How well summer programs are planned and implemented will determine to a great extent the continuation of twelve month contracts." Halcomb also indicated that if we are to be accountable for our summer programs, a plan for our summer activities is as important as our regular plans.

Oades (1978, p. 17) Teacher Educator at Oregon State University also stated, "With planning, justification, and commitment to productive activity, summer programs will continue to be a viable component of vocational agriculture education."

Doering (1974) Head Consultant Agriculture Education, Madison, Wisconsin indicated that the summer program is vital to a good program in vocational agriculture.

Greg (1974) California Supervisor, in an article in the Agricultural Education Magazine stated:

Summer programs are so vital to agriculture education because so many of the essential learning activities occur during the summer months. The practice of employing agriculture instructors on a twelve month basis was not questioned for many years. However, because of tight budgets and a few outdated summer programs, many districts are carefully examining these summer activities and in some cases the programs have been cut back. Because of a potential threat, we should examine our summer programs and question our summer activities in light of today's need (p. 248).

## Planning An Effective Summer Program

The need for effective planning has been recognized for a long time and still is a major factor in our summer programs today. McVay (1982, p. 7) Vocational Agriculture teacher in Indiana stated, "The most important reason for having a year-round program is that you cannot really meet the needs of students with a part-time program." McVay explains that the corn does not stop growing when school is dismissed and that most students are employed in agribusiness jobs during the summer. McVay recommended that planning for summer programs begin in April and May and when school was dismissed for the summer that the students be given a copy of the vocational agriculture teacher summer schedule. And at the end of the month, the administrator receive a summary of the activities. McVay's (1982) Summary of Summer Activities at Whitko High School, 1976-1980 were:

<u>ACTIVITIES</u>	<u>PERCENTAGE OF TIME</u>
Individual Contacts (High school, adult and young farmers, prevocational students, agribusiness)	19
FFA and Youth Activities	37.8
Professional Conferences and Workshops	12.6
Office Work and Planning	15
Vacation	15 (p. 9).

According to Paulette (1983) Mississippi State University, a good quality summer program with a quality public relations component will increase public support and growth to the vocational agriculture program.

Vaughn and Ware (1983, p. 19) also stated, "One of the most neglected parts of a summer vocational agriculture program is the part which deals with public relations."

In Cepica (1977) study, a list of major activities for vocational agriculture teachers were compiled and ranked as important to the overall summer program, by all the vocational agriculture teachers that attended the Professional Improvement meetings during May and June of 1976. They were ranked as follows: work with all-day students, work with prospective students, FFA activities, work with young and adult farmers, work with local administration, teaching aids and material, professional improvement, promotional and goodwill activities, records and reports and work with other agriculture agencies. All researchers listed planning as being most effective in a summer program and then implementing that plan and making it effective.

#### Teacher-Superintendent

In 1978, Hilton (1981) studied the perceptions of vocational agriculture teachers and their administrators toward selected summer program activities and to determine if differences exist between vocational agriculture teachers and superintendents in their perceptions of the importance of selected summer program activities in Iowa.

Hilton's (1981) conclusions were:

1. Iowa teacher and superintendents agree that the summer program of activities is an important phase of the total vocational agriculture program.
2. Iowa teachers and superintendents feel that the SOE and FFA activities are the backbone of a successful summer program of activities.
3. Iowa teachers and superintendents feel that structured teaching responsibilities are not part of the summer program of activities.
4. Iowa teachers feel the pressure of advanced degree requirements to maintain and further their position.

5. Teachers need to develop active summer programs involving the vocational agriculture students and communicate that program to their community and administrators (p. 35).

Hilton (1983) Pennsylvania State University stated the following:

What are the keys to a successful summer program in vocational agriculture. From the administrators viewpoint, it must be a vocational agriculture teacher committed to a high quality program of student involvement in SOE and FFA activities and a teacher able to communicate the significance of the SOE and FFA programs to the quality of a total vocational agriculture program (pp. 12-13).

In Cepica's (1977) study, 80 percent of the superintendents expressed the need for greater basis or importance to be placed on the summer program. The superintendents recommended the teacher be more communicative about the summer program.

School superintendents attempt to operate schools in order to meet the needs of their students and community, therefore the teacher of vocational agriculture needs to keep the school superintendents informed.

### Summary

This review of literature presented background information with an emphasis on three areas: An Empirical Review, planning an effective summer program, and teacher and superintendent.

Although, the Smith-Hughes Act provided for a year-round program in vocational agriculture, less than one-third of the states have teachers employed on a twelve month basis. The summer program is as important today as it has been in the past but because of new policies and pressure being placed on funds for public education it becomes more important for the vocational agriculture teacher to conduct a well planned summer program of work. Several studies and articles have

been conducted in other states in order to improve the summer program of activities. The review of literature further revealed that teacher and superintendent communication is vital to a successful summer program in vocational agriculture.

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter was to illustrate the methods used and the procedures followed in conducting this study. The population was determined and instruments were developed for data collection which would provide information relating to the purposes and objectives of this study. Information was collected in the Spring of 1985.

#### The Population

The scope of this study was comprised of 80 Northeast District Vocational Agriculture Programs in Oklahoma. From these 80 programs, 80 vocational agriculture teachers were selected to be included in this study. The teachers selected included those teaching in a single teacher department and one from each multiple teacher department. In the case of a single teacher department where the teacher had not completed a full summer, his data was not included in the study analysis. The vocational agriculture teacher with the most experience teaching vocational agriculture was selected to represent the multi-teacher department.

The vocational agriculture teacher selected was also requested to randomly select a parent to complete a similar questionnaire based on the following criteria:

1. Look at roll book in senior class, select third student from

the top.

2. Student selected must have completed three full years of Vocational Agriculture. If that individual has not met this criteria, select the first senior student in the grade book.

3. Continue this procedure until a student with three full years in the program has been selected.

4. Use this order for selection:

3, 1, 5, 2, 9, 7, 8, 6, 4

5. Once the student has been identified, ask his parents or guardians to fill out the questionnaire and return it with your questionnaire.

Please have them seal their questionnaire in their envelope and return it with your questionnaire.

In addition, a questionnaire was mailed to each superintendent of each of the 80 vocational agriculture programs. In the cases where the superintendent had not been at their present location for one year, his or her questionnaire was not included in the study analysis.

### The Instruments

In order to gather information concerning the summer activities of Oklahoma vocational agriculture teachers of the Northeast District, a closed or restricted form questionnaire was developed based upon a review of Cepica's study (1977, pp. 82-83) (see Appendix A). Information in Quarterly Reports and the Summer Program of Work Report provided a basis for determining basic components in the summer programs of vocational agriculture in Oklahoma.

Members of the researcher's committee were instrumental in

refinement of the data collection instrument. Prior to administering the questionnaire, it was field tested by a group of vocational agriculture teachers and final revisions were made. The second questionnaire was developed to gather information from administrators involving their perceptions concerning the summer program of vocational agriculture (Cepica, 1977, p. 85) (Appendix B). Prior to administering the questionnaire, it was field tested by a group of administrators and final revisions were made.

The third questionnaire was developed to gather information from parents involving their perceptions concerning the summer program of vocational agriculture teachers (Appendix C). Prior to administering the questionnaire it was field tested by a group of parents involved in the vocational agriculture program and final adaptations were made. These three instruments were administered by mail. The vocational agriculture teacher's questionnaire along with the parent's questionnaire enclosed in a separate envelope along with a self-addressed, stamped return envelope were mailed to each of the 80 programs in the Northeast District. The administrator's questionnaire was mailed separately to him or her with a self-addressed, stamped return envelope. An attempt was made by telephone to contact all those vocational agriculture teachers and administrators who had not responded to the questionnaire.

