

FIRST YEAR TEACHER PERCEPTIONS OF THE PRE- AND IN-
SERVICE PROGRAMS OF THE AGRICULTURAL EDUCATION
DEPARTMENT AT OKLAHOMA STATE UNIVERSITY

By

STEVEN CARL SMITH

Bachelor of Science in Agriculture

Oklahoma State University

Stillwater, Oklahoma

1977

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1979

Thesis
1979
S661f
cop. 2



FIRST YEAR TEACHER PERCEPTIONS OF THE PRE- AND IN-
SERVICE PROGRAMS OF THE AGRICULTURAL EDUCATION
DEPARTMENT AT OKLAHOMA STATE UNIVERSITY

Thesis Approved:

Robert Terry

Thesis Adviser

James P. Key

James W. White

Norman A. Burhan

Dean of the Graduate College

1043062

ACKNOWLEDGMENTS

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

Special gratitude is expressed to Dr. Robert Terry and Dr. James Key for their invaluable advice, assistance, and encouragement. A special thank you is extended to Dr. Jack Pritchard and Dr. James White for their guidance and encouragement throughout the development of the study.

Appreciation is also expressed to the vocational agriculture instructors in Oklahoma, for without their help this study would not have been possible.

The author wishes to express sincere appreciation to his parents, Mr. and Mrs. Carl W. Smith, for their assistance and inspiration. A very special and humble thanks is expressed to his wife, Janet, and son, Brad, for the many sacrifices they made and for their untiring assistance, encouragement and love and to whom this thesis is dedicated.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	4
Purpose of the Study	5
Objectives of the Study.	5
Assumptions and Limitations of the Study	6
II. REVIEW OF LITERATURE.	8
Evaluation of Beginning Vocational Agriculture Teachers	8
Agricultural Education Program Evaluation.	11
Summary.	12
III. DESIGN AND CONDUCT OF THE STUDY	13
The Study Population	14
Development of the Instrument.	14
Collection of Data	15
Analysis of the Data	15
IV. PRESENTATION AND ANALYSIS OF THE DATA	16
Introduction	16
Competencies Now Possessed	17
Competencies Credited to the Agriculture Education Program at Oklahoma State University	25
How Often Competencies are Needed.	34
Extent to Which Competencies Should be Taught.	50
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	63
Purpose of the Study	63
Summary.	64
Key Findings	64
Conclusions.	66
Recommendations.	67
Comment.	68
SELECTED BIBLIOGRAPHY.	69
APPENDIX	71

LIST OF TABLES

Table	Page
I. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of Animal Science.	18
II. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of Agricultural Mechanics	19
III. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of Plant and Soil Science	21
IV. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of Agricultural Economics	22
V. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of F.F.A.	23
VI. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of Young and Adult Farmers.	26
VII. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of FFA Fairs, Shows and Contests.	27
VIII. Beginning Teachers' Perceptions of Competencies They Now Possess In Selected Areas of Cooperation With Other Teachers and Administration	28
IX. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of Animal Science	30
X. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of Agricultural Mechanics	31
XI. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of Plant and Soil Science	32

Table	Page
XII. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of Agricultural Economics	33
XIII. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of FFA.	35
XIV. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of Young and Adult Farmers.	37
XV. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of FFA Fairs, Shows and Contests.	38
XVI. Beginning Teachers' Perceptions of the Competencies They Acquired At Oklahoma State University In Selected Areas of Cooperation With Other Teachers and Administration	39
XVII. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of Animal Sciences	41
XVIII. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of Agricultural Mechanics.	42
XIX. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of Plant and Soil Science.	43
XX. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of Agricultural Economics.	45
XXI. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of FFA	46
XXII. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of Young and Adult Farmers	48
XXIII. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of FFA Fairs, Shows and Contests	49

Table	Page
XXIV. Beginning Teachers' Perceptions of How Often Competencies Are Needed In Selected Areas of Cooperation With Other Teachers and Administration	51
XXV. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of Animal Sciences	52
XXVI. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of Agricultural Mechanics.	54
XXVII. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of Plant and Soil Science.	55
XXVIII. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of Agricultural Economics.	56
XXIX. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of FFA	57
XXX. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of Young and Adult Farmers	59
XXXI. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of FFA Fairs, Shows and Contests	60
XXXII. Beginning Teachers' Perceptions As to the Extent Competencies Should Be Taught In Selected Areas of Cooperation With Other Teachers and Administration. . .	62

CHAPTER I

INTRODUCTION

The people involved in the teaching profession, as with those associated with business and industry, continually strive to improve the acceptability of their final product.

In the field of vocational agriculture, the final product is the student who has completed four years of the local high school vocational agriculture program. Their level of acceptability is determined by many factors, including technical knowledge concerning various areas of applied agriculture practices, and ability to successfully demonstrate and apply the training and skills necessary to fulfill the requirements of their chosen vocation in agriculture.

The events and personnel involved in helping the student acquire a level of acceptability are many. Probably the most significant of these is the local vocational agriculture teacher. He, or she, has the most impact upon the composition and conduct of the classroom, shop, and laboratory learning atmospheres. The saying, "You are only as good as your teacher," dictates that the local teacher must be capable of obtaining and presenting adequate training and supervision for the student. Should the teacher be deficient in an area, the student will probably be deficient in that same area.

The teacher uses as his resources for reaching his level of acceptability; experiences, training and knowledge learned at home, high

school, various occupations which may or may not be ag-related, personal experiences and influences of others, as well as his college preparation and student teaching. All of these factors must combine in one form or another to produce an individual with the ability to train students to work in their chosen field.

This is not to say that the teacher should receive the majority of the praise or blame for a student's success or failure. There are many other influences which carry a great deal of impact upon, not only the student, but also the teacher.

Within the last fifteen years, some significant and drastic changes have taken place within the education community. Students' lifestyles have changed, due largely to the economy, which now causes both parents to work, and caused the student unrest of the sixties. No longer are students seen and not heard; they have definite ideals, goals, and expectations and are not afraid to voice them.

School structure has changed. In many schools discipline is a problem with which there seems no ultimate solution. Accountability is in the limelight. The schoolboards and administration must justify expenditures from many angles.

The most significant change within the recent years, which also has the greatest effect on vocational agriculture, is the modifications and changes in agriculture itself. The importance of agriculture is increasing not only in the United States, but around the world. The expanding world population requires greater productivity with less acreage and tighter financial resources. New areas and aspects of agriculture, such as turf management, horticulture, the increasing use of chemical additives and application in the production of meat and

crops, and the evergrowing concern with the environment have all increased demands upon those involved in agriculture.

Also, according to Herr (1), the investments required to begin farming are astronomical. Young people can no longer afford to farm. Their goals and expectations in relation to agriculture have not changed, but the skills and energy formerly used for farming must now find different outlets. This change has drawn to the teaching field people who have no appreciable agricultural experience.

This now creates a problem for the teacher educators. Their programs and curriculums must change, compromise, or adjust in order to provide the new teacher with the resources necessary for him to prepare for the demands to be made upon him.

The agriculture education programs in this country's colleges and universities cannot be expected to supply their graduates with every detail and fragment of knowledge necessary to teach vocational agriculture in high school. This process would require many years of training over the current four year Bachelor of Science Degree. Also, because of other required courses in the four year curriculum, only limited time can be devoted to technical and professional courses in agriculture education. It is recognized that the best and probably most efficient manner to train educators is to introduce and partly explain most of the areas in which they require competency. Then the new or prospective teacher must draw upon initiative, experience and research to provide the added background and information he may require. It would be virtually impossible to produce a new teacher that possesses the skills and practical experiences of a teacher that has taught for ten or more years.

In-service programs and workshops provide supplementation to the pre-service training, but they are not cure-alls. Some information must be available to the new teacher before he begins teaching high school vocational agriculture.

An assessment of a teacher education program can be quite complicated, and as with an evaluation of any on-going process, requires an analysis of its final product, the new teacher.

It must be remembered that evaluation is not to be used solely as a vehicle for criticism, but rather as a means of feedback with improvement as a goal. The Agricultural Education Staff at Oklahoma State University realizes this and affords the new teachers with an opportunity to assess the pre-service program at a two day seminar at the end of their student teaching.

Since this information is quite important to the staff and Agricultural Education Program at Oklahoma State University, the author felt that because of the graduates' inexperience in the teaching field, pre-occupations and anxieties with job prospects and semester grades, during that seminar that another assessment of the pre- and inservice programs by these graduates would be feasible after they had a year's experience and time to think about and practice procedures learned in the program.

