THE IDENTIFICATION OF SELECTED FEMALE CAPABILITIES IN VOCATIONAL AGRICULTURE AND THEIR EFFECT UPON THE INSTRUCTIONAL PROGRAM OF VOCATIONAL AGRICULTURE AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS IN OKLAHOMA

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CHAPTER I

INTRODUCTION

Vocational Agriculture is designed to prepare and encourage high school students to enter and progress in agricultural occupations, through the acquisition of saleable skills. As a result of their experiences in Vocational Agriculture, many students have gone on to successful careers in farming and agribusiness.

Traditionally, Oklahoma Vocational Agriculture programs have attracted substantially more males than females, as is the case in many states. With the inception of Title IX, associated with the Education Amendments of 1972, numerous attempts have been made to provide more opportunities for female enrollment in male-oriented programs.

Even though programs in Vocational Education and Vocational Agriculture are now open to females, there has only been a slight increase in female enrollment in specific male-intensive areas of study. Hopefully, this study will lend support to the unique capabilities of the female Vocational Agriculture student.

Problem Statement

Throughout Vocational Agriculture programs in the United States in 1975, females accounted for only five percent of the total enrollment. In Oklahoma Vocational Agriculture programs in 1977, there were 1,759 girls enrolled. However, this represented only 8.5 percent of the

total enrollment of 20,653 students, which would indicate a need for a concerted effort by those involved in the educational process to become more aware of possible female capabilities in Vocational Agriculture.

If educational programs are to remain viable and effective in meeting the needs of all students, concerted efforts must be made toward the removal of obstacles and barriers that hinder equal educational opportunities.

Purposes

The purposes of this study were: (1) to identify selected capabilities of girls in Vocational Agriculture, as perceived by teachers of Vocational Agriculture, and (2) to compare the perceptions of Vocational Agriculture instructors in Oklahoma with regard to the effect of female enrollment in Vocational Agriculture programs.

Objectives of the Study

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

1. Determine if instructor perceptions of selected female capabilities in Vocational Agriculture differ between the five supervisory districts in Oklahoma;
2. Determine if variances exist in instructors' perceptions of the five selected categories: (a) skill expectations, (b) social attitudes, (c) classroom capabilities, (d) teaching potential, and (e) leadership capabilities.

Rationale for the Study

In recent years, Vocational Agriculture programs have expanded to include girls in their enrollment. Questions have often been raised as to the capabilities of females in educational programs and ensuing careers in non-traditional fields, such as agriculture.

This study should give some indications as to instructors' perceptions of selected female capabilities in Vocational Agriculture, so that those involved in the educational process will be more aware of selected female capabilities.

Assumptions and Limitations of the Study

Assumptions

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

1. The questionnaire developed for this study would adequately measure the perceptions of Vocational Agriculture instructors in Oklahoma towards selected female capabilities in Vocational Agriculture;
2. The responses given by Vocational Agriculture instructors were indicative of their true perceptions of selected female capabilities in Vocational Agriculture;
3. The 153 teachers selected for this study were representative of all Vocational Agriculture teachers in Oklahoma;
4. The perceptions of teachers without girls presently enrolled in their Vocational Agriculture programs would not differ from those who have girls enrolled in their programs.

Limitations

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

1. The study is confined to Oklahoma public schools with departments of Vocational Agriculture;
2. Some teachers may have a lack of exposure to an adequate number of female Vocational Agriculture students;
3. In recognizing that some teachers have had limited opportunities in class to relate to girls as students of Vocational Agriculture, some perceptions may fall in the undecided category.

Definitions

Vocational Agriculture is designed to meet the needs of persons who have entered upon, or are preparing to enter upon, the work of the farm or farm home, or any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or farm home.

Title IX of the Education Amendments of 1972 states that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Skill Expectation is the degree of probability that students will further their ability to use their acquired knowledge effectively and readily in the execution or performance of certain selected skills.

Social Attitudes are the expressed opinions of society towards certain aspects of human behavior; in the case of this study as to

whether those behaviors are considered masculine or feminine.

Classroom Capability is having the ability to be successful in a classroom setting.

Teaching Potential is the expressed possibility of a student's being capable of becoming an instructor of Vocational Agriculture.

Leadership Capability is the expressed possibility of a student becoming a successful leader.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A search of literature was made, prior to this study, concerning the nature and scope of women in non-traditional occupations and educational programs, especially those related to agriculture and Vocational Agriculture. An attempt was made to assemble the information into four main categories: (a) women in Vocational Education, (b) sex stereotyping related to Vocational Education, (c) ways to overcome sex stereotyping in Vocational Education, and (d) related research findings. Selected readings are reported in the Review of Literature according to the four selected categories, and a summary is included.

Women in Vocational Education

With the passage of the Smith-Hughes Act of 1917, the federal government pledged its support to the expanding field of Vocational Education. The original Vocational Education system included Vocational Education in Agriculture for men and Vocational Education in Home Economics for women. This system was functional for a time period when men worked outside the home and women worked in their homes. But, as more women entered the paid labor force outside of the home, consideration was given to preparing women for more diversified occupations than home economics.

In 1972, the first federal regulations concerning women's rights in Vocational Education were passed by Congress through Title IX of the 1972 Educational Amendments. Title IX states that:

> No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (9).

The Title IX regulation provides that females and males must be afforded equal opportunity by July 21, 1976, in regard to:

1) Admissions to most education institutions;
2) Access to and treatment in curricular and extra-curricular programs and activities sponsored by education agencies and institutions;
3) Treatment under regulations and policies governing student benefits, services, conduct and dress;
4) Access to employment in education agencies and institutions;
5) Terms, conditions and benefits of such employment (9).

As stated by Matthews (10), the primary goal of Vocational Education is to prepare students with the necessary skills and knowledge to carry out adult work roles, including those necessary for the maintenance of self and family and those necessary for entry and participation in the paid labor force.