#### Analysis of the Data

Information obtained from the three questionnaires provided a means to identify activities concerning the summer program of work as perceived by vocational agriculture teachers, administrators, and



parents. They contained questions requiring answers provided on a Likert Scale as well as short answer questions. Major topics of the questionnaires consisted of the vocational agriculture teacher's summer program of work. Descriptive statistics were utilized to analyze the data. In terms of descriptive statistics this would mean that these meaningful values describe the results of a particular sample of behavior. This included frequency distributions and measures of central tendency. The purpose of a descriptive statistic is to tell something about a particular group of observations.

The first part of the questionnaire developed to secure administrator opinions included a five point Likert Scale for their responses which were assigned numerical values as follows:

<u>RESPONSE CATEGORY</u>	<u>NUMERICAL VALUE</u>
Great amount of emphasis or importance	1
Much emphasis or importance	2
Some emphasis or importance	3
Little emphasis or importance	4
No emphasis or importance	5

Here, statistical treatments included the mean, response, number and percentage.

Absolute numerical value ranks for each of the response categories above were as follows:

1.00 to 1.59

1.51 to 2.49

2.50 to 3.49

3.50 to 4.49

4.50 to 5.00

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this study was to determine the nature of summer programs of vocational agriculture in Northeast Oklahoma by vocational agriculture teachers, administrators, and parents. Additionally this study attempts to examine the values held by parents and administrators concerning the summer program and activities.

Additionally, it was the purpose of this study to examine the parents' and administrators' opinions concerning selected portions of the summer program.

Data collected in this study involved opinions given by 36 vocational agriculture teachers, 49 high school administrators, and 34 parents in the Northeast District of Oklahoma. The purpose of this chapter is to report to the teacher those facts revealed from the analysis of data assembled in this research effort.

#### Teacher Involvement with Students and FFA Members

A major responsibility of the vocational agriculture teacher is the operation of the instructional program for in-school youth. Therefore, interaction between the teacher would seem to be an important

summer activity. This sector dealt with the various direct teacher-students' contracts.

#### Contacts Made with All-Day and Prospective Students

The supervised farming program is recognized as an important aspect of the summer program. Table I of this study represents a summary of those contracts made with all-day students concerning their supervised farming program and new students concerning their prospective vocational agriculture program. When observing the vital group it was found that 94.44 percent of the teachers indicated contacting more than 51 percent of their all-day students. However, 5.56 percent of the teachers indicated they contacted 26-50 percent of their all day students. With reference to prospective students, 69.44 percent of the teachers indicated they contacted more than 50 percent of the prospective students during the summer. However, less than 50 percent of the teachers indicated they contacted 30.56 percent during the summer.

#### Amount of Student Visitation

When considering the percentage of all-day and prospective students contacted during the summer, an important concern was the number of times they were visited. Table II reveals detailed information concerning that question.

In analyzing the reported visits of all day students of the teacher during the summer period more than 88.89 percent of all-day students were visited three or more times during the summer. However, only 11.11 percent of all-day students were visited twice during the summer.

TABLE I  
 DISTRIBUTION OF TEACHER CONTACTS MADE WITH  
 ALL-DAY AND PROSPECTIVE STUDENTS

Percent of Students Contacted	<u>N</u>	<u>%</u>
<u>ALL-DAY</u>		
Below 25	0	0.00
26 - 50	2	5.56
51 - 75	12	33.33
76 - 99	18	50.00
100 Percent	<u>4</u>	<u>11.11</u>
Total	36	100.00
<u>PROSPECTIVE</u>		
Below 25	2	5.56
26 - 50	9	25.00
51 - 75	8	22.22
76 - 99	13	36.11
100 Percent	<u>4</u>	<u>11.11</u>
Total	36	100.00

TABLE II  
 DISTRIBUTION OF NUMBER OF TEACHER VISITS  
 DURING THE SUMMER

Number of Time Students Were Visited	<u>N</u>	<u>%</u>
<u>ALL-DAY</u>		
One	0	1.00
Two	4	11.11
Three	17	47.22
Four	8	22.22
Five or more	<u>7</u>	<u>19.44</u>
Total	36	100.00
<u>PROSPECTIVE</u>		
One	3	8.33
Two	11	30.56
Three	14	38.89
Four	6	16.67
Five or more	<u>2</u>	<u>5.55</u>
Total	36	100.00

TABLE III  
 DISTRIBUTION OF TEACHER ASSISTANCE TO STUDENTS  
 SELECTING PROJECTS DURING SUMMER

Percentage of Students Assisted	<u>N</u>	<u>%</u>
<u>ALL-DAY</u>		
Below 10	1	2.78
11 - 25	5	13.89
26 - 50	13	36.11
51 - 75	15	41.67
Over 75	<u>2</u>	<u>5.56</u>
Total	36	100.00
<u>PROSPECTIVE</u>		
Below 10	1	2.78
11 - 25	7	19.44
26 - 50	13	36.11
51 - 75	10	27.78
Over 75	<u>5</u>	<u>13.89</u>
Total	36	100.00

In analyzing teachers' time spent working with prospective students, 86.12 percent of the vocational teachers indicated they visited students two to four times during the summer months.

While the other 8.33 percent only reported visiting prospective students only once during the summer months and 5.55 percent reported visiting prospective students five or more times during the summer months.

#### Assisting Students Select Projects

In visiting students on their farms concerning individual supervised farming programs the vocational agriculture teacher assists many students in developing and expending their SOE program or in the case of some prospective students, he may assist them in beginning a new supervised occupational experience program. Information provided in Table III illustrates the number of percentages of students the vo-ag teachers assisted in beginning or expending their supervised farming program as a part of their accomplishments.

Forty-Seven point twenty-two (47.22) percent of the vocational agriculture teachers assist over 51 percent of their all-day students on selecting new or additional projects during the summer. In addition to 36.11 percent of the vocational agriculture teachers assist 26-50 percent of their all-day students on selecting new or additional projects during the summer while 16.67 percent assist their students under 25 percent.

In reference to prospective students, the vocational agriculture teacher devotes 41.67 percent of his or her time with over 51 percent of prospective students on selecting projects during the summer. In

addition to 36.11 percent of the prospective students being assisted 26-50 percent by vocational agriculture teachers during the summer while 22.22 percent are only assisted below 25 percent.

#### Assisting FFA Members at Livestock Shows

A part of some teachers' efforts were devoted to assisting FFA members at livestock shows during the summer months in connection with their supervised farming program. Table IV illustrates the number of livestock shows in which the vocational agriculture teacher assists.

In observing Table IV, it was found that 91.67 percent was spending from one to eight days assisting FFA members at livestock shows. While the other 8.33 percent of vocational agriculture teachers spent no days at livestock shows during the summer.

#### FFA Summer Meetings

In considering direct teacher contacts with students, the researcher focused his attention on summer Future Farmers of America meetings. Table V illustrates this activity.

Table V reveals that 100 percent of the vocational agriculture programs reported having had at least one FFA meeting during the summer months.

#### Teacher Involvement with Young and Adult Farmers

A major vocational agriculture priority in Northeast Oklahoma vocational agriculture programs are out-of-school educational programs. Generally, the major emphasis of out-of-school or adult education is



TABLE IV  
 DISTRIBUTION OF TEACHER ASSISTANCE GIVEN FFA  
 MEMBERS AT LIVESTOCK SHOWS

Number of Days Spent Assisting	<u>N</u>	<u>%</u>
None	3	8.33
1 - 2	7	19.44
3 - 5	14	38.89
5 - 8	10	27.78
Over 8	<u>2</u>	<u>5.56</u>
Total	36	100.00

TABLE V  
 DISTRIBUTION OF FUTURE FARMERS OF AMERICA  
 SUMMER MEETINGS

Number of Meetings	<u>N</u>	<u>%</u>
None	0	0.00
One	4	11.11
Two	14	38.89
Three	12	33.33
Four	<u>6</u>	<u>16.67</u>
Total	36	100.00

placed on young or adult farmer programs. These programs engage full- and part-time production agriculture adults along with those persons in ag-related occupations and others interested in furthering their knowledge in agriculture.