Statement of the Problem

Education, especially vocational agriculture education, has undergone numerous drastic changes within the last few years. These changes concern student attitudes and perceptions, school facilities and financing, as well as the many and new facets of agriculture. The variation within the teachers' environment may necessitate a modification

of their preparation to help them conform and/or cope with the demands now being made of them.

The Agricultural Education Staff at Oklahoma State University are continually asking the graduates to assess the program's value in preparing them to begin their careers as vocational agriculture teachers. But, because of graduate pre-occupations and anxieties at the time of these requested evaluations, and the inexperience of the graduates in analyzing their own competencies in relation to the demands still to be made of them, it was felt that a reassessment of the program by the graduates would be feasible after the graduates had a year's teaching experience and time to practice procedures learned in the program.

Purpose of the Study

The purpose of this study was to determine how vocational teachers who were finishing their first year of teaching in the public school systems perceived the pre- and in-service programs now in effect at Oklahoma State University.

Objectives of the Study

In order to accomplish the purposes of the study, the following specific objectives were formulated:

1. To determine the degree of competence the teachers felt they possessed in selected areas of the fields of Animal Sciences, Agricultural Mechanics, Plant and Soil Sciences, Agricultural Economics, FFA, Young and Adult Farmers, FFA Fairs, Shows and Contests, and Cooperation with other Teachers and Administration.
2. To determine how much competence in each area was secured

through the pre- and in-service programs at Oklahoma State University.

3. To determine the extent to which competencies taught were needed by the teachers in these fields.
4. To determine to what extent the graduates felt these competencies should be taught.

Assumptions and Limitations of the Study

Assumptions

For the purpose of this study, the following assumptions were accepted:

1. That the statements on the questionnaire would adequately measure the teachers' perceptions of the pre- and in-service programs at Oklahoma State University.
2. That teachers with one year experience were better qualified to evaluate the pre- and in-service programs than those teachers who chose not to teach or who have not yet taught.
3. That first year teachers would recall the majority of their pre- and in-service experiences better than teachers who have been in the field longer.
4. That no differences would exist in responses received from teachers in single teacher departments as opposed to multiple teacher departments.

Limitations

The following limitations of the study were recognized by the author:

1. Only first year teachers of vocational agriculture in Oklahoma would be included in the study.
2. The study did not attempt to analyze personality, degree of success in the college program, or the degree of success in the profession.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was conducted by the author to better acquaint him with the areas related to the evaluation of the pre- and in-service programs of Vocational Agriculture Education. The information obtained was useful in determining methodology and bases for evaluation. Along with agriculture education departmental evaluation studies, studies and articles concerning in-service education and evaluation of beginning teachers were given consideration. This review does not comprise an exhaustive list of related studies and articles. The material is presented under topical headings in order to facilitate clarity and organization.

Evaluation of Beginning Vocational Agriculture Teachers

The need for evaluation in education is critical. The fields' areas are vast, the demands are great, the stakes, high. Because of this, widespread attention has been given to, and criticism leveled at not only teachers, but also teacher educators. Bender (2) believes the criticisms to be useful in that they have stimulated teacher educators to be more searching and critical of their preparation programs.

There have been many studies of the competencies of beginning vocational agriculture teachers. Herr (1) has stated that young vocational

agriculture teacher inadequacies fall in three areas:

1. A lack of practical agricultural knowledge and mechanical skills.
2. An unwillingness to devote the extra time needed for visitation to projects.
3. An inability to use their ingenuity and the communities' resources to supplement materials and supplies not covered in the budget (p. 101).

Herr (1) cited inadequate preparation as the crux of the problem and arrived at these conclusions for correcting the problem:

1. Using regular teachers still in the field to teach some college courses because college staffs soon lose touch with the situations encountered in the field.
2. Provide more basic knowledge or experience in the field to fulfill the needs of nonagricultural students.
3. Provide prospective teachers with an understanding of the powers and powerstructures that function within a community (p. 101).

Although Herr (1) did not provide a basis for his conclusions, Bender (2) pointed out that former students are the best judges of whether they are well-prepared for beginning teaching in an acceptable manner; therefore, they are the most logical and valid source of appraisal of an education program.

Updyke (3) and Jones (4), in studies conducted in 1974 and 1975, respectively, concluded that beginning vocational agriculture teachers graduating from Oklahoma State University possessed sufficient degrees of competence in the large majority of the areas covered in their studies with the exceptions of Vocational Agriculture Occupational Training (VAOT) and Young Farmer Advise ment.

Jones (4) also concluded that the teachers preferred that the majority of competence development take place within the pre-service stage, that a program of assistance for new and returning teachers would add to current teacher education efforts, and that the teaching of certain skills and competencies by people other than teacher educators would be desirable.

Guiler (5), in a five year study conducted at Ohio State University, surveyed beginning vocational agriculture teachers at the beginning and end of their first teaching year. The study covered ten areas of competence. He found that the self-perceptions of these teachers were significantly higher at the end of the year as compared with the years' beginning. Agricultural Mechanics and Young or Adult Farmer Supervision showed the lowest perceptions both times. He concluded the increase was due to the exposure and tests of reality, the influence of other teachers, and the influence of their wives. He also recommended that all new teachers of vocational agriculture in Ohio continue to participate in an intensive in-service education program.

A study conducted by Fiscus (6) at Washington State University, sought to have beginning teachers complete a self-evaluation with the teachers' administrations completing an evaluation of them also. The significant findings of the study indicated that the teachers tended to rate themselves nearer the average than did their administrators. The scores from the administrators' evaluation tended to show a wider range of variation than did the scores of the teachers' evaluations.

Significant low scores by the administrators were:

1. Demonstrating competence in the agricultural subject matter.
2. Keeping departmental records and assigned reports.
3. Administrating and supervising activities of the department.
4. Planning, organizing, and advising FFA activities.

Significant low scores by the teacher were in the areas of:

1. FFA activities and advisement.
2. Agricultural subject matter.
3. Student rapport and motivation.
4. Supervised Occupational Experience Programs (SOEP).
5. Professional growth and development.

Significant high ratings by the teachers were:

1. Organizing and working with advisory councils.
2. Developing programs for student recruitment and career placement.
3. Developing and maintaining instructional facilities (p. 23).

Agricultural Education Program Evaluation

In a 1963 study of South Dakota's pre-service training, Gadda (7) revealed the best developed competences were associated with advising FFA activities, and the least developed areas were guidance service, Young or Adult Farmer Supervision public relations, teaching in-school classes, and Supervised Occupational Experience Programs (SOEP).

The 1972 Follow-Up Study (8) of Oklahoma State University graduates in teacher education revealed the supervisors of vocational agriculture teachers rated the 1971 graduates lower in overall effectiveness than the average of all teacher education fields.

The author felt the important finding relative to this study was that the graduates indicated more practical emphasis should be placed on course requirements and instructors' requirements and that additional field specialization should be incorporated into the curriculum.

It is interesting to note the differences in the findings of the 1972 Follow-Up Study (8) and those of the studies by Updyke (3) and Jones (4). The ratings of the two latter studies were significantly higher, indicating that deficiencies realized by the 1972 Follow-Up Study (8) were corrected by the Agricultural Education Department at Oklahoma State University.

Elliot (12) concluded in a study of 1972-73 Agriculture Education graduates that the respondents did not feel they were prepared as they should be before their student teaching. He recommended that the Agricultural Education Department at Oklahoma State University incorporate more in the curriculum, continue meetings between cooperating teachers and students before student teaching, and continue to strive to keep abreast of Vocational Agriculture teachers' needs.

Summary

An evaluation system, to be most effective, must be a continuous, on-going process. This is necessary in order for the process or program to maintain pace with the factors which influence or change the priority of its goals or characteristics of the final product in relation to the demands being made upon it.

Many studies have been conducted with the purpose of evaluating beginning vocational agriculture teachers. The majority of these studies concerned the self-perceptions of these teachers which were used as an indirect evaluation of the vocational agriculture education programs. Bender (3) pointed out that former students are the most logical and valid source of program appraisal. If this is true, then a direct evaluation of the program by the students would be most effective.

Last, teachers who have had teaching experience but still freshly remember their pre- and in-service training would provide the best base for data collection since they now also realize the extent of the demands made of them.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The primary purpose of the author was to assess the attitudes of first year vocational agriculture teachers toward the value of selected aspects of the pre- and in-service programs of the Agriculture Education Department at Oklahoma State University.