With the changing state of the United States economy, more and more women are entering the paid labor force. According to a survey by the United States Department of Labor in 1974, 46.3 percent of all women over the age of 16 are in the labor force, constituting 39.9 percent of all workers. In 1973, the average earnings of men who worked full-time, year round was $11,186.00; the average earnings of women who worked full-time, year round, was $6,335.00, or 56.6 percent of the male median

(13). In light of these figures, it would seem to be beneficial for women to prepare for entry into non-traditional, higher paying fields of work.

Although Vocational Education programs are open to both sexes, there tend to be either female or male intensive areas of study. According to Roby (12), of the 1.4 million women enrolled in vocational programs in 1972, 49 percent were being trained in Home Economics and 28 percent were being trained in Office Practices. In Vocational Agriculture, only five percent of the total enrollment was female.

A summary of Oklahoma Vocational Agriculture enrollment for the 1976-77 school year, prepared by the State Department of Vocational and Technical Education, provides an assessment of the distribution of males and females enrolled in Vocational Agriculture. According to the State Department, 18,894 (91.5%) males and 1,759 (8.5%) females, were enrolled in Vocational Agriculture programs in Oklahoma.

Sex Stereotyping Related to Vocational Education

Smith (15) stated that although Title IX has laid down ground rules to eliminate sex discrimination, sex bias and sex stereotyping still exist in amazing proportions; sex bias being a learned behavior, based on the traditional male-female roles that have been instilled in most people since childhood.

According to Allen (1), the effect of sex stereotyping, internally and externally, is evidenced through the fact that individual program areas in Vocational Education are still predominantly one sex or the other, with the exception of Distributive Education. The problem is failure of female students to enroll in traditionally male fields.

Knotts (6) stated that early conditioning in childhood has contributed to traditional habits and customs concerning occupational trends.

Steele (16) discussed how early home conditioning of boys and girls has shaped their behavior patterns and expectations of themselves and members of the opposite sex. Boys are taught to shape their own world, while girls are taught to let the world influence them. According to Iglitzin (5), studies indicate that the degree of traditional sex stereotyping is quite strong by the time the child enters the fifth grade.

In secondary schools, sex bias prevails in many cases. To quote JoAnn Steiger (17):

> The basic forces of our society push women into a highly restricted vision of their role, including a very narrow range of occupations which are considered appropriately 'feminine'. These beliefs serve to continue to channel women into low-status, low-pay occupations at a time when they can do much better (p.8).

Sex bias is continued through the use of vocational interest inventories and achievement tests. The widely used Strong Vocational Interest test shows sex bias in the categories from which males and females are allowed to choose. Females are asked to indicate preference between marrying a rancher or a corporation president, and activity preferences center around home care or interior decorating; whereas males are asked if they prefer developing a theory of operation or supervising manufacturing of machines (13). Another study concerning the major achievement tests used in this country (including California, Metropolitan, SRA, Iowa, and Stanford) showed that males and females were portrayed mainly in stereotyped roles. When the College Entrance Examination Board contents were examined, much of the same results were shown (14).

Ways to Overcome Sex Stereotyping in Vocational Education

With more and more jobs becoming open to women, it necessarily follows that more vocational programs will need to be tailored to the needs of both men and women, including Vocational Agriculture, and Agricultural Education. Simply to allow women to enter agriculture programs is not enough; it will be to the benefit of agriculture if women are encouraged to enter agriculture (11). While more women are enrolling in agriculture at the college level, one area with less female enrollment is Agricultural Education. As of 1975, only 12 percent of the enrollment of students training for teaching agriculture was female, possibly due to the emphasis on production agriculture (11). Due to the interest shown in this field, instructors are encouraged to enroll more girls in the agriculture occupations programs. If the Vocational Agriculture instructor is female, it would help break the traditionalized notion that agriculture is only for boys, and would provide a role-model for girls.

The first step in providing equal opportunity for females lies in improving the admissions and enrollment procedures (12). Affirmative action is necessary to assure that girls will be given the opportunity for equal occupational information and career guidance, and that it will not be limited to traditionally female areas of study. Each student's program choice should be based on the areas he or she is interested in, not on the basis of sex. Career and guidance counselors should be given literature and information concerning the various occupations available to male and female alike (6). Equitable counseling with parents of both boys and girls who are planning to enroll in

Vocational Agriculture should be given, in an effort to enlist their support and encouragement for their daughters and sons in the program.

Instruction is the second area in which affirmative action needs to be taken to abolish sex stereotyping. The vocational instructor, especially in agriculture has the responsibility, in addition to teaching subject matter, to inspire his or her students with the desire to learn and to excel at what they do, to the best of each individual's ability. Thomas Morell (1708-1784) expressed this idea when he said, "The first gift we can bestow on others is a good example (7, p.284)." By providing an example of sexual equality, hopefully the instructor will invoke in his or her students the ability to regard self and others with respect and consideration, regardless of sex. Specific ways to discourage sex stereotyping include offering instructional materials that depict females in agricultural occupations as well as males. Encouraging boys and girls alike to participate on FFA judging teams, in FFA leadership contests and to take an equal work load when duties are assigned will help promote sex equality, self-respect and confidence (6). The instructor should try to encourage occupational training employers to consider girls for open positions, and encourage these employers to offer equal training and job assignments to girls as well as boys, rather than just letting girls do the bookkeeping or light physical chores. If a girl desires a career in agriculture, she must learn that her success will be based on her personal accomplishments, without receiving preferential or differential treatment on the basis of sex. The instructor should also realize that if a female fails at a specific task, it is not just because she is female; he or she should realize that the individual may need more help and guidance in how to

overcome the obstacle. Publicizing the success of both males and females in the program and in agricultural occupations might also encourage more females to follow their own inclinations toward the pursuit of a career in agriculture, without fear of being ostracized or excluded.