#### Young and Adult Farmer Visitation

With young adult education an area of interest, the question was how much of the vocational agriculture teachers' time was spent during the summer visiting the young and adult farmers out-of-school on the farm concerning their agriculture programs and problems. Additionally, there was an interest as to how many individuals were contacted during the summer and how many times these young and adult farmers were contacted during the summer. Information concerning these areas may be observed in Table VI.

By observing Table VI, it was found that there were many variables on the number of young and adult farmers visited. Research noted more than 75 percent of the vocational agriculture teachers visited over 11 young and adult farmer class members during the summer months. However, 22.22 percent visited six to ten young and adult farmer class members and 2.78 percent visited five or less young and adult farmer class members during the summer months.

In examining the number of times the young and adult farmer class members were visited by the teachers, it was found that 72.23 percent of the young and adult farmers were visited two or three times during the summer months. While 8.33 percent of the young and adult farmer class members were visited only once and 19.44 percent were visited few times during the summer. Additionally, there was no response of

TABLE VI  
TEACHER VISITS TO YOUNG AND ADULT FARMER  
CLASS MEMBERS DURING THE SUMMER

Comparison Factors	<u>N</u>	<u>%</u>
<u>NUMBER OF INDIVIDUALS VISITED</u>		
Five or less	1	2.78
6 - 10	8	22.22
11 - 15	10	27.78
16 - 20	7	19.44
Over 20	<u>10</u>	<u>27.78</u>
Total	36	100.00
<u>NUMBER OF TIMES VISITED</u>		
One	3	8.33
Two	11	30.56
Three	15	41.67
Four	7	19.44
Over four	<u>0</u>	<u>0.00</u>
Total	36	100.00

there was no response of vocational agriculture teachers visiting more than four times.

#### Young and Adult Farmer Summer Meetings

Upon analyzing the data from the vocational agriculture teachers of the Northeast District concerning young/adult education, it was found that over 50.33 percent conducted one or two meetings during the summer months. While 25 percent had no young/adult meetings during the summer months and 16.67 percent had three or more meetings during the summer months. Inspection of the data related to the summer young and adult farmer meeting is reported in Table VII.

#### Improving Knowledge and Professionalism

#### Field Days and Judging Contests

Vocational agriculture teachers spend time during the summer in updating their skills and knowledge in all aspects of agriculture. In doing so, many times he is able to assist others or himself in becoming more informed and current in his field by attending field days and judging contests. The question asked was, "How many days did the vocational agriculture teacher spend attending field days and judging contests?" As reported in Table VIII all vocational agriculture teachers reported attending field days and/or judging contests during the summer. According to the research gathered 77.77 percent of the vocational agriculture teachers spent more than four days attending field days and/or judging contests. Also, 22.23 percent of vocational agriculture teachers reported they attended one or two field days during the summer months.

TABLE VII  
DISTRIBUTION OF YOUNG AND ADULT FARMER SUMMER MEETINGS

Number of Meetings	<u>N</u>	<u>%</u>
None	9	25.00
One	9	25.00
Two	12	33.33
Three	4	11.11
Four or more	<u>2</u>	<u>5.56</u>
Total	36	100.00

TABLE VIII  
DISTRIBUTION OF TIME SPENT ATTENDING FIELD  
DAYS AND/OR JUDGING CONTESTS

Number of Days	<u>N</u>	<u>%</u>
None	0	0.00
1	2	5.56
2 - 3	6	16.67
4 - 5	16	44.44
6 or more	<u>12</u>	<u>33.33</u>
Total	36	100.00

Table IX reveals the distribution of other persons involved in field days and/or judging contests as reported by vocational agriculture teachers. Reporting research, 2.78 percent noted attending field day and/or judging contests alone and 41.67 percent reported attending with FFA members. While 55.55 percent of the vocational agriculture teachers attend with FFA and young/adult farmers.

#### PI Group and Other Meetings

A major avenue in which the vocational agriculture teacher may improve his knowledge and professionalism would be attendance at P.I. group meetings or other organized meetings. Table X discloses information encompassing this area of activity.

Table X indicates that 100 percent of the vocational agriculture teachers in the Northeast District attends two or more PI meetings during the summer. Also, the reader should be reminded this included only PI meetings not the state-wide summer conference held each August.

College and university credit attendance, as well as non-credit school district meetings, were considered to be part of the vocational agriculture teachers professional improvement and were classed under group meetings. Thirty-eight point eighty-nine percent was reported on three to five days involving professional improvement under group meetings. While also 5.56 percent reporting attending no professional improvement group meetings, 25 percent reporting one to two days, and 30.55 percent reporting six or more days attending professional improvement group meetings.

TABLE IX

DISTRIBUTION OF PERSONS INVOLVED IN FIELD DAYS AND/OR  
JUDGING CONTESTS AS REPORTED BY VO-AG TEACHERS

Persons Involved	<u>N</u>	<u>%</u>
Only Vo-Ag Teacher	1	2.78
FFA Members	15	41.67
Young/Adult Farmers	0	0.00
FFA and Young/Adult Farmers	20	55.55
Others	0	0.00
Total	<u>36</u>	<u>100.00</u>

TABLE X

DISTRIBUTION OF TEACHER INVOLVEMENT IN P.I. AND OTHER GROUP  
MEETINGS TO IMPROVE KNOWLEDGE AND PROFESSIONALISM

Number of Days by Type of Meeting	<u>N</u>	<u>%</u>
<u>WITHIN P.I. GROUP</u>		
None	0	0.00
One	0	0.00
Two	13	36.11
Three	8	22.22
Four or more	<u>15</u>	<u>41.67</u>
Total	36	100.00
<u>OTHER GROUP MEETINGS</u>		
None	2	5.56
1 - 2	9	25.00
3 - 5	14	38.89
6 - 10	7	19.44
11 or more	<u>4</u>	<u>11.11</u>
Total	36	100.00

Planning and Administering the Vocational  
Agriculture Program

Administrator Involvement with Summer Programs

Vocational agriculture teachers of the Northeast District were asked to respond to a question concerning the extent to which their administrator were involved in planning summer activities. Their degree of involvement was to be designed on a five-point scale from none to greatly involved. Responses delivered by the vocational agriculture teachers were shown in Table XI. Totally, 16.67 percent reported none, 38.89 percent reported little, 33.33 percent reported some, 11.11 percent reported much, and zero percent reported greatly on involving their administrator in planning of the summer program.

A second question was asked the vo-ag teachers concerning the amount of time expended with their administrators. In this instance, the number of hours per week devoted to working with the administration in developing the vocational agriculture summer program was requested. Information concerning this scope may be viewed in Table XII.

The highest percentage of 50 percent working from one to three hours per week with the local administration was expressed in Table XII. With other responses of 5.56 percent reporting working less than one hour, 30.55 percent working three to six hours per week, and 13.89 percent working over six hours per week with their local administrator.

Itinerary of Summer Activities

Closely related to the development of the summer program is the formulation of an itinerary for summer activities. Hence, Table XIII



TABLE XI

DISTRIBUTION OF TEACHERS' RESPONSES AS TO EXTENT OF ADMINISTRATOR  
INVOLVEMENT IN PLANNING OF SUMMER PROGRAM

Degree of Involvement	<u>N</u>	%
None	6	16.67
Little	14	38.89
Some	12	33.33
Much	4	11.11
Greatly	0	0.00
Total	<u>36</u>	<u>100.00</u>

TABLE XII

DISTRIBUTION OF TEACHERS' TIME SPENT WEEKLY WORKING  
WITH LOCAL ADMINISTRATION

Hours Per Week	<u>N</u>	%
Less than 1	2	5.56
1 - 3	18	50.00
3 - 6	11	30.55
6 - 9	3	8.33
Over 9	2	5.56
Total	<u>36</u>	<u>100.00</u>

TABLE XIII

DISTRIBUTION OF TEACHERS FILING ITINERARY OF SUMMER  
ACTIVITIES BY TYPE WITH SUPERINTENDENT

Type of Itinerary	<u>N</u>	%
None	0	0.00
Daily	3	8.33
Weekly	3	8.33
Monthly	3	8.33
Report Copy	<u>27</u>	<u>75.01</u>
Total	<u>36</u>	<u>100.00</u>

presents that topic of concern.