The specific objectives of the study were:

1. To determine the degree of competence the teachers felt they possessed in selected areas of Animal Sciences, Agricultural Mechanics, Plant and Soil Sciences, Agricultural Economics, FFA, Young and Adult Farmers, FFA Fairs, Shows and Contests, and Cooperation with other Teachers and Administration.
2. To determine how much competence in each area was contributed by the pre- and in-service programs at Oklahoma State University.
3. To determine the extent to which competencies taught were needed by the teachers in these fields.
4. To determine to what extent the graduates felt these competencies should be taught.

In order to collect and analyze data pertaining to the purpose and objectives of the study, it was necessary to accomplish the following tasks:

1. Determine the population of the study.
2. Develop the instrument for data collection.

3. Develop a procedure for data collection.
4. Select the method of data analysis.

The Study Population

The population of this study included certified graduates of the Agricultural Education Department of Oklahoma State University who were just beginning their second year of teaching vocational agriculture in Oklahoma. This sample consisted of 41 teachers who graduated in May, 1978, and began their teaching career in July, 1978.

Development of the Instrument

The most effective means of collecting the data was felt to be a mailed questionnaire because of the wide distribution of the teachers.

The format of the questionnaire and the design of the questions contained were developed using guidelines set forth by Hoppe and Parsons (9). Some of the guidelines used were:

1. The questions should be worded concisely and clearly (p. 62).
2. When using categories, the range should cover all responses possible (p. 24).
3. Questions need to be worded so that they are neutral, not loaded (p. 65).
4. The sequence of questions should be such that the flow of information is natural (p. 51).

The questionnaire was divided into four parts to help keep the data grouped according to the specific objectives they were designed to accomplish.

The first part of the questionnaire was developed to elicit from the respondent information concerning the degree of competence he possessed in selected fields of vocational agriculture.

The second part, which was arranged in the same format as the first,

as were all the questions, sought to determine how much of the teachers' competencies were acquired at Oklahoma State University.

The third and fourth parts of the questionnaire were developed to determine; respectively, how often these competencies were needed and whether these same competencies should be stressed more or less in the pre- and in-service programs at Oklahoma State University.

Collection of Data

The questionnaires were mailed on August 20, 1979, to each of the teachers in the study population. Included was a self-addressed, stamped envelope to encourage their response and a cover letter explaining how to fill out the questionnaire and how important it was to the study that they complete the instrument truthfully and return it promptly.

Analysis of the Data

The respondents of the study were asked to respond to the questions on a five point Likert scale. Each answer was assigned a numerical value to facilitate comparisons among groups. The number three was assigned to the median answer which was considered neutral or average.

The data were then statistically analyzed to determine means and standard deviation. The number and percentage of individuals making the same responses to particular questions were also determined.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

As discussed in previous chapters, the primary purpose of this study and the questionnaire was to assess the attitudes of first year vocational agriculture teachers toward the value of selected aspects of the pre- and in-service programs of the Agriculture Education Department at Oklahoma State University.

Thirty-three of forty-one vocational agriculture teachers, who graduated in 1978 and were completing their first year of teaching in the public school system in 1979 returned the instrument used to collect the data for this study. This was a return percentage of 80 per cent. Six additional questionnaires were returned after the cutoff date.

The results of the questionnaire are presented in four sections. They follow in this order:

1. The degree of competence the teachers feel they now possess in selected areas.
2. The extent to which the teachers credit their competencies to the pre- and in-service programs at Oklahoma State University.
3. How often competencies in these selected areas are needed.
4. The extent to which the teachers feel competencies in these areas should be taught at Oklahoma State University.

Competencies Now Possessed

This division of the questionnaire sought to determine the self-perceptions of the teachers regarding competencies which they now possess in selected areas.

Numerical values were assigned to responses to facilitate the assignment of mean values to the response ranges. The ranges for each category are as follows:

<u>Range</u>	<u>Category</u>
4.50 - 5.00	Outstanding
3.50 - 4.49	Above Average
2.50 - 3.49	Average
1.50 - 2.49	Below Average
1.00 - 1.49	None

Data presented in Table I show the results of responses of the teachers regarding their perception of the degree of competence they feel they now possess in the area of Animal Sciences.

Inspection of Table I reveals that in the area of Animal Sciences, the teachers felt they possessed an above average competence. The area of animal selection received the highest mean of 3.96 with a standard deviation of .77. The standard deviation of .77 illustrates the extent to which the responses varied around the mean. Animal nutrition scored lowest with a mean of 3.48 but had the greatest agreement with a standard deviation (s) of .56.

An overall response of average competency in selected areas of Agricultural Mechanics (Table II) was received. Basic agricultural mechanics skill scored highest with a mean of 3.25. The responses in

TABLE I
 BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
 IN SELECTED AREAS OF ANIMAL SCIENCE

Area	None		Below Average		Average		Above Average		Out-standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Animal Nutrition					17	54.8	13	41.9	1	3.2	3.48	.56
Vet Skills			2	6.6	8	26.6	18	60.0	2	6.6	3.67	.69
Animal Health					15	46.8	15	46.8	2	6.3	3.59	.60
Practical Livestock Operations					9	29.0	21	67.7	1	3.2	3.74	.51
Animal Selection			1	4.0	5	20.0	13	52.0	6	24.0	3.96	.77
Fitting and Grooming Animals for Show			3	10.0	5	16.6	20	66.6	2	6.6	3.70	.74

TABLE II

BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
IN SELECTED AREAS OF AGRICULTURAL MECHANICS

Area	None		Below Average		Average		Above Average		Out- standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Ag Mechanics			3	9.6	15	48.4	12	38.7	1	3.2	3.35	.58
Electricity	1	3.2	16	51.6	11	35.5	3	9.6			2.52	.72
Structures	1	3.2	15	48.4	10	32.2	5	16.1			2.61	.80
Power and Machinery	2	6.6	17	56.6	9	30.0	2	6.6			2.37	.72
Soil and Water Management	1	3.4	8	27.5	17	58.6	3	10.3			2.76	.69

this area were closely grouped ($s = .58$). Electricity, structures, and soil and water management received similar scores; means of 3.52, 3.61, and 2.76 respectively. The score of 2.37 with a $s = .80$ received by the area of structures was the lowest in the agricultural mechanics category. It should be pointed out that, in general, the category of agricultural mechanics received the lowest overall score of all the areas regarding competencies now possessed by the teachers.

Selected areas of Plant and Soil Science (Table III) received average scores ranging from a low in horticulture of 2.50 ($s = 1.16$) to a mean of 3.19 ($s = .86$) in fertilizers. Land use and evaluation had the lowest standard deviation with .63 while the highest was 1.16 in the area of horticulture.

As in the category of Plant and Soil Science, the selected areas of Agricultural Economics (Table IV) received overall scores in the average range. The highest means were farm management and financing with 3.06 each and the lowest was 2.65 in the area of taxes. Price trends and cycles and budgeting both scored 2.87.

Selected areas in the category of F.F.A. received overall responses in the ranges of average and above average (Table V). This category, which is the largest the teachers were asked to respond to, also had consistently low standard deviations which ranged from .51 to .83.

The highest mean, 4.09, was in the area of supervised visits and the lowest, 3.43, recordkeeping and auditing. Both had the highest, as well as, similar standard deviations of .77 and .76, respectively. Interesting to note, the majority of areas covered under the heading

TABLE III

BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
IN SELECTED AREAS OF PLANT AND SOIL SCIENCE

Area	None		Below Average		Average		Above Average		Out- standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Plant Identification	1	3.2	10	32.2	14	45.1	6	19.4			2.81	.79
Land Use and Evaluation			8	26.6	18	60.0	4	13.3			2.87	.63
Fertilizer			8	25.0	11	34.4	12	37.5	1	3.2	3.19	.86
Horticulture	7	21.8	11	34.3	6	18.7	7	21.8	1	3.2	2.50	1.16
Crops			4	13.7	18	62.0	7	24.1			3.10	.62
Pasture and Range Management	1	3.1	11	34.3	13	40.6	9	21.8			2.80	.82

TABLE IV

BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
IN SELECTED AREAS OF AGRICULTURAL ECONOMICS

Area	None		Below Average		Average		Above Average		Out-standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Price Trends and Cycles	1	3.2	6	19.3	20	64.5	4	12.9			2.87	.67
Farm Management			6	19.3	20	54.8	4	25.8			3.06	.68
Budgeting	1	3.2	7	22.6	18	58.1	5	16.1			2.87	.72
Taxes	1	3.2	14	45.1	11	35.5	5	16.1			2.65	.80
Financing			7	22.6	15	48.4	9	29.0			3.06	.73