Related Research

Kuznik (8) stated that significant numbers of women have started to enroll in agriculture at the University of Minnesota Technical College, Crookston, Minnesota. Only two women were enrolled in agriculture in 1969, but by 1974, the female enrollment climbed to 62. A survey conducted by the University of Minnesota at Crookston concerning employer ratings of its graduates (1968-1973) revealed that women are rated just as highly as men. Comparative salary data showed that females received substantially less money ($150.00 less per month) on initial hiring than their male counterparts. This is partially explained by the fact that the three areas of Agriculture (Horticulture, Conservation and Light Horse Management) chosen by most females are the traditionally nominal paying agricultural fields.

North Carolina has taken steps to eliminate sex stereotyping in their vocational schools, under the New Pioneers Project started in July, 1974, as reported by Smith (15). Three themes were prominent in the project: (1) lifetime planning for everyone, (2) options for everyone, and (3) the needs of disadvantaged girls. The New Pioneers Project attempted to involve everyone: agencies, state consultants, local administrators, teachers and students. Handouts and sample plans were developed along with a tape/filmstrip entitled, "I'm Glad I'm a She! I'm Glad I'm a He!" and used for short courses, workshops and clinics

for local administrators, state consultants, and teachers. A summer course was conducted, involving teachers from 45 units, in which the teachers were trained to serve as local resource people and to teach certificate renewal credit courses on sex bias in education. Publicity was used widely to show students and parents that both males and females can work productively and with satisfaction in non-traditional jobs. The success of this project is shown by the increase in female enrollment in agriculture, 20 months after the onset of the program--there were nearly 1,000 more girls in agriculture, an increase of 20 percent.

A survey to determine existing attitudes of agricultural educators in the Commonwealth of Pennsylvania toward female agriculture teachers was recently conducted by Bass (2). Sixty high schools and vocational technical schools were selected at random for the survey, along with nine teacher educators and ten supervisors of Pennsylvania State University. Four items of the questionnaire were designed to determine the respondents' attitudes towards female teaching performance in various areas of agriculture; two were designed to measure teacher control, and one was used to determine if female Vocational Agriculture teachers would be accepted in the community. Results showed no significant difference in the attitudes of the respondents, although 85.7 percent had not worked with female agriculture teachers. Most respondents felt that women could perform well in all areas except agricultural machinery and managing large animals. Ninety-five percent of the respondents agreed that women had good classroom control, but only 48.6 percent felt that women could handle shop classes. General results showed that in Pennsylvania, most teacher educators, male agriculture teachers, and supervisors held favorable attitudes toward women agriculture teachers.

According to Curry (4), certain assumptions have been made with regard to female students. These assumptions include:

1. Male and female students have the same learning abilities;
2. Male and female students have the same desire to work after graduation;
3. Agricultural teachers (predominantly male) who have been teaching all male classes can adjust to and successfully teach female students without in-service training; and
4. The primary purpose of Vocational Education is to provide training for job entry skills at the secondary level (pp. 270-271).

Curry (4) stated that these assumptions have caused the development of other problems:

1. Only a small number of females have elected to enroll in agricultural courses;
2. Subject matter is being taught instead of students;
3. Teachers have developed biases toward female students;
4. A lack of understanding of female students has resulted in poor instruction; and
5. Female students have become disinterested (p. 271).

In light of these problems, Curry stated that the attitudes of agricultural educators toward female students must change. He feels it is insufficient simply to allow girls to enter agricultural programs, and that it indicates a lack of educational professionalism.

In a study of Texas agriculture teachers by Brock (3), significantly more emphasis was placed on the recruitment of qualified female students. Of those surveyed, 32.6 percent felt that little or no emphasis should be placed on female recruitment, while only 10.9 percent felt that little or no emphasis should be placed in the recruitment of male students.

Summary

As more women enter and successfully compete with males in non-traditional occupations such as agriculture, attention needs to be given to offering equal access and opportunity to learn the skills needed for these jobs. Vocational Education can aid in the development of equal opportunity for both sexes by promoting co-educational involvement in all fields of Vocational Education at the secondary and post-secondary levels, with enrollment based on individual aspirations and accomplishments. This would be quite an improvement over present methods, which tend to channel women into traditionally female, low-paying careers or jobs. Promotions and selection for educational programs should be based upon the accomplishments and abilities of each individual and should be impartial with reference to sex.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this chapter is to describe methods and procedures used in conducting this study. These were dictated by the purpose and objectives of the study.

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

1. Determine the population for the study;
2. Develop the instrument for data collection;
3. Develop a procedure for data collection;
4. Select methods of data analysis.

The Study Population

Questionnaires were mailed to 125 Vocational Agriculture departments in Oklahoma, representing 153 teachers. As a result of the first mailing, 86 (68.8%) schools responded, representing 102 (66.7%) teachers. As the result of a second mailing, 19 (15.2%) schools responded, representing 21 (13.7%) teachers. The combined total number of schools included in this study was 105 (84%) representing 123 (80.4%) teachers.

Development of the Instrument

The information needed for this study was acquired through the use of a questionnaire. The first part of the questionnaire was concerned with demographic information about the instructors and students. The second part of the questionnaire contained positive and negative statements designed to elicit responses from the instructors with regard to their perceptions toward selected female capabilities in Vocational Agriculture.

Collection of Data

The author chose to administer the instrument by mailed questionnaires. On December 1, 1977, each teacher was sent a cover letter, questionnaire, and self-addressed, stamped return envelope. On January 26, 1978, a second questionnaire was sent to non-respondents. February 10, 1978, was set as the final date for the return of questionnaires to be used in this study.