As pertaining to the group of vocational agriculture teachers that taught in the Northeast District a percentage of 75.01 percent provided their administrator with a full summer's program once and the other 24.99 percent provided a daily, weekly, or monthly itinerary.

#### Work at the Vocational Agriculture Building

A portion of time by the vocational agriculture teacher may be spent at the vo-ag building during the summer time. So the question arose relating to keeping regular office hours during the summer. Information concerning office hours is reported in Table XIV.

Information provided in Table XIV shows 52.78 percent of the vocational agriculture teachers of the Northeast District spend 14 or more hours per week at the vocational agriculture building. While 47.22 percent reported spending five to 13 hours per week in the vocational agriculture building during the summer months. There were no vocational agriculture teachers reporting less than five hours per week at the vocational agriculture building.

When considering the number of days the teachers could be found at the vocational agriculture building Table XIV reports that 61.11 percent indicated being at the vocational agriculture building more than five days per week. Furthermore, 38.89 percent of the vocational agriculture teachers expressed being in the building three or four days per week. Research also noted that no teachers spent two or less days at the vocational agriculture building during the summer months.

TABLE XIV

DISTRIBUTION OF AMOUNT OF VO-AG TEACHERS' TIME SPENT IN  
SUMMER AT VOCATIONAL AGRICULTURE BUILDING

Time Allocation	<u>N</u>	<u>%</u>
<u>HOURS PER WEEK</u>		
Less than 5	0	0.00
5 - 3	8	22.22
9 - 13	9	25.00
14 - 20	13	36.11
Over 20	6	16.67
Total	<u>36</u>	<u>100.00</u>
<u>DAYS PER WEEK</u>		
Two or less	0	0.00
Three	8	22.22
Four	6	16.67
Five	17	47.22
Six or more	5	13.89
Total	<u>36</u>	<u>100.00</u>

### Publicizing the Vocational Agriculture Program

Publicity concerning the summer program in vocational agriculture is another vital part of keeping the public informed of activities taking place during the summer. Therefore, Table XV compares teachers of the Northeast District on the use of publicizing the vocational agriculture program. Table XV shows that 75 percent of the summer programs in the Northeast District submitted three or more articles to the newspapers during the summer months, while 22.22 percent of the summer programs submitted one to two articles to the newspapers during the summer months. Also, 2.78 percent reported submitting no newspaper articles during the summer months.

### Contacts Made in Planning the Vocational Agriculture Program

All teacher respondents in the Northeast District were asked the number of contacts they made per week with businesses and other persons concerning planning their FFA, young or adult farmer activities. This information is shown in Table XVI.

Table XVI noted that 88.89 percent of the vocational agriculture teachers in the Northeast District made one to five contacts per week with businesses and other persons concerning planning their FFA, young, and adult farmer activities. However, 5.55 percent indicated making no contacts concerning their FFA, young or adult farmer activities while 5.56 percent made more than six contacts per week to businesses and other persons concerning planning their FFA, young or adult farmer activities.

TABLE XV

DISTRIBUTION OF NEWSPAPER ARTICLES SUBMITTED BY VOCATIONAL  
AGRICULTURE TEACHERS DURING THE SUMMER

Number of Articles	<u>N</u>	<u>%</u>
None	1	2.78
1 - 2	8	22.22
3 - 4	18	50.00
5 - 6	4	11.11
Over 6	<u>5</u>	<u>13.89</u>
Total	36	100.00

TABLE XVI

DISTRIBUTION OF TEACHER CONTACTS MADE IN PLANNING  
THE VOCATIONAL AGRICULTURE PROGRAM

Contacts Per Week	<u>N</u>	<u>%</u>
None	2	5.56
1 - 2	15	41.67
3 - 5	17	47.22
6 - 9	1	2.78
Over 10	<u>1</u>	<u>2.78</u>
Total	36	100.00

### Importance of Major Activities

Basic components of the summer program were identified through the text of this research effort. Northeast District teacher perceptions of the value of those activities have been discussed. A portion of the teacher questionnaire was designed to determine their perceptions of the relative importance of group of activities which were assumed to be an important part of the vocational agriculture summer program.

A list was formulated from suggestions included in the summer program of work report obtained from the Vocational Agriculture Division of the State Department of Vocational-Technical Education. These were presented to the Northeast District vocational agriculture teachers. The activities as perceived by the vocational agriculture teachers of the Northeast District were presented in Table XVII.

In analyzing Table XVII of the major summer activities as prioritized by vocational agriculture teachers of the Northeast District the following findings are reported. Twenty or 55.56 percent of the vocational agriculture teachers indicated working with all-day students was a priority over other activities. Thirteen or 36.11 percent indicated FFA activities was the second priority concerning major activities of the summer program. Seventeen or 47.22 percent of the vocational agriculture teachers indicated records and reports was the least most important activity prioritized in the summer program activities.

### Importance of the Summer Program

Each vocational agriculture teacher in the Northeast District was asked to respond to the question, "How important is the summer program?"

TABLE XVII  
 DISTRIBUTION OF MAJOR SUMMER ACTIVITIES  
 AS PRIORITIZED BY TEACHERS

Major Activity	<u>N*</u>	%
1st Work with all-day students	20	55.56
2nd FFA activities	13	36.11
3rd Work with prospective students	11	30.56
4th Work with young/adult farmers	13	36.11
5th Teaching aids and materials	15	41.67
6th Promotional and good will activities	15	41.67
7th Work with local administration	13	36.11
8th Professional Improvement	14	38.89
9th Work with other agriculture agencies	14	38.89
10th Records and Reports	17	47.22

\*Each teacher was requested to rank one through ten the above major summer activities.



Table XVIII graphically illustrates their opinion concerning this question. Fifty-eight percent of the teachers pointed out that the summer program was of great importance to a strong overall program and 41.67 percent considered it of much importance

#### School Administrator Perceptions

An important aspect of this study was to examine administrator's opinions concerning selected portions of the summer program. Eighty superintendents were mailed a seven-item questionnaire and a list of major activities to rank in order concerning their schools' summer program. Sixty-one percent or 49 of the superintendents responded to the questionnaire, a numerical value was assigned to each response and an average group rating was computed for each item. Limits were set as follows:

1.00 - 1.49	great importance or emphasis
1.50 - 2.49	much importance or emphasis
2.50 - 3.49	some importance or emphasis
3.50 - 4.49	little importance or emphasis
4.50 - 5.00	no importance or emphasis

#### Emphasis Now Being Placed on the Summer Program

Table XIX explains the superintendents' responses when asked their perception of the amount of emphasis or importance now being placed on six selected areas of the summer program. The number and percentages responses to each category for each area was recorded.