TABLE V
 BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
 IN SELECTED AREAS OF FFA

Area	None		Below Average		Average		Above Average		Out-standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Chapter Advisement					16	51.6	15	48.4			3.48	.51
Coordinating Leadership Activities					17	54.8	14	45.1			3.45	.52
Supervised Occupational Experience Programs (SOEP)			2	6.5	12	38.7	16	51.6	1	3.2	3.52	.68
Vocational Agricultural Occupational Training (VAOT)	2	6.9	13	44.8	10	34.5	4	13.8			2.55	.83
Supervised Visits			1	3.1	8	25.0	18	56.3	5	15.6	4.09	.77
Student Advisement and Counseling			2	6.3	13	40.6	15	46.8	2	6.3	3.53	.72

TABLE V (Continued)

Area	None		Below Average		Average		Above Average		Out-standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Career Selection			1	3.2	15	48.4	15	48.4			3.45	.57
Fund Raising Techniques					12	38.7	18	58.1	1	3.2	3.65	.55
Keeping FFA Accounts			1	3.2	15	48.4	15	48.4			3.45	.57
Recordkeeping and Auditing			4	12.5	11	34.3	16	50.0	1	3.1	3.43	.76

of F.F.A. had standard deviations from .51 to .57. Also, the only area to receive responses stating a total lack of competence was VAOT, with 6.9% of the teachers stating they possessed no competence.

All mean scores in areas concerning Young and Adult Farmers (Table VI) were average with standard deviations from .85 to 1.16. Program development received the lowest mean of 2.83; the high, public relation, 3.23. Both supervised visits and fund raising and recordkeeping had means of 3.13.

Three areas were surveyed related to FFA Fairs, Shows, and Contests (Table VII). Team preparation and fair and contest regulations had average means of 3.63 and 3.68 respectively. The lowest mean, 2.45, was in crop exhibits. This mean was below average.

All areas, with the exception of special education teachers, of Cooperation with Other Teachers and Administration (Table VIII) had means in the above average range (3.87 to 3.90). The standard deviations ranged from .60 to .98.

Competencies Credited to the Agriculture Education Program at Oklahoma State University

The second division of questions within the survey instrument was concerned with how much of their competence in selected areas teachers felt should be credited to the pre- and in-service programs at Oklahoma State University.

The scale for interpreting mean responses in this division was:

<u>Range</u>	<u>Category</u>
4.50 - 5.00	Very Great
3.50 - 4.49	Great

TABLE VI

BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
IN SELECTED AREAS OF YOUNG AND ADULT FARMERS

Area	None		Below Average		Average		Above Average		Out-standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Program Development	1	3.2	10	32.2	12	38.7	8	25.8			2.87	.85
Supervised Visits	2	6.4	5	16.1	13	41.9	9	29.0	2	6.4	3.13	.99
Public Relations	1	3.2	3	9.7	16	51.6	10	32.3	1	3.2	3.23	.80
Fund Raising and Recordkeeping	5	15.1	5	16.1	14	45.2	5	16.1	2	6.4	3.13	1.16

TABLE VII
 BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
 IN SELECTED AREAS OF FFA FAIRS,
 SHOWS AND CONTESTS

Area	None		Below Average		Average		Above Average		Out-standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Team Preparation			2	6.3	12	37.5	14	43.8	4	12.5	3.63	.29
Fair and Contest Regulations			1	3.2	11	35.5	16	51.6	3	9.7	3.68	.70
Crop Exhibits	1	3.0	19	57.6	10	30.3	3	9.1			2.45	.71

TABLE VIII

BEGINNING TEACHERS' PERCEPTIONS OF COMPETENCIES THEY NOW POSSESS
IN SELECTED AREAS OF COOPERATION WITH OTHER
TEACHERS AND ADMINISTRATION

Area	None		Below Average		Average		Above Average		Out- standing		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Other Vo. Ag. Instructors					11	36.7	12	40.0	7	23.3	3.87	.98
Special Education Teachers			2	6.5	16	51.6	9	29.0	4	12.9	3.48	.81
School Board and Administration					7	22.5	20	64.5	4	12.9	3.90	.60
Support Personnel					10	31.2	14	43.8	8	25.0	3.94	.76

2.50 - 3.49	Some (Average)
1.50 - 2.49	Little
1.00 - 1.49	None

Tables IX through XVI contain the data regarding the teachers' perceptions of the credit for their competencies due the pre- and in-service programs at Oklahoma State University.

In the areas of Animal Science (Table IX), the majority of scores fell within the 'some' (or average) category. The exception was the area of fitting and grooming animals for show which scored 2.29 with a standard deviation of 1.50. The rest of the scores ranged from a low of 2.58 ($s = .87$) in vet skills to a high of 3.19 ($s = .86$) in animal nutrition.

The highest mean in areas of Agricultural Mechanics (Table X) was agricultural mechanics skills; 3.60 ($s = .86$). This mean fell into the category of 'great', indicating that the teachers attributed a great deal of their competence to the Agriculture Education program. The remaining means ranged from a low of 2.13 (Structures, $s = 1.04$) to the high of 2.66 (Electricity, $s = 1.32$). These scores indicated little or some credit directed to the pre- and in-service programs at Oklahoma State University.

The areas surveyed under the heading of Plant and Soil Sciences (Table XI) all scored similar means (2.45 to 2.84) and standard deviations ($s = .91$ to 1.33). These scores were borderline between 'little' and 'some' credit being attributed O.S.U. The area of horticulture had the highest standard deviation ($s = 1.33$) which illustrated the wide and somewhat even distribution of the responses.

All response means within the Agricultural Economics (Table XII)

TABLE IX
 BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 ANIMAL SCIENCE

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Animal Nutrition	1	3.2	6	19.4	10	32.3	14	45.2			3.19	.86
Vet Skills	2	6.5	15	48.4	8	25.8	6	19.4			2.58	.87
Animal Health	1	3.2	6	19.4	18	58.0	6	19.4			2.94	.72
Practical Livestock Operations	1	3.3	10	33.3	16	53.3	3	10.0			2.70	.69
Animal Selection			9	36.0	12	48.0	7	28.0	1	4.0	3.00	.83
Fitting and Grooming Animals for Show	7	23.3	11	36.7	5	16.7	5	16.7			2.29	1.50

TABLE X
 BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 AGRICULTURAL MECHANICS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Ag Mechanics Skills			5	15.6	12	37.5	13	40.6	2	6.3	3.60	.86
Electricity	7	24.1	8	27.6	4	13.8	8	27.6	2	6.9	2.66	1.32
Structures	10	33.3	10	33.3	6	20.0	4	13.3			2.13	1.04
Power and Machinery	7	25.0	13	46.4	4	14.3	4	14.3			2.17	.98
Soil and Water Management	6	20.0	10	33.3	9	30.0	5	16.7			2.43	.81

TABLE XI
 BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 PLANT AND SOIL SCIENCE

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Plant Identification	4	13.3	10	33.3	10	33.3	5	16.7	1	3.3	2.63	1.00
Land Use and Evaluation	5	16.6	16	53.3	5	16.6	4	13.3			2.27	.91
Fertilizer	3	9.7	9	29.0	10	32.3	8	25.8	1	3.2	2.84	.97
Horticulture	9	30.0	8	26.7	4	13.3	7	23.3	2	6.7	2.50	1.33
Crops	5	16.1	12	38.7	7	22.6	7	22.6			2.52	1.03
Pasture and Range Management	6	20.7	11	38.0	7	24.1	3	10.3	2	6.9	2.45	1.15

TABLE XII

BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 AGRICULTURAL ECONOMICS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Price Trends and Cycles	5	16.7	6	20.0	8	26.7	9	30.0	2	6.7	2.90	1.21
Farm Management	4	12.9	7	22.6	7	22.6	11	35.5	2	6.5	3.00	1.18
Budgeting	3	10.0	8	26.7	11	36.7	7	23.3	1	3.3	2.83	1.20
Taxes	3	10.0	13	43.3	7	23.3	7	23.3			2.60	.97
Financing	4	13.3	8	26.7	13	43.3	4	13.3	1	3.3	2.67	1.05

category rated 'some' competence to O.S.U. The means were a low in taxes (2.60, $s = 1.18$) to a high in farm management (3.00, $s = 1.18$).