Analysis of Data

The following description of the analysis procedure is included to provide an overview of the statistical treatment of the data collected. The instrument used in data collection contained a Leikert-type scale. The scale used solicited the teachers' perceptions through the degree of agreement with various statements relating to selected female capabilities in Vocational Agriculture. To facilitate the analysis of data, all negative statements contained in part two of the questionnaire were reversed for calculation by the author to make them comparable to the positive statements. Therefore, means of negative statements would be

in the reverse categories compared to positive statements. To permit statistical treatment of the data, numerical values were assigned to the response categories as follows:

Category Responses	Numerical Values
Strongly Agree	4
Agree	3
Undecided	2
Disagree	1
Strongly Disagree	0

To facilitate comparison between responses, a mean group rating was computed for each item. This was accomplished by: (1) assigning a numerical rating to each response category, (2) multiplying the number of respondents per category by the numerical value, (3) summing these products, and (4) dividing by the total number of respondents in each group. With the mean group rating computed, comparison was accomplished.

In order to determine the average group response to statements and because computation of these mean responses resulted in decimal fractions, a range of numerical values was established.

Category Responses	Range of Numerical Values
Strongly Agree	3.5 - 4.00
Agree	2.5 - 3.49
Undecided	1.5 - 2.49
Disagree	0.5 - 1.49
Strongly Disagree	0.0 - .49

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purposes of this study were: (1) to identify selected capabilities of girls in Vocational Agriculture, as perceived by teachers of Vocational Agriculture, and (2) to compare the perceptions of Vocational Agriculture instructors in Oklahoma with regard to the effect of female enrollment in Vocational Agriculture programs.

To accomplish this purpose, the following objectives were formulated:

1. Determine if instructor perceptions of selected female capabilities in Vocational Agriculture differ according to the five supervisory districts in Oklahoma.
2. Determine if variances exist in instructors' perceptions of the five selected categories: (a) skill expectations, (b) social attitudes, (c) classroom capabilities, (d) teaching potential, and (e) leadership capabilities.

Findings of the Study

For ease of reporting the data collected in this study, information will be reported in two sections: (a) respondent demographic data and (b) teacher perceptions with reference to female capabilities in Vocational Agriculture.

Demographic Data

In Table I, it was reported that each supervisory district had at least an 88 percent male enrollment, with the highest male enrollment being 93.5 percent in the Southeast district.

TABLE I

DEMOGRAPHIC DATA REGARDING STUDENT ENROLLMENT AS REPORTED FOR EACH SUPERVISORY DISTRICT

Number of Schools in Supervisory District		Student Enrollment: Girls N	Girls %	Boys N	Boys %	Total Enrollment
Northwest	(17)	59	7.7	705	92.3	764
Southwest	(22)	96	8.0	1098	92.0	1194
Central	(23)	168	12.0	1236	88.0	1404
Northeast	(23)	183	11.2	1450	88.8	1633
Southeast	(20)	85	6.5	1215	93.5	1300
Total	(105)	591	9.4	5704	90.6	6295

Comparatively, the highest female enrollment was in the Central District, with 12 percent of the total enrollment being female. The lowest female enrollment was 6.5 percent in the Southeast District.

Of the schools included in this study, total overall enrollment equalled 6,295, of which 90.6 percent were males and 9.4 percent were females.

In Table II, it was interesting to note that 66.7 percent of all teachers included for this study were between the ages of 21 and 35 years, of the total, thus comprising the highest percentage. Surprisingly, the age group that made up the fourth highest percentage was the 51-55 year old group, at 13.8 percent of the total.

TABLE II

DEMOGRAPHIC DATA REGARDING AGE OF TEACHERS INCLUDED IN STUDY

Supervisory District	Range of Ages															
	21-25		26-30		31-35		36-40		41-45		46-50		51-55		56-up	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Northwest (20)	5	25.0	2	10.0	4	20.0	1	5.0	2	10.0	1	5.0	4	20.0	1	5.0
Southwest (27)	7	25.9	9	33.3	5	18.5	2	7.4	0	0.0	0	0.0	3	11.1	1	3.7
Central (26)	3	11.5	5	19.2	7	26.9	0	0.0	3	11.5	3	11.5	4	15.4	1	3.8
Northeast (27)	6	22.2	6	22.2	7	25.9	3	11.1	1	3.7	1	3.7	2	7.4	1	3.7
Southeast (23)	3	13.0	6	26.0	7	30.4	1	4.3	0	0.0	1	4.3	4	17.4	1	4.3
Total (123)	24	19.5	28	22.8	30	24.4	7	5.7	6	4.9	6	4.9	17	13.8	5	4.1

It was also interesting to note that 76 (61.8%) teachers had 0-10 years of teaching experience, while 96 (78%) reported having fewer than ten years of teaching experience in their present school system. Thus, it would seem to indicate that younger teachers with limited Vocational Agriculture teaching experience are becoming more predominant in Oklahoma.

TABLE III

DEMOGRAPHIC DATA REGARDING YEARS EXPERIENCE IN TEACHING VOCATIONAL AGRICULTURE AND YEARS EXPERIENCE IN PRESENT SCHOOL SYSTEM OF TEACHERS INCLUDED IN THIS STUDY

Supervisory Districts	Range of Years											
	0-5		6-10		11-15		16-20		21-25		26-33	
	N	%	N	%	N	%	N	%	N	%	N	%
Northwest (20)												
Years Experience	7	35.0	5	25.0	0	0.0	2	10.0	4	20.0	2	10.0
Years in Present System	12	60.0	3	15.0	1	5.0	1	5.0	2	10.0	1	5.0
Southwest (27)												
Years Experience	15	55.6	4	14.8	4	14.8	1	3.7	1	3.7	2	7.4
Years in Present System	20	74.1	4	14.8	3	11.1	0	0.0	0	0.0	0	0.0
Central (26)												
Years Experience	8	30.8	5	19.2	2	7.7	3	11.5	5	19.2	3	11.5
Years in Present System	14	53.8	4	15.4	2	7.7	1	3.8	3	11.5	2	7.7
Northeast (27)												
Years Experience	12	44.4	5	18.5	5	18.5	0	0.0	1	3.7	4	14.8
Years in Present System	16	59.3	4	14.8	2	7.4	2	7.4	1	3.7	2	7.4
Southeast (23)												
Years Experience	8	34.8	7	30.4	2	8.7	0	0.0	2	8.7	4	17.4
Years in Present System	11	47.8	8	34.8	2	8.7	0	0.0	0	0.0	2	8.7
Total Years Experience	50	40.7	26	21.1	13	10.6	6	4.9	13	10.6	15	12.2
Total Years in Present System	73	59.3	23	18.7	10	8.1	4	3.3	6	4.9	7	5.7