Table XIX expressed a variable of responses now being placed on selected areas of summer programs by administrators. In the selected area of scheduled time at the vocational agriculture building, including itinerary, administrators indicated 63.64 percent or 44 administrators

TABLE XVIII

DISTRIBUTION OF TEACHERS OF THE IMPORTANCE OF THE SUMMER  
PROGRAM IN RELATION TO THE TOTAL PROGRAM  
OF VOCATIONAL AGRICULTURE

Importance of the Summer Program	<u>N</u>	<u>%</u>
Great	21	58.33
Much	15	41.67
Some	0	0.00
Little	0	0.00
No Importance	<u>0</u>	<u>9.00</u>
Total	36	100.00

TABLE XIX

DISTRIBUTION OF EMPHASIS OR IMPORTANCE NOW BEING PLACED ON SELECTED  
AREAS OF THE SUMMER PROGRAM AS PERCEIVED BY ADMINISTRATORS

Selected Areas	Distribution by Response Category										Totals*	%
	<u>Great</u>		<u>Much</u>		<u>Some</u>		<u>Little</u>		<u>NO</u>			
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Scheduled time at vocational agriculture building, including filing an itinerary	7	15.91	6	13.64	15	34.09	7	15.91	9	20.45	55	100.00
Administrator involvement with planning summer program	0	0.00	4	10.25	16	41.03	10	23.08	9	23.08	39	100.00
Work with all-day and prospective students	1	2.38	9	21.43	16	38.10	12	28.57	4	9.52	42	100.00
Work with young and adult farmers	4	8.89	9	20.00	17	37.78	11	24.44	4	8.89	45	100.00
Active FFA Organization with planned activities	6	13.33	10	22.22	16	35.56	9	20.00	4	8.89	45	100.00
Professional improvement aids, work with agriculture agencies, records and reports	6	14.29	14	33.33	14	33.33	5	11.91	3	7.14	42	100.00

\*Totals may vary due to no response from some administrators.

expressed great to some importance. However, 36.36 percent or 44 administrators expressed little or no emphasis or importance to scheduled time at the vocational agriculture building including filing itinerary.

While analyzing administrator involvement with planning summer programs, 51.28 percent or 39 administrators responding indicated much or some importance to administrator involvement with planning a summer program. However, 48.72 percent indicated little or no involvement with planning summer programs and no response was indicated on great importance being placed now on administrator involvement with planning a summer program.

Work with all-day and prospective students was expressed next with 61.91 percent or 42 administrators responding indicated great to some emphasis being placed now. However, 38.09 percent indicated little to no importance with all-day and prospective students being placed now on the summer program.

Work with young and adult farmers perceived by administrators as a selected area of emphasis or importance now being placed indicated 66.67 percent of 45 administrators responding to great to some importance, while 33.33 percent indicated little or no emphasis now being placed as perceived by the administrator.

Active FFA organization with planned activities was indicated by 71.11 percent of the 45 administrators as being placed in the category of great to some emphasis, while 28.89 percent indicated little or no planned organizational activities during the summer

Professional improvement, teaching aids, working with agriculture agencies, and records and reports were listed as a category on emphasis or importance now being placed on selected areas of the summer programs

with 42 administrators responding to the question. Eighty point ninety-five percent indicated great to some importance being placed now to their summer program, while 19.05 percent indicated little or no importance being placed now on the summer program on professional improvement.

#### Emphasis Which Should be Placed on the

#### Summer Program

Superintendents were also asked to respond concerning the importance or emphasis which they sensed should be placed by vocational agriculture teachers. In reacting to their statements Table XX is shown. Administrators responding to scheduled time at the vocational agriculture building, including filing an itinerary, indicated 74.42 percent of 43 administrators expressed great to some emphasis or importance should be placed to the summer program, while 25.58 percent expressed little or no emphasis or importance on scheduled time at the vocational agriculture building during the summer.

Relating to the question of administrator involvement with planning summer programs, administrators indicated 72.72 percent of 44 administrators responding that great to some emphasis should be placed on the summer program. However, 27.88 percent indicated little or no emphasis or importance should be placed on the summer program in the category of administrator involvement.

Working with all-day and prospective students indicated 81.39 percent of 43 administrators responding. They indicated great to some emphasis or importance should be placed on the summer program with all-day and prospective students, while 18.61 percent indicated little or

TABLE XX

DISTRIBUTION OF EMPHASIS OR IMPORTANCE WHICH SHOULD BE PLACED ON SELECTED AREAS  
OF THE SUMMER PROGRAM AS PERCEIVED BY ADMINISTRATORS

Selected Areas	Distribution by Response Category										Totals*	%
	<u>Great</u>		<u>Much</u>		<u>Some</u>		<u>Little</u>		<u>No</u>			
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Scheduled time at Vocational Agriculture Building, including filing an itinerary	15	34.88	7	16.28	10	23.26	6	13.95	5	11.63	43	100.00
Administrator involvement with planning summer program	2	4.55	10	22.73	20	45.44	10	22.73	2	4.55	44	100.00
Work with all-day and prospective students	4	9.30	12	27.90	19	44.19	5	11.63	3	6.98	43	100.00
Work with young and adult farmers	4	9.09	10	22.93	24	54.55	5	11.36	1	2.27	44	100.00
Active FFA organization with planned activities	5	11.37	12	27.27	20	45.44	5	11.37	2	4.55	44	100.00
Professional improvement aids, work with agriculture agencies, records and reports	8	19.05	16	38.09	11	26.19	6	14.29	1	2.38	42	100.00

\*Totals may vary due to no response from some administrators.

no emphasis or importance should be placed on selected areas of the summer programs.

As 44 administrators responded to working with young and adult farmers, 86.37 percent indicated great to some emphasis or importance should be placed on the summer program. However, 13.63 percent indicated little or no emphasis or importance should be placed on working with young and adult farmers during the summer months.

Active FFA organizational planned activities was a selected area in which 44 administrators responded. Eighty-four point zero eight percent of those administrators responding, indicated great to some emphasis or importance should be placed as perceived by the administrator, while 15.92 percent indicated little or no emphasis or importance on FFA activities during the summer months.

Professional improvement, working with agriculture agencies, and records and reports were perceived by 42 administrators. Eighty-three point thirty-three percent indicated that great to some emphasis should be placed in the selected area of professional improvement. However, 16.67 percent indicated little to no emphasis or importance should be placed on professional improvement during the summer.

#### Importance of the Summer Program as Perceived by Administrators

When confronted with the proposition of the amount of importance or emphasis being placed by their vocational agriculture teacher, now and what should be placed was perceived by the administrators in Table XXI. Seventy-four point forty-two percent indicated great to some emphasis being placed now to the summer program in relation to the total program

TABLE XXI

DISTRIBUTION OF EMPHASIS OR IMPORTANCE PLACED ON THE SUMMER PROGRAM IN RELATION  
TO THE TOTAL PROGRAM AS PERCEIVED BY ADMINISTRATORS

Comparison Factors	Distribution by Response Category										Totals*	%
	<u>Great</u>		<u>Much</u>		<u>Some</u>		<u>Little</u>		<u>No</u>			
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%		
Emphasis now placed	5	11.63	9	20.93	18	41.86	7	16.28	4	9.30	43	100.00
Emphasis which should be placed	11	25.58	12	27.91	12	27.91	7	16.28	1	2.32	43	100.00

\*Totals may vary due to no response from some administrators.



with 25.58 percent indicating that the summer program, in relation to the total program, has little to no emphasis or importance as perceived by the administrators.

In Table XXI, 43 administrators expressed the emphasis or importance of which should be placed on the summer program in relation to the total program of vocational agriculture. Eighty-one point forty percent indicated great to some emphasis which should be placed as perceived by the administration. However, 18.6 percent indicated little or no emphasis or importance should be placed on the summer program in relation to the total program as perceived by the administrators.

#### Importance of Major Activities as Perceived by Administrators

Basic components of the summer program were identified through the text of those of this research effort. Northeast District superintendents were asked to rank in order of importance the activities involved in the summer program of work. Those are expressed in Table XXII.

In analyzing Table XXII of the major summer activities as prioritized by administrators of vocational agriculture programs in the Northeast District the following findings were reported. Eight or 22.86 percent of the administrators indicated that both working with all-day students and with prospective students were priorities over all other activities. Six or 17.14 percent indicated working with the local administrator was the second priority concerning major activities of the summer program.

Eleven or 31.42 percent of the administrators indicated working with other agriculture agencies was the least most important activity prioritized in summer program activities.

TABLE XXII  
 DISTRIBUTION OF MAJOR SUMMER ACTIVITIES  
 AS PRIORITIZED BY ADMINISTRATORS

Major Activity	<u>N*</u>	%
Work with all-day students	8	22.86
Work with prospective students	8	22.86
Work with local administrator	6	17.14
Professional improvement	5	14.29
FFA activities	6	17.14
Teaching aids and materials	7	20.00
Promotional and goodwill	6	17.14
Records and reports	6	17.14
Work with young/adult farmers	6	17.14
Work with other agriculture agencies	11	31.43

\*Each administrator was requested to rank one through ten the above major summer activities.