Nine of the ten areas of F.F.A. (Table XIII) had mean responses falling into the 'some' category, the lone exception being fund raising techniques, which scored lower with a mean of 2.48. Of the nine areas within the 'some' range, the low mean was 2.53 (Recordkeeping and Auditing) as opposed to the high of 3.28 (Chapter Advise-ment).

The section covering Young and Adult Farmers (Table XIV) scored the most similar standard deviations of all sections of the questionnaire. They scored from .97 to 1.03. Means scored in the 'some' range, with a low in fund raising and recordkeeping, 2.61, to the high of program development and supervised visits, both 3.00.

Under Fairs, Show and Contests, Table XV, the mean values were: Team Preparation, 2.50 ($s = .88$); Fair and Contest Regulations, 2.25 ($s = .70$); and Crop Exhibits, 2.00 ($s = .70$).

Cooperation with other vocational agriculture instructors (Table XVI) scored highest in the last category with 2.97, while the lowest was special education teachers with 2.52. Each though, had standard deviations of 1.07 and 1.06, respectively.

How Often Competencies are Needed

The third division of the questionnaire sought to determine the perceptions of these teachers concerning how often competencies in selected areas were needed. Data concerning this division is contained in Tables XVII to XXIV.

TABLE XIII

BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 FFA

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Chapter Advisement	1	3.4	6	20.7	10	34.5	8	27.6	4	13.8	3.28	1.06
Coordinating Leadership Activities	1	3.3	8	26.7	11	36.7	9	30.0	1	3.3	3.03	.93
Supervised Occupational Experience Programs (SOEP)	1	3.3	8	36.7	12	40.0	6	20.0	2	6.7	2.90	.95
Vocational Agricultural Occupational Training (VAOT)	3	10.3	12	41.4	7	24.1	6	20.7	1	3.4	2.66	1.04
Supervised Visits	2	6.7	8	26.7	9	30.0	9	30.0	2	6.7	3.03	1.00
Student Advisement and Counseling	3	10.7	10	35.7	8	28.7	5	17.9	2	7.1	2.75	1.07

TABLE XIII (Continued)

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Fund Raising Techniques	6	20.7	11	37.9	6	20.7	4	13.8	2	6.9	2.48	1.18
Keeping FFA Accounts	5	16.7	9	30.0	10	33.3	5	16.7	1	3.3	2.60	1.07
Recordkeeping and Auditing	5	16.7	9	30.0	12	40.0	3	10.0	1	3.3	2.53	1.07
Career Selection	3	10.0	10	33.3	10	33.3	6	20.0	1	3.3	2.73	1.01

TABLE XIV

BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 YOUNG AND ADULT FARMERS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Program Development	2	6.5	7	22.6	13	41.9	7	22.6	2	6.5	3.00	1.00
Supervised Visits	4	13.0	7	22.6	14	45.2	6	19.4	1	3.2	2.78	1.01
Public Relations	3	9.7	5	16.1	14	45.2	7	22.6	2	6.5	3.00	1.03
Fund Raising and Recordkeeping	4	13.0	11	35.5	13	41.9	4	13.0	1	3.2	2.61	.97

TABLE XV

BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 FFA FAIRS, SHOWS AND CONTESTS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Team Preparation	4	12.5	12	37.5	12	37.5	4	12.5			2.50	.88
Fair and Contest Regulations	7	22.6	12	38.7	11	35.5	2	6.5			2.25	.70
Crops Exhibits	8	24.2	17	51.5	7	21.2					2.00	.70

TABLE XVI

BEGINNING TEACHERS' PERCEPTIONS OF THE COMPETENCIES THEY ACQUIRED
 AT OKLAHOMA STATE UNIVERSITY IN SELECTED AREAS OF
 COOPERATION WITH OTHER TEACHERS
 AND ADMINISTRATION

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Other Vo. Ag. Teachers	2	6.7	7	23.3	11	36.7	7	23.3	3	10.0	2.97	1.07
Special Education Teachers	5	16.1	10	32.3	9	29.0	4	12.9	1	3.2	2.52	1.06
School Board and Administration	4	12.9	9	29.0	11	35.5	4	12.9	1	3.2	2.62	1.01
Support Personnel	5	15.6	8	25.0	9	28.1	5	15.6	2	6.3	2.69	1.17

The scale for interpreting mean responses in this division was:

<u>Range</u>	<u>Category</u>
4.50 - 5.00	Constantly
3.50 - 4.49	Frequently
2.50 - 3.49	Occasionally
1.50 - 2.49	Seldom
1.00 - 1.49	Never

The category of Animal Sciences (Table XVII), in this division, had the highest mean scores with consistently small standard deviations as compared to all other categories. Animal selection had the highest mean, 4.53, and smallest standard deviation ($s = .51$) of this category. This mean indicates that competence in animal selection is needed constantly. The lowest mean was scored by practical livestock operations (4.27, $s = .69$) which is interpreted to mean competence here is needed frequently. Interesting to note how similar the means (4.27 to 4.53) and standard deviations (.51 to .78). Also, no teacher responded in the seldom or never columns in this category.

Agricultural mechanics skills, in the category of Agricultural Mechanics (Table XVIII), scored significantly higher than any other subject area with a mean of 4.34 as compared to the next highest, 3.16 (Structures and Electricity). Ag. mechanics skills also had a significantly lower standard deviation ($s = .60$ as compared to the next lowest of 1.02 scored by structures). The skills mean rated 'frequently' with the remaining items rating occasionally.

All competencies under the heading Plant and Soil Science, Table XIX, were considered to be needed frequently. The means ranged from a high of 3.48 (also the lowest standard deviation, $s = .85$) in

TABLE XVII

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETENCIES ARE NEEDED
IN SELECTED AREAS OF ANIMAL SCIENCES

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Animal Nutrition					4	12.5	15	46.9	13	40.6	4.28	.68
Vet Skills					1	3.2	19	61.3	11	35.5	4.32	.54
Animal Health					2	6.5	17	54.8	12	38.7	4.32	.78
Practical Livestock Operations					4	13.3	14	46.7	12	40.0	4.27	.69
Animal Selection							14	46.7	16	53.3	4.53	.51
Fitting and Grooming Animals for Show					4	12.9	14	45.2	13	41.9	4.29	.69

TABLE XVIII

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETENCIES ARE NEEDED
IN SELECTED AREAS OF AGRICULTURAL MECHANICS

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Ag Mechanics					2	6.3	17	53.1	13	40.6	4.34	.60
Electricity			10	33.3	10	33.3	5	16.7	5	16.7	3.16	1.09
Structures	1	3.3	6	20.0	14	46.7	5	16.7	4	13.3	3.16	1.02
Power and Machinery	1	3.3	9	30.0	11	36.7	5	16.7	4	13.3	3.07	1.08
Soil and Water Management	1	3.4	8	27.6	10	34.5	7	24.1	3	10.3	3.10	1.05

TABLE XIX

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETENCIES ARE NEEDED
IN SELECTED AREAS OF PLANT AND SOIL SCIENCE

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Plant Identification			3	9.7	14	45.2	10	32.3	4	12.9	3.48	.85
Land Use and Evaluation			7	22.6	12	38.7	9	29.0	3	9.7	3.26	.93
Fertilizer			6	19.4	14	45.2	8	25.8	3	9.7	3.26	.89
Horticulture	4	12.9	9	29.0	8	25.8	5	16.1	5	16.1	2.90	1.29
Crops			4	12.9	18	58.1	4	12.9	5	16.1	3.32	.91
Pasture and Range Management	1	3.2	11	35.5	10	32.3	6	19.4	3	9.7	2.97	1.05

plant identification to a low of 2.90 (also the highest standard deviation, $s = 1.29$) in the area of horticulture.

'Frequently' and 'occasionally' were the ratings scored by the items associated with Agricultural Economics (Table XX). The mean scores ranged from 3.03 (Taxes, $s = 1.02$) to 3.55 (Budgeting, $s = 1.05$). Financing was close behind budgeting with a mean of 3.50, $s = .93$.

The category of F.F.A., Table XXI, showed a high degree of agreement among the respondents. Also, with the exception of the two significantly low means (VAOT, 2.67, $s = 1.45$ and Career Selection, 3.83, $s = 1.01$), all standard deviations were lower than 1.00 (.40 to .96).