Teacher Perceptions as to Female Capabilities in Vocational Agriculture

For ease of interpretation, a scale was designed to solicit teachers' perceptions in terms of degree of agreement with selected statements related to female capabilities in Vocational Agriculture. As previously mentioned in Chapter III, numerical values were assigned to the five-point category response scale as follows:

Category Responses	Numerical Values
Strongly Agree	4
Agree	3
Undecided	2
Disagree	1
Strongly Disagree	0

To enhance the investigation and to determine the average group response to selected statements, a range of numerical values was established for each of the five response categories and are as follows:

Positive Statements	Range of Numerical Values
Strongly Agree	3.5 - 4.00
Agree	2.5 - 3.49
Undecided	1.5 - 2.49
Disagree	0.5 - 1.49
Strongly Disagree	0.0 - .49

Skill Expectations

In Table IV, it was reported that all districts were in agreement with statements 1-4. Concurrently, all districts "strongly agreed" with statements 5-7. It was surprising to note that little difference existed between responses from the five supervisory districts related to skill expectations of female students in Vocational Agriculture.

Statements relating to skill expectations are included as follows:

1. Girls should be expected to perform the same agricultural skills as boys, including any hard work or physical labor.
2. There are selected skills in agricultural mechanics that girls

are not capable of performing, such as welding.

3. Girls should be expected to perform all skills in agricultural mechanics.
4. Girls are capable of performing veterinary related skills, such as castration, dehorning and giving injections.
5. Girls are capable of performing mathematically related skills, such as computing and balancing rations.
6. Girls should be encouraged to compete in livestock shows.
7. Girls should be encouraged to invest money in supervised farm training programs.

TABLE IV

$\bar{X}$ RESPONSE BY DISTRICT TO SKILL EXPECTATIONS OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statement	Supervisory Districts										Statewide	
	Northwest $\bar{X}$		Southwest $\bar{X}$		Central $\bar{X}$		Northeast $\bar{X}$		Southeast $\bar{X}$		$\bar{X}$	
1	2.75	A	2.74	A	3.07	A	3.00	A	2.91	A	2.90	A
2	3.45	D*	3.41	D*	3.19	D*	3.48	D*	3.26	D*	3.36	D*
3	3.05	A	3.07	A	3.07	A	3.25	A	3.34	A	3.19	A
4	3.40	A	3.48	A	3.23	A	3.66	SA	3.52	SA	3.46	A
5	3.70	SA	3.77	SA	3.73	SA	3.81	SA	3.70	SA	3.75	SA
6	3.65	SA	3.81	SA	3.76	SA	3.70	SA	3.61	SA	3.72	SA
7	3.70	SA	3.62	SA	3.76	SA	3.62	SA	3.61	SA	3.67	SA
District $\bar{X}$	3.38	A	3.41	A	3.40	A	3.50	SA	3.42	A	3.44	A

*Reversed category due to negatively stated statement.

Social Attitudes

According to Table V, statements 8 and 9 received an average response of "undecided" regarding social attitudes related to female students. However, the average response for all districts fell within the category of "agree" on statements 10 and 11. The overall $\bar{X}$ for each district indicated that the Southwest district was "undecided" on the statements regarding social attitudes.

TABLE V

$\bar{X}$ RESPONSE BY DISTRICTS TO SOCIAL ATTITUDES REGARDING FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statement	Supervisory Districts										Statewide	
	Northwest $\bar{X}$		Southwest $\bar{X}$		Central $\bar{X}$		Northeast $\bar{X}$		Southeast $\bar{X}$		$\bar{X}$	
8	2.00	U*	1.85	U*	2.42	U*	2.19	U*	2.04	U*	2.13	U*
9	2.40	U*	1.67	U*	2.04	U*	1.78	U*	2.13	U*	1.98	U*
10	2.90	A	2.85	A	2.81	A	3.04	A	2.65	A	2.85	A
11	3.05	D*	2.96	D*	3.38	D*	3.41	D*	3.22	D*	3.21	D*
District $\bar{X}$	2.59	A	2.33	U	2.66	A	2.61	A	2.51	A	2.54	A

*Reversed category due to negatively stated statement.

Statements relating to social attitudes are included as follows:

8. A girl's primary interests should be in managing the home and family.

9. It is easier for an instructor to discipline boys than girls.
10. Girls who are employed in agriculturally related jobs will be well accepted in a community.
11. When girls enter an agricultural profession, their salaries should be lower than the salaries of boys entering the same field.

Classroom Capabilities

In Table VI, the average response of all districts "agreed" with statements 12, 13, 14, 15 and 18 with the exception of the Northeast and Southeast districts, which remained "undecided" in regard to statement 12. However, when considering the statewide average, all statements fell in the response category of "agreed" relative to classroom capabilities of the female student.

Statements relating to classroom capabilities are included as follows:

12. In a vocational agriculture program, girls require more personal attention from the instructor than boys.
13. Certain subjects, such as reproduction in farm animals, are unsuitable for mixed classes (boys and girls).
14. Counselors should encourage girls who show an interest in agriculture to enter a vocational agriculture program.
15. The vocational agriculture teacher should accept and understand that most girls have less serious academic and career aims than most boys.
18. Teacher expectations of students can affect a student's classroom performance.