Parents' Perceptions of the Northeast  
District Summer Program

Eighty parents were randomly selected by their vocational agriculture teacher in the Northeast District. Of this 80, 34 or 42.50 percent responded to the questionnaire.

The parents were asked to indicate "yes" or "no" on the necessity of the summer program. Their perceptions are reported in Table XXIII. As indicated in Table XXIII, 97.06 percent of the parents (with vocational agriculture students) stated, "yes" that the summer program is important. However, 2.94 percent indicated "no" the summer program was not important.

Visits by the Vocational Agriculture Teacher

Supervised occupational experience program visits are important during the summer as well as through the school term. The parents of the Northeast District indicated the number of visits made by their vocational agriculture teacher during the summer in Table XXIV. Table XXIV reveals 85.29 percent of the parents reported the vocational agriculture teacher visited three or more times during the summer. However, 14.71 percent indicated they were visited one or two times during the summer months.

Importance of Major Activities As  
Perceived by Parents

Basic components of the summer program were identified through the text of those of this research effort. Northeast District parents were asked to rank in order of importance the activities involved in

TABLE XXIII

DISTRIBUTION OF PARENTS IN THE NORTHEAST DISTRICT  
CONCERNING THE IMPORTANCE OF THE SUMMER PROGRAM

Importance of the Summer Program	<u>N</u>	%
YES	33	97.06
NO	<u>1</u>	<u>2.94</u>
Total	34	100.00

TABLE XXIV

DISTRIBUTION OF THE NUMBER OF VISITS MADE BY VOCATIONAL  
AGRICULTURE TEACHERS DURING THE SUMMER  
AS PERCEIVED BY THE PARENTS

Number of Visits	<u>N</u>	%
One	1	2.94
Two	4	11.77
Three	9	26.47
More than three	<u>20</u>	<u>58.82</u>
Total	34	100.00

the summer program of work. These are expressed in Table XXV. In analyzing Table XXV of the major summer activities as prioritized by parents of vocational agriculture programs in the Northeast District the following findings were reported.

Twenty-three or 62.16 percent indicated FFA activities were the primary priority over all other activities, while 21 or 56.75 percent indicated working with all-day students as being the second priority concerning major activities of the summer program. Twenty-five or 67.57 percent of the parents indicated records and reports were the least most important activities prioritized in the summer program activities.

TABLE XXV  
 DISTRIBUTION OF MAJOR SUMMER ACTIVITIES  
 AS PRIORITIZED BY PARENTS

Major Activity	<u>N*</u>	%
FFA Activities	23	62.16
Work with All-day students	21	56.75
Work with prospective students	13	35.13
Work with young/adult farmers	15	40.54
Promotional and goodwill activities	19	51.35
Professional improvement	16	43.24
Work with other agriculture agencies	18	48.64
Work with local administration	12	38.38
Records and Reports	25	67.57

\*Each parent was requested to rank one through ten the above major summer activities.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this chapter is to present the following topics: purpose of the study, specific objectives, rationale for the study, design of the study, and the major findings of the research. Through a detailed inspection of the preceeding issues, conclusions, and recommendations were presented based on the analysis of data herein.

#### Purpose of the Study

The purpose of this study was to determine the nature of summer programs of vocational agriculture in Northeast Oklahoma as viewed by vocational agriculture teachers, administrators, and parents. Additionally, this study attempts to examine the values held by parents and administrators concerning the summer programs and activities. In order to fulfill the purposes outlined, the following objectives were developed:

1. To identify basic nature and make-up of summer programs of vocational agriculture in Oklahoma.
2. To determine vocational agriculture teachers' perceptions of the value of selected activities engaged in during the summer.
3. To secure parents' and administrators' values (or perceptions) concerning selected portions of the summer program.

### Rationale for the Study

As education funds are cut back it seems necessary to point out why particular programs may be an asset to the educational development of agriculture. Vocational agriculture is an important asset to agriculture and the vocational agriculture summer programs are an important asset to vocational agriculture. As educators continually strive to strengthen the programs in vocational agriculture research must be conducted to help confirm educational needs in the vocational agriculture summer programs.

There are those who have their ideas concerning the basic components which make up a desirable summer program in vocational agriculture. This study should give some indication as to the value of various activities engaged in as perceived by vocational agriculture teachers. Also, the study should be useful as to the value of the various activities engaged in the summer program as perceived by parents and administrators. This information should be useful to the State Department of Vocational Agriculture and the Agriculture Education Department, Oklahoma State University, in giving them insight for future planning relating to the many aspects of the summer programs.

### Major Findings of the Research

In addressing the major findings of this study, this researcher made reference to eight major areas which are included in the presentation and analysis of data. They are as follows:

1. Teacher involvement with students and FFA members
2. Teacher involvement with young and adult farmers
3. Improving knowledge and professionalism



4. Planning and administering the vocational agriculture program
5. Importance of major activities
6. Importance of the summer program
7. School administrators' perceptions
8. Parents' perceptions

#### Teacher Involvement with Students and FFA Members

It was found 94.44 percent of the teachers indicated they contacted more than 50 percent of their all-day students. When considering prospective students, 88 percent of the teachers said they contacted more than 61 percent of those students during the summer. Considering all-day students, selecting projects, and summer activities, over 47 percent of the vocational agriculture teachers assisted those students and assisted more than 41 percent of the prospective members with his or her projects.

Eighty-six percent of the vocational agriculture teachers assisted FFA members at livestock shows from one to eight days during the summer months. Also, FFA meetings were an intergal part of the summer program and at least every chapter had at least one meeting.

#### Teacher Involvement with Young and Adult Farmers

Three areas were considered in relation to the young and adult farmer program. These areas were the number of adults visited, repetition within the activity, and the number of summer meetings.

Seventy percent of those young/adult farmers were visited two to three times during the summer months with more than 20 different individuals being served.

Young/adult meetings were incorporated into the summer program with more than 83 percent programs conducting two or fewer meetings during the summer months.

#### Improving Knowledge and Professionalism

When pondering the question of professional improvement and increased one's knowledge in agriculture, three points were discussed: time spent attending those activities, PI groups, and other meetings for improvement of knowledge and professionalism. The vocational agriculture teacher spent more than four days attending field days and judging contests according to 78 percent of those surveyed. The vo-ag teacher also attended two or more PI meetings during the summer. Thirty-eight percent of those reported were involved three to five days with professional improvement.

#### Planning and Administering the Vocational Agriculture Program

When inspecting the broad areas of planning and administering the summer program, four areas of inquiry were studied. These areas were working with local administration, newsletters, use of newspaper and contacts made in planning the vo-ag program.

Some to little involvement with the administrator was reported, but the vo-ag teachers used the newspaper at least 97 percent of the time in the summer months. Making contacts one to five times per week in planning the summer program was reported.

### Importance of Major Activities

Vocational agriculture teachers rated working with all-day students first, FFA activities second, and prospective students third.

### Importance of Summer Program

Each vo-ag teacher responded to the question of the importance of the summer program with 58 percent stating summer programs are of great importance and 41 percent indicated summer programs are of much importance.

### School Administrators' Perceptions

Administrators expressed their opinions concerning the summer programs as only some importance now but much more importance should be placed in all six areas. School administrators ranked the major activities as work with all-day students first, prospective students second, and work with local administrators third.

### Parents' Perceptions

Parents listed the major activities as FFA activities, first, all-day students second, and prospective students third.

## Conclusions

Based upon the findings it was concluded most of the all-day students were visited by the vocational agriculture teacher, however, visits to prospective all-day students constituted additional time-out visiting by the teacher.

It was further concluded, based upon the findings, that the vocational agriculture teachers spend more time assisting prospective students with project selection than they spend with all-day students.