The three areas whose means rated in the 'constantly' category; Chapter Advisement (4.77), Coordinating Leadership Activities (4.57), and Supervised Visits (4.81) had significantly low standard deviations of .48, .57, and .40 respectively. With the exception of VAOT, all areas covered within this category were rated 'frequently' or 'constantly'.

In the category of Young and Adult Farmers, Table XXII, Public Relations (3.84, $s = 1.10$) was rated as a competence which is frequently needed. The remaining areas; Program Development (3.06, $s = 1.26$), Supervised Visits (3.45, $s = 1.18$), and Fund Raising and Recordkeeping (3.15, $s = 1.44$) were scored in the area of being needed frequently.

Crop exhibits, as associated with FFA Fairs, Shows and Contests (Table XXIII), scored a mean of 3.00 ($s = 1.05$) which indicates that they are competencies needed only occasionally. Team preparation (4.22, $s = .75$) and fair and contest regulations (4.25, $s = .80$) were

TABLE XX

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETENCIES ARE NEEDED
IN SELECTED AREAS OF AGRICULTURAL ECONOMICS

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Price Trends and Cycles	1	3.1	4	12.5	17	53.1	8	25.0	2	6.3	3.19	.86
Farm Management	1	3.2	4	12.9	13	41.9	10	32.3	3	9.7	3.32	.94
Budgeting	1	3.2	6	19.4	14	45.2	7	22.6	3	9.7	3.55	1.05
Taxes	1	3.2	9	29.0	12	38.7	6	19.4	3	9.7	3.03	1.02
Financing	1	3.3	6	20.0	14	46.7	17	23.3	2	6.7	3.50	.93

TABLE XXI

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETNCIES ARE NEEDED
IN SELECTED AREAS OF FFA

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Chapter Advisement					1	3.2	5	16.1	25	80.6	4.77	.48
Coordinating Leadership Activities					1	3.3	11	36.7	18	60.0	4.57	.57
Supervised Occupational Experience Programs (SOEP)	1	3.2	1	3.2	1	3.2	7	22.6	21	67.7	4.48	.96
Vocational Agricultural Occupational Training (VAOT)	8	26.7	8	26.7	5	16.7	4	13.3	5	16.7	2.67	1.45
Supervised Visits							6	19.4	25	80.6	4.81	.40
Student Advisement and Counseling			2	6.2	3	9.4	14	43.8	13	40.6	4.19	.87
Career Selection			2	8.3	8	33.3	6	25.0	8	33.3	3.83	1.01

TABLE XXI (Continued)

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Fund Raising Techniques					2	6.7	17	56.7	11	36.7	4.30	.59
Keeping FFA Accounts					5	16.1	10	32.2	16	51.6	4.35	.76
Recordkeeping and Auditing					5	15.6	11	34.3	16	50.0	4.34	.75

TABLE XXII

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETENCIES ARE NEEDED
IN SELECTED AREAS OF YOUNG AND ADULT FARMERS

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Program Development	4	12.9	7	22.6	7	22.6	9	29.0	4	12.9	3.06	1.26
Supervised Visits	1	3.1	6	18.8	10	31.3	6	18.8	8	25.0	3.45	1.18
Public Relations	1	3.2	3	9.7	6	19.4	11	35.5	10	32.3	3.84	1.10
Fund Raising and Recordkeeping	5	15.2	7	21.2	6	18.2	6	18.2	8	24.2	3.15	1.44

TABLE XXIII

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETENCIES ARE NEEDED
IN SELECTED AREAS OF FFA FAIRS, SHOWS AND CONTESTS

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Team Preparation					6	18.8	13	40.6	13	40.6	4.22	.75
Fair and Contest Regulations					7	21.9	10	31.3	15	46.9	4.25	.80
Crop Exhibits	1	3.1	11	34.4	10	31.3	7	21.9	3	9.4	3.00	1.05

competencies being scored as needed frequently.

Areas of Cooperation with Other Teachers and Administration (Table XXIV) all showed means (3.71 to 4.47) in the 'frequently' range.

Extent to Which Competencies Should be Taught

The purpose of the fourth division of the questionnaire was to determine the teachers' perceptions of what extent competencies in selected areas should be taught in the pre- and in-service programs of The Agriculture Education Department at Oklahoma State University. Tables XXV to XXXII contain a summary of the data collected in this area.

The scale used for this division was as follows:

<u>Range</u>	<u>Category</u>
4.50 - 5.0	Very Great
3.50 - 4.49	Great
2.50 - 3.49	Some (Average)
1.50 - 2.49	Little
1.00 - 1.49	None

The responses received in the category of Animal Sciences (Table XXV) showed agreement in that the areas of animal science in this questionnaire should be taught to a great extent in the pre- and in-service programs at Oklahoma State University. The mean responses ranged from 4.00 (Animal Health, $s = .89$) to the high of 4.20 (Animal Selection, $s = .81$). Fitting and grooming animals for show scored a mean of 4.13 with the smallest standard deviation of the category of .78.

TABLE XXIV

BEGINNING TEACHERS' PERCEPTIONS OF HOW OFTEN COMPETENCIES ARE NEEDED
IN SELECTED AREAS OF COOPERATION WITH OTHER
TEACHERS AND ADMINISTRATION

Area	Never		Seldom		Occa- sionally		Fre- quently		Con- stantly		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Other Vo. Ag. Teachers					3	9.7	11	35.5	16	51.6	4.43	.68
Special Education Teachers			4	13.8	8	27.6	12	41.4	7	24.1	3.71	.97
School Board and Administration					1	3.4	14	48.3	15	51.7	4.47	.57
Support Personnel					1	3.4	14	48.3	15	51.7	4.47	.57

TABLE XXV

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF
ANIMAL SCIENCES

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Animal Nutrition					9	30.0	9	30.0	12	40.0	4.10	.84
Vet Skills			2	6.9	6	20.7	8	27.6	13	44.8	4.10	.98
Animal Health			1	3.3	8	26.7	8	26.7	13	43.3	4.00	.89
Practical Livestock Operations			2	6.9	5	17.2	9	31.0	13	44.8	4.14	.95
Animal Selection					7	23.3	10	33.3	13	43.3	4.20	.81
Fitting and Grooming Animals for Show					7	23.3	12	40.0	11	36.7	4.13	.78

Ag mechanics skills scored the highest mean in the category of Agricultural Mechanics, Table XXVI (4.13, $s = .90$). This means that ag mechanics skills should be taught to a great extent. The other areas of this category also scored means in this area with the exceptions of structures (3.16, $s = 1.05$) and power and machinery (3.38, $s = 1.15$).

The mean scores under the heading of Plant and Soil Science showed that the respondents thought these areas should be taught from some to a great extent. The means ranged from a low of 3.47 (Horticulture, $s = 1.31$) to a high of 3.83 (Plant Identification, $s = .96$). Horticulture was also the only area to be rated in the 'some' (average) category (Table XXVII).

All the areas of Agricultural Economics (Table XXVIII) were perceived by the teachers to have the need to be taught to some extent. The means range from 3.33 (Farm management, $s = 1.08$) to 3.45 (Price trends and cycles, 1.10).

The areas of the FFA category (Table XXIX) all scored means within the range of 3.67 to 4.14. They all also had relatively high standard deviations which ranged from .90 to 1.21.

The teachers' responses in the category of Young and Adult Farmers, Table XXX, indicated that they believe program development and public relations should be taught to a great extent. The means were 3.68 ($s = .83$) and 3.71 ($s = .94$); respectively.

FFA Fairs, Shows and Contests (Table XXXI) showed team preparation to score the high mean of 4.00 ($s = .92$) and crop exhibits the low of 3.42 ($s = 1.15$).