TABLE VI

$\bar{X}$ RESPONSE BY DISTRICTS TO CLASSROOM CAPABILITIES OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statement	Supervisory Districts										Statewide	
	Northwest $\bar{X}$		Southwest $\bar{X}$		Central $\bar{X}$		Northeast $\bar{X}$		Southeast $\bar{X}$		$\bar{X}$	
12	2.95	D*	2.67	D*	3.00	D*	2.30	U*	2.39	U*	2.65	D*
13	2.95	D*	2.89	D*	3.19	D*	2.93	D*	2.91	D*	2.98	D*
14	3.15	A	2.96	A	3.15	A	3.07	A	3.17	A	3.10	A
15	2.90	D*	2.70	D*	3.00	D*	3.07	D*	2.87	D*	2.91	D*
18	3.25	A	3.15	A	3.15	A	3.22	A	2.96	A	3.15	A
District $\bar{X}$	3.04	A	2.87	A	3.10	A	2.92	A	2.86	A	2.96	A

*Reversed category due to negatively stated statement.

Teaching Potential

As reported in Table VII, the average response for all districts fell within the category of "undecided" in reference to statements 16, 17, 22 and 23, with the exception of the Central district, whose response to statement 17 fell in the "disagreed" category. Surprisingly, all districts "agreed" with statement 24 pertaining to teaching potential of females.

Statements relating to teaching potential are included as follows:

16. Girls who show an interest in teaching and agriculture should be encouraged to become vocational agriculture teachers.
17. Girls who want to be vocational agriculture instructors should be encouraged to major in a plant science field.

TABLE VII

$\bar{X}$ RESPONSE BY DISTRICTS TO TEACHING POTENTIAL OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statement	Supervisory Districts										Statewide	
	Northwest $\bar{X}$		Southwest $\bar{X}$		Central $\bar{X}$		Northeast $\bar{X}$		Southeast $\bar{X}$		$\bar{X}$	
16	2.10	U	2.19	U	2.27	U	1.85	U	1.91	U	2.07	U
17	1.60	U	1.67	U	1.46	D	1.52	U	1.87	U	1.62	U
22	2.20	U*	2.26	U*	2.23	U*	1.93	U*	2.00	U*	2.12	U*
23	1.80	U*	1.52	U*	2.31	U*	2.00	U*	1.78	U*	1.89	U*
24	2.55	A	2.93	A	2.65	A	2.67	A	3.04	A	2.77	A
District $\bar{X}$	2.05	U	2.11	U	2.18	U	1.99	U	2.12	U	2.09	U

*Reversed category due to negatively stated statement.

22. Most students would not respect a female vocational agriculture instructor.
23. A female vocational agriculture instructor could not handle all the responsibilities of a single teacher department.
24. A female vocational agriculture instructor would be best suited for a multiple teacher department.

Leadership Capabilities

On Table VIII, it was interesting to note that the Central district "strongly agreed" with statement 20 and "agreed" with statement 21. This was in contrast to the other four supervisory districts, which only "agreed" with statement 20 and reported being "undecided" on

statement 21. The average response from all districts "agreed" with statement 19; therefore, the overall average response to statements relative to leadership capabilities of females fell in the "agreed" category.

TABLE VIII

$\bar{X}$ RESPONSE BY DISTRICTS TO LEADERSHIP CAPABILITIES OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statement	Supervisory Districts										Statewide	
	Northwest $\bar{X}$		Southwest $\bar{X}$		Central $\bar{X}$		Northeast $\bar{X}$		Southeast $\bar{X}$		$\bar{X}$	
19	3.05	A	3.15	A	3.15	A	2.96	A	2.70	A	2.89	A
20	3.20	D*	2.89	D*	3.54	SD*	3.44	D*	2.87	D*	3.26	D*
21	2.15	U*	2.11	U*	2.62	D*	2.07	U*	1.96	U*	2.19	U*
District $\bar{X}$	2.80	A	2.72	A	2.92	A	2.82	A	2.51	A	2.78	A

*Reversed category due to negatively stated statement.

Statements relating to leadership capabilities are included as follows:

19. Girls and boys are equal in leadership potential.
20. In electing FFA officers, girls should only be considered for the office of secretary or reporter.
21. It is difficult for a girl to receive a position of leadership in an agricultural profession.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Purpose

The purposes of this study were: (1) to identify selected capabilities of girls in Vocational Agriculture, as perceived by teachers of Vocational Agriculture, and (2) to compare the perceptions of Vocational Agriculture instructors in Oklahoma with regard to the effect of female enrollment in Vocational Agriculture programs.

Objectives

To accomplish this purpose, the following objectives were formulated:

1. Determine if instructor perceptions of selected female capabilities in Vocational Agriculture differ according to the five supervisory districts in Oklahoma.
2. Determine if variances exist in instructors' perceptions of the five categories of the questionnaire: (a) skill expectations, (b) social attitudes, (c) classroom capabilities, (d) teaching potential, and (e) leadership capabilities.

Methodology

A total of 153 Vocational Agriculture teachers were mailed questionnaires, of which 123 (80.4%) responded. The instrument was developed in two parts, with first part concerned with collecting demographic data regarding the respondents. The second part of the questionnaire contained 24 statements designed to elicit responses from the instructors in regard to their perceptions toward selected female capabilities in Vocational Agriculture.

Upon collection of the questionnaires, responses were tabulated, analyzed and summarized.

Findings

For ease in reporting and interpretation of data, this study was divided into two parts: (a) demographic data of respondents, and (b) teacher perceptions in reference to female capabilities in Vocational Agriculture. Part B was subdivided into five specific areas relative to female capabilities in Vocational Agriculture. The research findings for each part of the study are reported as follows.

Demographic Data. Of the schools included in this study, total overall enrollment equalled 6,295 students, of which 90.6 percent were males and 9.4 percent were females. The Southeast district had the smallest number of females enrolled, a total of 85 girls (6.5%).