Based upon the evidence, it was concluded that very little time is spent at livestock shows during the summer months and very little time was spent conducting FFA meetings.

It was also concluded, based upon the number of visits and individuals served, that the teachers spend a considerable amount of time working with young/adult farmers.

Based upon overwhelming evidence, it was further concluded that the vocational agriculture teachers devote considerable time to professional improvement activities and meetings.

An important conclusion was that the teachers, administrators, and parents viewed the summer program as being very important and that the particular activities were important.

#### Recommendations

Based upon the findings and conclusions, the following recommendations are presented.

Teachers of vocational agriculture should continue to place emphasis on visiting all-day and prospective students during the summer months and this particular activity should be a priority activity.

Due to the relatively small number of FFA meetings during the summer, it is recommended that the vocational agriculture teacher devote some effort to increasing the number of organized group activities.

It is further recommended that the vocational agriculture teachers continue to devote much of their time to working with young/adult farmers in the community.

Although the vocational agriculture teachers spend a great amount of time in areas of professional improvement, it is recommended that they analyze their needs in order to improve in those areas where improvement is most needed.

Since there was overwhelming evidence that teachers, administrators, and parents viewed the summer program as important and greatly important, it is recommended that summer programs in vocational agriculture be continued.

It is further recommended that additional research be conducted to further substantiate the findings of this research effort.

Also, it is recommended that further research in this area be broader in scope to include all of the vocational agriculture teachers, superintendents, and selected parents with the State of Oklahoma.

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## APPENDIXES



APPENDIX A

TEACHER QUESTIONNAIRE

April 25, 1985

Vocational Agriculture Teacher,

The school year is almost completed and soon the students will be dismissed for the summer, but you as a vocational agriculture teacher will still be carrying out your job with those students throughout the summer. At our last summer conference, we were informed that Texas vocational agriculture teachers lost their summer programs and pay. I would like for that not to happen in Oklahoma.

During this past school year, I've been researching the topic of Summer Programs and developing a Follow-up Study on "Summer Programs as Perceived by Vocational Agriculture Teachers, Administrators and Parents."

Enclosed in your envelope you will find a questionnaire for yourself and a parents' questionnaire. I would like for you to please administer the parents' questionnaire under the following criteria:

1. Look at roll book in senior class, select third student from the top.
2. Student selected must have completed three full years of Vocational Agriculture. If that individual has not met this criteria, select the 1st senior student in the grade book.
3. Continue this procedure until a student with three full years in the program has been selected.
4. Use this order for selection:  
3, 1, 5, 2, 9, 7, 8, 6, 4
5. Once the student has been identified, ask his parents or guardians to fill out the questionnaire and return it with your questionnaire.

Please have them seal their questionnaire in their envelope and return it with your questionnaire.

I would appreciate your response by May 10, 1985.

Sincerely,

Monte C. Womack  
Vocational Agriculture Teacher  
P. O. Box 338  
Weleetka, OK 74880  
(405) 786-2097

P.S. Because of the quick response needed, there will be a drawing for \$20 during Summer Conference in our District Meeting for those teachers responding, with their questionnaire and parents' questionnaire, if postmarked by May 10, 1985.

SURVEY OF SUMMER PROGRAMS OF  
VOCATIONAL AGRICULTURE  
IN OKLAHOMA

Name \_\_\_\_\_

Note: All answers will be confidential. They will be used for statistical purposes only.

Note: Consider the summer program as being from June 1st until August 15th when answering the following questions.

Please fill in each blank:

1. Years taught vocational agriculture? \_\_\_\_\_ years.
2. Years employed at your present location? \_\_\_\_\_ years.
3. How many students do you have in your vocational agriculture program? (if in a multiple teacher department, how many students are you responsible for?) \_\_\_\_\_ students.
4. Do you keep regular office hours at the school during the summer?  
\_\_\_\_\_ (yes or no)
5. Do you send some type of newsletter to FFA and/or young farmers to keep them informed of your summer activities? \_\_\_\_\_ (yes or no)
6. Would you teach vocational agriculture if you were employed on a ten month basis only? \_\_\_\_\_ (yes or no)
7. Would you prefer employment on a ten month basis? \_\_\_\_\_ (yes or no)

Please circle the number representing the correct answer:

- A. How important is the summer program in vocational agriculture for a strong over-all program?
  1. Extremely important    2. Very important    3. Somewhat important
  4. Little importance    5. No importance.
- B. On the average, how many hours per week do you devote during the summer to working with your local administration concerning the vocational agriculture program?

1. Less than one hr. 2. 1 to 3 hrs. 3. 3 to 6 hrs.
  4. 6 to 9 hrs. 5. over 9 hrs.
- C. What percent of the prospective new students do you generally contact during the summer?
1. below 25% 2. 26-50% 3. 51-75% 4. 76-99% 5. 100%
- D. Of those prospective new students you do contact, how many times during the summer do you see them?
1. one 2. two 3. three 4. four 5. five times or more
- E. During the summer, what percent of your prospective new students do you assist in selecting projects?
1. below 10% 2. 11-25% 3. 26-50% 4. 51-75% 5. over 75%
- F. What percent of all-day students do you visit during the summer concerning supervised training programs?
1. below 25% 2. 26-50% 3. 51-75% 4. 76-99% 5. 100%
- G. Of the students you do contact concerning their supervised training program, how many times do you visit them during the summer?
1. one 2. two 3. three 4. four 5. five times or more
- H. What percent of all-day students do you assist in selecting additional projects during the summer?
1. below 10% 2. 11-25% 3. 26-50% 4. 51-75% 5. over 75%
- I. How many hours per week do you generally spend at the vocational agriculture building concerning your work with teaching materials, reports, equipment repair, etc.?
1. less than 5 2. 5-8 3. 9-13 4. 14-20 5. over 20 hrs.
- J. On the average, how many days per week during the summer could you be found at your vo-ag building sometime during the day?
1. two days or less 2. three 3. four 4. five
  5. six days or more
- K. Contacts you make per week planning FFA, young farmer or adult farmer activities or the instructional program? (Example: contacts with FHA, County Extension Agent, Bankers, Fertilizer Co., etc.)
1. none 2. one-two 3. three-five 4. six-nine 5. over nine

- L. What are the number of young farmer and/or adult farmer meetings you coordinate during the summer? (including tours and field trips)
1. none
  2. one
  3. two
  4. three
  5. four or more
- M. Number of young or adult farmers you visit on their farms each summer?
1. less than five
  2. 6-10
  3. 11-15
  4. 16-20
  5. over 20
- N. Of the young or adult farmers you visit, how many times during the summer do you visit them on their farms?
1. one
  2. two
  3. three
  4. four
  5. over four times
- O. How many local FFA meetings (educational and recreational) do you coordinate during the summer?
1. none
  2. one
  3. two
  4. three
  5. four or more
- P. During the summer, about how many articles are you responsible for getting submitted to the newspaper? (all articles pertaining to the vo-ag program)
1. none
  2. 1-2
  3. 3-4
  4. 5-6
  5. over 6
- Q. How many days during the summer will you spend attending field days and/or judging contests?
1. none
  2. one
  3. two-three
  4. four-five
  5. six or more
- R. When attending field days and/or judging contests who do you generally involve?
1. only yourself.
  2. FFA members
  3. young and/or adult farmers
  4. FFA members and young and/or adult farmers
  5. Others (specify) \_\_\_\_\_
- S. How many days during the summer do you spend attending professional improvement meetings? (within you P.I. Group and in addition to Summer Conference)
1. none
  2. one
  3. two
  4. three
  5. four or more
- T. How many days do you spend on the average at other meetings to improve your knowledge and professionalism? (college credit as well as non credit meetings)
1. none
  2. 1-2
  3. 3-5
  4. 6-10
  5. 11 or more

U. How many days do you spend during the summer months assisting FFA members at livestock shows?

1. none 2. 1-2 3. 3-5 4. 5-8 5. over 8 days

V. What type itinerary of your summer activities do you provide your superintendent?

1. none 2. daily itinerary 3. weekly itinerary 4. monthly itinerary 5. copy of report - vocational agriculture teacher summer program of work and calendar of events.