In the areas of Cooperation with Other Teachers and Administration,

TABLE XXVI

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF
AGRICULTURAL MECHANICS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Ag Mechanics Skills			1	3.3	7	23.3	9	30.0	13	43.3	4.13	.90
Electricity			5	16.6	11	36.7	7	23.3	7	23.3	3.53	1.04
Structures			7	21.9	11	34.4	6	18.8	6	18.8	3.16	1.05
Power and Machinery			7	24.1	12	41.4	2	6.9	8	27.6	3.38	1.15
Soil and Water Management			6	20.7	6	20.7	11	37.9	6	20.7	3.59	1.05

TABLE XXVII

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF
PLANT AND SOIL SCIENCE

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Plant Identification			2	6.7	11	36.7	7	23.3	10	33.3	3.83	.96
Land Use and Evaluation			3	10.0	15	50.0	4	13.3	8	26.7	3.56	1.01
Fertilizer	1	3.3	1	3.3	13	43.3	6	20.0	9	30.0	3.70	1.05
Horticulture	3	10.0	3	10.0	10	33.3	5	16.7	9	30.0	3.47	1.31
Crops	1	3.3	2	6.7	11	36.7	10	33.3	6	20.0	3.60	1.00
Pasture and Range Management	1	3.3	2	6.7	11	36.7	7	23.3	9	30.0	3.70	1.09

TABLE XXVIII

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF
AGRICULTURAL ECONOMICS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Price Trends and Cycles			5	16.1	14	45.2	5	16.1	7	22.6	3.45	1.10
Farm Management			3	10.0	13	43.3	5	16.7	9	30.0	3.33	1.08
Budgeting	2	6.7	5	16.7	10	33.3	6	20.0	7	23.3	3.37	1.22
Taxes	2	6.7	4	13.3	10	33.3	7	23.3	7	23.3	3.43	1.20
Financing	2	6.7	3	10.0	12	40.0	6	20.0	7	23.3	3.43	1.16

TABLE XXIX

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF
FFA

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Chapter Advisement					10	33.3	6	21.0	14	46.7	4.13	.90
Coordinating Leadership Activities			2	6.9	6	20.7	7	24.1	14	48.3	4.14	.99
Supervised Occupational Experience Programs (SOEP)	1	3.2	2	6.4	7	22.6	8	25.8	13	42.0	3.97	.97
Vocational Agricultural Occupational Training (VAOT)	2	7.4	1	3.7	10	37.0	5	18.5	9	33.3	3.67	1.21
Supervised Visits	1	3.3	2	6.7	10	33.3	4	13.3	13	43.3	3.87	1.17
Student Advisement and Counseling			3	10.0	10	33.3	5	16.7	12	40.0	3.87	1.07

TABLE XXIX (Continued)

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Career Selection			4	13.3	10	33.3	6	20.0	10	33.3	3.73	1.08
Fund Raising Techniques	1	3.3	4	13.3	7	23.3	7	23.3	11	36.7	3.73	1.19
Keeping FFA Accounts			4	13.3	7	23.3	8	26.7	12	40.0	4.03	1.10
Recordkeeping and Auditing			5	17.2	7	24.1	3	10.3	14	48.3	3.90	1.20

TABLE XXX

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF
YOUNG AND ADULT FARMERS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Program Development			4	12.9	5	16.1	19	61.3	3	9.7	3.68	.83
Supervised Visits	1	3.3	6	20.0	8	26.7	14	46.7	1	3.3	3.27	.94
Public Relations			4	12.9	7	22.6	14	45.2	6	19.4	3.71	.94
Fund Raising and Recordkeeping			8	25.0	8	25.0	12	37.5	4	12.5	3.37	1.01

TABLE XXXI

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF
FFA FAIRS, SHOWS AND CONTESTS

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Team Preparation			1	3.1	10	31.3	9	28.1	12	37.5	4.00	.92
Fair and Contest Regulations	1	3.1	1	3.1	10	31.3	10	31.3	10	31.3	3.84	1.02
Crop Exhibits	2	6.4	3	9.8	13	41.9	6	19.3	7	22.6	3.42	1.15

Table XXXII, the area of special education teachers was the only area to not score in the 'great' category. The area school board and administration scored the highest mean of 3.90 ($s = 1.09$) and special education teachers the lowest mean of 3.48 ($s = .96$).

TABLE XXXII

BEGINNING TEACHERS' PERCEPTIONS AS TO THE EXTENT COMPETENCIES
SHOULD BE TAUGHT IN SELECTED AREAS OF COOPERATION
WITH OTHER TEACHERS AND ADMINISTRATION

Area	None		Little		Some		Great		Very Great		Mean	Standard Deviation
	N	%	N	%	N	%	N	%	N	%		
Other Vo. Ag. Teachers			3	10.0	10	33.3	7	23.3	10	33.3	3.80	1.03
Special Education Teachers			5	16.1	11	35.5	10	32.2	5	16.1	3.48	.96
School Board and Administration	1	3.2	1	3.2	10	32.2	7	22.6	12	38.7	3.90	1.09
Support Personnel	1	3.2	2	6.4	11	35.5	5	16.1	12	38.7	3.81	1.14

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary review of the study problem and its setting, the design and conduct of the study, and the major findings. Also presented are conclusions and recommendations which were based upon analysis and summarization of data collected and upon observations and impressions resulting from the design and conduct of the study.

Purpose of the Study

The purpose of this study was to determine how vocational agriculture teachers who were finishing their first year of teaching in the public school systems perceived the pre- and in-service programs now in effect at Oklahoma State University. The objectives of the study were as follows:

1. To determine the degree of competence the teachers felt they possessed in selected areas.
2. To determine how much competence in each area was contributed by the pre- and in-service programs at Oklahoma State University.
3. To determine the extent to which competencies taught were needed by the teachers in the field.
4. To determine to what extent the teachers felt these competencies

should be taught at Oklahoma State University.

Summary

Thirty-three vocational agriculture teachers who have taught for one year completed and returned questionnaires from which data were collected for this study.

Data collected were computed to determine number responding, percentage, mean, and standard deviation. Tables were constructed and presented in Chapter IV. Data was also analyzed and discussed in Chapter IV.

Key Findings

Key findings of the author regarding the teachers' perceptions in selected areas of study are summarized as follow:

1. In regard to the teachers' perceptions of the degree of competence they now possess in selected areas.
 - a. The teachers feel they possess an above average competence in most areas of animal sciences.
 - b. The teachers felt they possessed only average competence in the field of agricultural mechanics.
 - c. The teachers felt they possessed average competence in plant and soil sciences and agricultural economics.
 - d. The teachers consider themselves to be average to above average in the areas related to FFA.
 - e. The teachers feel they have average competence in the category of Young and Adult Farmers.
 - f. The teachers consider themselves to be average or above

average in the areas of FFA fairs, shows and contests and cooperation with other teachers and administration.

2. In regard to the degree of credit offered O.S.U. for the competencies they possess.
 - a. The teachers credit O.S.U. with some (average) credit in the areas of animal sciences and agricultural mechanics.
 - b. The teachers credit the pre- and in-service programs at O.S.U. with some credit for the competencies they possess in the areas of plant and soil science, agricultural economics, FFA, Young and Adult Farmers, FFA fairs, shows and contests, and in cooperation with other teachers and administration.
3. In regard to the teachers perceptions of how often competencies in selected areas are needed.
 - a. The teachers feel that competencies in animal sciences and FFA are needed frequently.
 - b. Ag mechanics skills are needed frequently, but the teachers felt that other related areas were needed only occasionally.
 - c. The teachers considered competencies in the areas of plant and soil science, agricultural economics, and Young and Adult Farmers were needed only occasionally.
 - d. Competencies were needed frequently by teachers in the areas of FFA fairs, shows, and contests and in cooperation with other teachers and administration.
4. In regard to the teachers' perceptions as to the extent that competencies in selected areas should be taught in the pre- and in-service programs at Oklahoma State University.

- a. The areas of animal science, FFA, FFA fairs, shows and contests, and cooperation with other teachers and administration should be taught to a great degree by the Agricultural Education Staff in the view of the teachers.
- b. The areas of ag mechanics (except basic mechanics skills), plant and soil science, agriculture economics, and Young and Adult Farmers need only to be taught to 'some' extent.

Conclusions

By analyzing data obtained and presented in this study, certain conclusions can be suggested concerning teacher perceptions of the pre- and in-service programs of the Agricultural Education Program at O.S.U. The major conclusions obtained in this study are presented as follow:

1. In relation to all areas covered in this study, the teachers all possessed at least adequate competence. This indicates that the Agricultural Education Department at Oklahoma State University is properly preparing its graduates to begin instructing high school vocational agriculture in Oklahoma.
2. Based upon the responses of the teachers, competencies in animal sciences and F.F.A. are needed at least frequently. These areas do command a high priority in most vocational agriculture programs and should continue to be stressed in the pre- and in-service programs at O.S.U.
3. Competencies needed in cooperating with other teachers are drawn upon frequently; especially other vocational agriculture instructors. The ability to work and communicate with the administration is also important.