With regard to ages of teachers, 82 (66.7%) were between the ages of 21 and 35 years. Surprisingly, the age group that made up the fourth highest percentage was the 51-55 year old group, at 13.8 percent (17) of the total.

It was interesting to note that 76 (61.8%) teachers had 0-10 years of teaching experience, while 96 (78%) reported having less than ten years of teaching experience in their present school system.

Teacher Perceptions of Selected Female Capabilities in Vocational Agriculture

Illustrated in Table IX are the responses of Vocational Agriculture instructors included in this study.

TABLE IX

SUMMARY OF RESPONSES TO SKILL EXPECTATIONS, SOCIAL ATTITUDES, CLASSROOM CAPABILITIES, TEACHING POTENTIAL, AND LEADERSHIP CAPABILITIES

Statement	Mean Response	Category Response
Skill Expectation		
1. Girls should be expected to perform the same agricultural skills as boys, including any hard work or physical labor.	2.90	Agree
2. There are selected skills in agricultural mechanics that girls are not capable of performing, such as welding.	3.36	Disagree*
3. Girls should be expected to perform all skills in agricultural mechanics.	3.19	Agree
4. Girls are capable of performing veterinary related skills, such as castration, dehorning, and giving injections.	3.46	Agree
5. Girls are capable of performing mathematically related skills, such as computing and balancing rations.	3.75	Strongly Agree

TABLE IX (CONTINUED)

Statement	Mean Response	Category Response
6. Girls should be encouraged to compete in livestock shows.	3.72	Strongly Agree
7. Girls should be encouraged to invest money in supervised farm training programs.	3.67	Strongly
Social Attitudes		
8. A girl's primary interests should be in managing the home and family.	2.13	Undecided*
9. It is easier for an instructor to discipline boys than girls.	1.98	Undecided*
10. Girls who are employed in agriculturally related jobs will be well accepted in a community.	2.85	Agree
11. When girls enter an agricultural profession, their salaries should be lower than the salaries of boys entering the same field.	3.21	Disagree*
12. In a vocational agriculture program, girls require more personal attention from the instructor than boys.	2.65	Disagree*
13. Certain subjects, such as reproduction in farm animals, are unsuitable for mixed classes (boys and girls).	2.98	Disagree*
14. Counselors should encourage girls who show an interest in agriculture to enter a vocational agriculture program.	3.10	Agree
15. The vocational agriculture teacher should accept and understand that most girls have less serious academic and career aims than most boys.	2.91	Disagree*
18. Teacher expectations of students can affect a student's classroom performance.	3.15	Agree
Teaching Potential		
16. Girls who show an interest in teaching and	2.07	Undecided

TABLE IX (CONTINUED)

Statement	Mean Response	Category Response
agriculture should be encouraged to become vocational agriculture teachers.		
17. Girls who want to be vocational agriculture instructors should be encouraged to major in a plant science field.	1.62	Undecided
22. Most students would not respect a female vocational agriculture instructor.	2.12	Undecided*
23. A female vocational agriculture instructor could not handle all the responsibilities of a single teacher department.	1.89	Undecided*
24. A female vocational agriculture instructor would be best suited for a multiple teacher department.	2.77	Agree
Leadership Capabilities		
19. Girls and boys are equal in leadership potential.	2.89	Agree
20. In electing FFA officers, girls should only be considered for the office of secretary or reporter.	3.26	Disagree*
21. It is difficult for a girl to receive a position of leadership in an agricultural profession.	2.19	Undecided*

*Reversed category due to negatively stated statement.

Conclusions

Through the collection and analysis of the findings in this study, the following conclusions have been made:

1. Girls represent less than ten percent of the total enrollment in Vocational Agriculture in the schools included in this study.

2. Younger teachers with limited Vocational Agriculture teaching experience are becoming more predominant in Oklahoma.

3. Oklahoma Vocational Agriculture teachers included in this study felt that girls are capable of selected skills in Vocational Agriculture, such as veterinary skills, agricultural mechanics skills, mathematical skills and livestock showing skills.

4. Teachers were undecided as to whether a woman's place should primarily be in the home and whether it is easier to discipline boys than girls.

5. Teachers felt positive concerning classroom capabilities of females.

6. Most Vocational Agriculture teachers were undecided about females becoming Vocational Agriculture teachers; however, they felt if a girl was to become a Vocational Agriculture teacher, it should definitely be in a multiple teacher department.

7. The average response from teachers included in this study was in agreement with girls possessing leadership potential, but most felt it would be difficult for a girl to receive a position of leadership in an agricultural profession.

Recommendations

The following recommendations are made by the author:

1. That workshops be conducted in Oklahoma to acquaint Vocational Agriculture instructors with possible career opportunities for females in agriculture, and with methods of effective teaching that would

prevent sex bias from occurring in the classroom setting.

2. That teachers should meet with parents of females concerning the problems daughters may have in agriculture, and encourage them to support their daughters.

3. School counselors should be aware of counseling females as an integral part of agricultural occupations preparation through Vocational Agriculture programs.

4. A similar study could be conducted in all fifty states, to further determine teachers' perceptions of selected female capabilities in Vocational Agriculture.

5. Another study could expand the study population to include male and female Vocational Agriculture students' perceptions of selected female capabilities in Vocational Agriculture.