W. To what extent is your administrator involved in planning your summer program of activities?

1. none 2. little 3. some 4. much 5. greatly

Below is a suggested list of major activities you might include in a summer program of activities. Please rank the areas according to their importance to your summer program. (Most important-number one, second most important-number two, etc. Do not consider amount of time needed to complete the activity when considering importance).

- \_\_\_\_\_ a. Professional improvement
- \_\_\_\_\_ b. Work with local administration
- \_\_\_\_\_ c. Supervision of individual training program of all-day students
- \_\_\_\_\_ d. Working with prospective new students
- \_\_\_\_\_ e. Teaching materials, teaching aids (preparing, ordering, gathering)
- \_\_\_\_\_ f. Work with other agricultural agencies
- \_\_\_\_\_ g. Work with young farmer and/or adult farmers
- \_\_\_\_\_ h. Promotional and good will activities
- \_\_\_\_\_ i. Conducting FFA activities
- \_\_\_\_\_ j. Records and reports

Comments: Please express any feeling you may have concerning the summer program in vocational agriculture which have not been expressed in this questionnaire.

APPENDIX B

ADMINISTRATION QUESTIONNAIRE

April 23, 1985

Dear Sir,

I am conducting a survey on Vocational Agriculture Teachers' Summer Program of Work as perceived by Vocational Agriculture teachers, Administrators and parents. Enclosed you will find a questionnaire concerning your perceptions on the Summer Program of Work.

I would appreciate your response to this questionnaire by May 10, 1985. You need not sign your name because all answers will be confidential and used for statistical purposes only.

Consider the summer program from June 1st until August 15th when answering these questions.

Thank you,

Monte C. Womack  
Vocational Agriculture Teacher  
P. O. Box 338  
Willetka, OK 74880  
(405) 786-2097 Home  
(405) 786-2320 Office



<p>For each of the seven statements below please circle your response in each of the two columns using the following code:</p> <p>1 = Great amount of emphasis or importance  2 = Much emphasis or importance  3 = Some emphasis or importance  4 = Little emphasis or importance  5 = No emphasis or importance</p>	<p>Importance or Emphasis now being placed. (circle one)</p>	<p>Importance or Emphasis which should (circle one)</p>
<p>A. Regularly scheduled time for office hours at Ag building, including filing the itinerary with superintendent</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>B. Administrator involvement with planning and conducting summer program</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>C. Work with all-day and prospective new students during summer</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>D. Work with young farmers or adult farmers during</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>E. Active FFA organization with planned activities during summer</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>F. Importance of professional improvement, preparing aids and teaching materials, work with other agencies, records, etc.</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>
<p>G. The summer program in relationship to the total program of vocational agriculture</p>	<p>1 2 3 4 5</p>	<p>1 2 3 4 5</p>

Below is a suggested list of major activities your vocational agriculture teacher might include during the summer program of activities. Please rank the areas according to their importance to you. (Most important-one, second most important-two, etc.)

- \_\_\_\_\_ a. Professional Improvement
- \_\_\_\_\_ b. Work with local administration
- \_\_\_\_\_ c. Supervision of individual training program of all-day students
- \_\_\_\_\_ d. Working with prospective new students
- \_\_\_\_\_ e. Teaching materials, teaching aids (preparing, ordering, gathering)
- \_\_\_\_\_ f. Work with other agricultural agencies
- \_\_\_\_\_ g. Work with young farmer and/or adult farmers
- \_\_\_\_\_ h. Promotional and good will activities
- \_\_\_\_\_ i. Conducting FFA activities
- \_\_\_\_\_ j. Records and reports

Please fill in each blank:

1. Years as an administrator \_\_\_\_\_ years
2. Years employed at your present position? \_\_\_\_\_ YEARS

APPENDIX C

PARENT QUESTIONNAIRE

April 25, 1985

Dear Parent,

I am conducting a survey on Vocational Agriculture Teachers' Summer Program of Work as perceived by Vocational agriculture teachers, administrators and parents.

Your Vocational Agriculture teacher has selected you as being part of this survey because of your involvement in the program. Your input is extremely important to this research. I would appreciate it if you would fill out this questionnaire and return it to you Vocational Agriculture teacher sealed in this envelope by May 9, 1985. You need not sign your name because all answers will be confidential and used for statistical purposes only.

Consider the summer program from June 1st until August 15th when answering these questions.

Thank you,

Monte C. Womack  
Vocational Agriculture Teacher  
P. O. Box 338  
Weleetka, OK 74880  
(405) 786-2097

Survey of Parents with Student in  
Vocational Agriculture

Name \_\_\_\_\_

Note: All answers will be confidential. They will be used for statistical purposes only.

1. How many students do you have or have you had in the Vocational Agriculture and FFA program? \_\_\_\_\_
2. Are you a former member of FFA and Vocational Agriculture? \_\_\_\_\_ (yes or no)
3. Do you live in town or country? \_\_\_\_\_
4. Is your student an officer in the FFA program? \_\_\_\_\_ (yes or no)
5. Does your student have a Supervised Occupational Experience Program? \_\_\_\_\_ (yes or no)  
If yes, in Ag Production or Ag Business? (circle one)
6. Are you, as a parent, involved in the Alumni, Young Farmer or Booster Club? \_\_\_\_\_ (yes or no) If yes, do you participate during the summer months? \_\_\_\_\_ (yes or no)
7. Does your student participate in shows or fairs? \_\_\_\_\_ (yes or no)
8. Does your student participate in field days? \_\_\_\_\_ (yes or no)
9. Do you as a parent feel that the summer program is necessary for vocational agriculture and FFA? \_\_\_\_\_ (yes or no)
10. How many visits does the vocational agriculture teacher make to your home each summer? one two three more (circle one)
11. Does your student participate in leadership camp during the summer? \_\_\_\_\_ (yes or no)

Below is a suggested list of major activities your vocational agriculture teacher might include in a summer program of activities. Please rank the areas according to their importance to you and your student. (Most important-one, second most important-two, etc.)

- \_\_\_\_\_ a. Professional improvement
- \_\_\_\_\_ b. Work with local administration
- \_\_\_\_\_ c. Supervision of individual training program of all-day students
- \_\_\_\_\_ d. Working with prospective new students
- \_\_\_\_\_ e. Teaching materials, teaching aids (preparing, ordering, gathering)
- \_\_\_\_\_ f. Work with other agricultural agencies
- \_\_\_\_\_ g. Work with young farmer and/or adult farmers
- \_\_\_\_\_ h. Promotional and good-will activities
- \_\_\_\_\_ i. Conducting FFA activities
- \_\_\_\_\_ j. Records and reports

VITA 2

Monte C. Womack

Candidate for the Degree of

Master of Science

Thesis: NATURE AND VALUE OF THE SUMMER VOCATIONAL AGRICULTURE PROGRAM  
AS PERCEIVED BY TEACHERS, PARENTS, AND ADMINISTRATORS OF THE  
NORTHEAST DISTRICT

Major Field: Agriculture Education

Biographical:

Personal Data: Born in Sherman, Texas, April 12, 1961, the son  
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Education: Graduated from Idabel High School, May, 1979; received  
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State College, Wilburton, Oklahoma, May, 1981; received  
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ments for the Master of Science degree in Agriculture  
Education at Oklahoma State University in July, 1985.

Professional Experience: Teaching Vocational Agriculture at  
Weleetka, Oklahoma from July, 1983 to present.

Organizations: Member of Oklahoma Vocational Agriculture Teachers  
Association, National Vocational Agriculture Teacher Associa-  
tion, Oklahoma Vocational Association, American Vocational  
Association, Oklahoma Young Farmers, and Oklahoma Alumni  
Association.