4. The teachers possess average competency in the area of Young and Adult Farmers and this seems to be sufficient based upon the responses of the teachers.
5. Competencies are needed frequently in regard to agriculture mechanics skills but other areas of mechanics are not and the teachers do not exhibit a need or want to increase their competencies here.
6. The teachers need to take more interest and initiative in the areas of plant science, agriculture economics and Young and Adult Farmers because of the vital role these subjects play in the operation of a high school vocational agriculture program.

Recommendations

After completing the study, the author would like to recommend the following:

1. The Agriculture Education Department should continue to stress the field of animal science and areas involving FFA as well as strive to improve the areas that the population of this study felt weak in.
2. The Agriculture Education Department should motivate students more in the area of Young and Adult Farmers. This would aid new teachers in developing and promoting new and existing Young Farmer programs. Also, competencies in this area would provide a wider base from which the new teacher could build for assisting other local farmers and ranchers which may call upon the teacher from time to time.

3. Review of the data collected in this study reveals that cooperation with special education teachers rated below all other personnel, including support personnel. Because of the constantly increasing enrollment of socially and intellectually disadvantaged students in vocational programs, cooperation with special education teachers should be impressed upon the graduates as imperative.
4. Because of the importance of competitive FFA activities and the public attention which they attract, it is recommended that areas concerning FFA fairs, shows and contests be studied more in depth by the graduates.
5. Today's economy requires all citizens, especially those working with large amounts of capital (such as those involved in agriculture) to maintain a more than adequate knowledge of financing, budgeting, etc. In view of the low mean scores of the teachers in regard to the competencies they possess in this area, it is suggested that the Agricultural Education Department strive to improve the graduates' realization and understanding of this subject.

Comment

Upon reviewing the data gathered in this study, the author wishes to commend the Agricultural Education Department and Staff of the Oklahoma State University for the excellent performance in preparing the graduates for their chosen vocation.

A SELECTED BIBLIOGRAPHY

- (1) Herr, Robert D. "Teacher Preparation--Tell It Like It Is." Agricultural Education Magazine, Vo. 49, No. 5 (November, 1976), 101-102.
- (2) Bender, Ralph E. "Evaluation of Teacher Education Programs." Teacher Education in Agriculture. Ed. V. R. Cardozier. Illinois: Interstate Publishers, 1967.
- (3) Updyke, Gary W. "New Teachers' Perceptions of the Pre-Service Agricultural Education Program at Oklahoma State University." (Unpub. Ed. D. dissertation, Oklahoma State University, 1974.)
- (4) Jones, John D. "Vocational Agriculture Teacher Perceptions of Competencies as Bases for Pre- and In-Service Agricultural Education Programs in Oklahoma." (Unpublished Ed.D. dissertation, Oklahoma State University, 1975.)
- (5) Guiler, Gilbert S. "How First-Year Teachers Perceive Their Abilities." Agricultural Education Magazine, Vol. 42, No. 12 (June, 1970), 312-313.
- (6) Fiscus, Keith. "Evaluation of Beginning Agricultural Education Teachers." Agricultural Education Magazine, Vol. 47, No. 1, (July, 1974), 22-23.
- (7) Gadda, Hilding W. "An Evaluation of the Pre-Service Program of Teacher Education in Agriculture Education at South Dakota College." (Unpub. Ed.D. dissertation, Michigan State University, 1963.)
- (8) "The 1972 Follow-Up Report." Stillwater, Oklahoma: Oklahoma State University Division of Teacher Education and University Placement Services, August, 1972.
- (9) Hoppe, Edward W. and Robert J. Parsons. Questionology. 1st Ed. Brigham Young University Publication, 1974.
- (10) Arthur, Nolan Lee. "An Assessment of Selected Aspects of Academic Preparation As Perceived by a Group of Transfer Students Graduating From Oklahoma State University." (Unpub. Ed.D. dissertation, Oklahoma State University, 1975.)
- (11) Zurbrick, Philip R. and Floyd G. McCormick. "In-Service Education for the Beginning Teacher." Agricultural Education Magazine, Vol. 45, No. 4 (October, 1972), 78-79.

- (12) Elliot, Glen William. "Attitudes Toward Student Teaching of 1972-1973 Agriculture Education Graduates Who Are Teaching As Compared To Those Who Are Not." (Unpub. M. S. thesis, Oklahoma State University, 1975.)
- (13) Shill, James F. and Herbert M. Handley. "Additional Competency Development: A Challenge for Teacher Education." Agricultural Education Magazine, Vol. 47, No. 9 (March, 1975), 212-214.

APPENDIX

TERRY COLSON, Jr. High Principal
 NELL FINE, Elementary Principal

DAVID E. WADE, Sr. High Principal
 ROBERT V. DeLAY, Superintendent

YALE PUBLIC SCHOOLS

322 North C Street
 YALE, OKLAHOMA 74085

August 20, 1979

Dear

The primary purpose of the Agricultural Education Department at Oklahoma State University is to prepare people to teach Vocational Agriculture. In order to train people for this important and demanding profession, certain adjustments must be made in the curriculum from time to time.

In order to maintain the quality of education needed, the department feels they must constantly evaluate the program in various ways. The Agricultural Education staff are in agreement that perhaps the most valuable evaluation comes from teachers in the field. Therefore, I am conducting a study to determine how recent graduates who have entered the profession feel about how well necessary competencies were developed.

This questionnaire was designed to take as little of your time as possible and still allow you to give your feelings about the program. This information will be confidential and no one besides myself will see it. At no time will you or your department be identified in the data reported.

The following example will help you complete the questionnaire:

	What Degree Of Competence Do You Feel You Now Possess In These Areas?					To What Extent Do You Credit Your Competence In These Areas To the Pre- In-Service Programs At OSU?					How Often Are Competencies In These Areas Needed?					To What Extent Should These Competencies Be Taught In the Pre- & In-Service Programs At OSU?				
	NONE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING	NONE	LITTLE	SOME	GREAT	VERY GREAT	NEVER	Seldom	OCCASIONALLY	FREQUENTLY	CONSTANTLY	NONE	LITTLE	SOME	GREAT	VERY GREAT
ANIMAL SCIENCES																				
Animal Nutrition																				
Vet Skills																				

Your prompt attention to this matter will be greatly appreciated.

Sincerely,

Steve Smith
 Vocational Agriculture Instructor
 Yale, Oklahoma

	What Degree Of Competence Do You Feel You Now Possess In These Areas?					To What Extent Do You Credit Your Competence In These Areas To the Pre-In-Service Programs At OSU?					How Often Are Competencies In These Areas Needed?					To What Extent Should These Competences Be Taught In the Pre- & In-Service Programs At OSU?				
	NONE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING	NONE	LITTLE	SOME	GREAT	VERY GREAT	NEVER	SOMETIMES	OCCASIONALLY	FREQUENTLY	CONSTANTLY	NONE	LITTLE	SOME	GREAT	VERY GREAT
YOUNG AND ADULT FARMERS																				
Program Development																				
Supervised Visits																				
Public Relations																				
Fund Raising and Recordkeeping																				
FFA FAIRS, SHOWS AND CONTESTS																				
Team Preparation																				
Fair and Contest Regulations																				
Crop Exhibits																				
COOPERATION WITH OTHER TEACHERS AND ADMINISTRATION																				
Other Vo. Ag. Instructors																				
Special Education Teachers																				
School Board and Administration																				
Support Personnel																				

DEPT.

Please Rate The OSU Ag Ed In The Following Areas:

	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT
Availability For Counseling					
Expertise In Their Subject Areas					
Interest & Help In Fulfilling Your Needs					
Assistance & Advisement In Job Placement					

Please Feel Free To Add Any Additional Comments Concerning The Pre- & In-Service Programs At OSU. They Will Be Very Helpful In Evaluating Results.

VITA²

Steven Carl Smith

Candidate for the Degree of

Master of Science

Thesis: FIRST YEAR TEACHER PERCEPTIONS OF THE PRE- AND IN-SERVICE PROGRAMS OF THE AGRICULTURAL EDUCATION DEPARTMENT AT OKLAHOMA STATE UNIVERSITY

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Fort Smith, Arkansas, September 16, 1952, the son of Mr. and Mrs. Carl W. Smith.

Education: Graduated from Edmond High School, Edmond, Oklahoma, in May, 1970; attended Northeastern Oklahoma A & M at Miami, Oklahoma, from August 1970 through May 1971; received Bachelor of Science in Agriculture degree from Oklahoma State University in 1977; completed requirements for Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in December, 1979.

Professional Experience: Vocational Agricultural Instructor, Yale High School, Yale, Oklahoma, July, 1978 to present.