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APPENDIX A

SUMMARY OF FEMALE CAPABILITIES

RESPONSE BY DISTRICT TO SKILL EXPECTATIONS OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statements	Response Categories										
	SA		A		U		D		SD		
	N	%	N	%	N	%	N	%	N	%	$\bar{X}$
1											
Northwest	6	30.0	7	35.0	3	15.0	4	20.0	0	0.0	2.75
Southwest	9	33.3	10	37.0	1	3.7	6	22.2	1	3.7	2.74
Central	7	27.0	16	61.5	1	3.9	2	7.7	0	0.0	3.07
Northeast	9	33.3	14	51.9	0	0.0	3	11.1	1	3.7	3.00
Southeast	6	26.1	11	47.8	4	17.4	2	8.7	0	0.0	2.91
Total	37	30.1	58	47.2	9	7.3	17	13.8	2	1.6	2.90
2*											
Northwest	0	0.0	0	0.0	0	0.0	11	55.0	9	45.0	3.45
Southwest	1	3.7	0	0.0	1	3.7	10	37.0	15	55.6	3.41
Central	1	3.8	0	0.0	2	7.7	13	50.0	10	38.4	3.19
Northeast	1	3.7	0	0.0	1	3.7	8	30.8	17	63.0	3.48
Southeast	0	0.0	1	4.3	0	0.0	14	60.9	8	34.9	3.26
Total	3	2.4	1	0.8	4	3.3	56	45.5	59	41.5	3.36
3											
Northwest	6	30.0	11	55.0	1	5.0	2	10.0	0	0.0	3.05
Southwest	12	44.4	10	37.0	3	11.1	2	7.4	0	0.0	3.07
Central	9	34.6	12	46.2	3	11.5	2	7.7	0	0.0	3.07
Northeast	12	44.4	13	48.1	0	0.0	1	3.7	1	3.7	3.25
Southeast	10	43.5	12	52.2	0	0.0	1	4.3	0	0.0	3.34
Total	49	39.8	58	47.2	7	5.7	8	6.5	1	0.8	3.19
4											
Northwest	8	40.0	12	60.0	0	0.0	0	0.0	0	0.0	3.40
Southwest	15	55.6	10	37.0	2	7.4	0	0.0	0	0.0	3.48
Central	8	30.8	16	61.5	2	7.7	0	0.0	0	0.0	3.23
Northeast	18	66.7	9	33.3	0	0.0	0	0.0	0	0.0	3.66
Southeast	12	52.2	11	47.8	0	0.0	0	0.0	0	0.0	3.52
Total	61	49.6	58	47.2	4	3.3	0	0.0	0	0.0	3.46
5											
Northwest	14	70.0	6	30.0	0	0.0	0	0.0	0	0.0	3.70
Southwest	21	77.8	6	22.2	0	0.0	0	0.0	0	0.0	3.77
Central	19	73.1	7	26.9	0	0.0	0	0.0	0	0.0	3.73
Northeast	22	81.5	5	18.5	0	0.0	0	0.0	0	0.0	3.81
Southeast	16	69.6	7	30.4	0	0.0	0	0.0	0	0.0	3.70
Total	92	74.8	31	25.2	0	0.0	0	0.0	0	0.0	3.75

6											
Northwest	13	65.0	7	35.0	0	0.0	0	0.0	0	0.0	3.65
Southwest	22	81.5	5	18.5	0	0.0	0	0.0	0	0.0	3.81
Central	20	76.9	6	23.1	0	0.0	0	0.0	0	0.0	3.76
Northeast	21	77.8	4	14.8	2	7.4	0	0.0	0	0.0	3.70
Southeast	14	60.9	9	39.1	0	0.0	0	0.0	0	0.0	3.61
Total	90	73.2	31	25.2	2	1.6	0	0.0	0	0.0	3.72
7											
Northwest	14	70.0	6	30.0	0	0.0	0	0.0	0	0.0	3.70
Southwest	17	63.0	10	37.0	0	0.0	0	0.0	0	0.0	3.62
Central	21	80.8	4	15.4	1	3.8	0	0.0	0	0.0	3.76
Northeast	18	66.7	8	29.6	1	3.7	0	0.0	0	0.0	3.62
Southeast	15	65.2	7	30.4	1	4.3	0	0.0	0	0.0	3.61
Total	85	69.1	35	28.5	3	2.4	0	0.0	0	0.0	3.67

*Reversed category due to negatively stated statement.

RESPONSE BY DISTRICTS TO SOCIAL ATTITUDES REGARDING FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statements	Response Categories										
	SA		A		U		D		SD		
	N	%	N	%	N	%	N	%	N	%	$\bar{X}$
8*											
Northwest	3	15.0	4	20.0	3	15.0	7	35.0	3	15.0	2.00
Southwest	4	14.8	6	22.2	5	18.5	10	37.0	1	3.7	1.85
Central	1	3.8	5	19.2	5	19.2	12	46.2	3	11.5	2.42
Northeast	5	18.5	3	11.1	4	14.8	12	44.4	3	11.1	2.19
Southeast	1	4.3	6	26.1	5	21.7	9	39.1	1	4.3	2.04
Total	14	11.4	24	19.5	22	17.9	50	40.7	11	8.9	2.13
9*											
Northwest	2	10.0	5	25.0	0	0.0	9	45.0	4	20.0	2.40
Southwest	5	18.5	9	33.3	4	14.8	8	30.8	1	3.7	1.67
Central	2	7.7	10	38.5	2	7.7	9	34.6	3	11.5	2.04
Northeast	2	7.4	13	48.1	3	11.1	7	25.9	2	7.4	1.78
Southeast	0	0.0	11	47.8	2	8.7	6	26.1	4	17.4	2.13
Total	11	8.9	48	39.0	11	8.9	39	31.7	14	11.4	1.98
10											
Northwest	3	15.0	12	60.0	5	25.0	0	0.0	0	0.0	2.90
Southwest	3	11.1	18	66.7	5	18.5	1	3.7	0	0.0	2.85
Central	2	7.7	18	69.2	5	19.2	1	3.8	0	0.0	2.81
Northeast	5	18.5	18	66.7	4	14.8	0	0.0	0	0.0	3.04
Southeast	2	8.7	12	52.2	8	34.8	1	4.3	0	0.0	2.65
Total	15	12.2	78	63.4	27	22.0	3	2.4	0	0.0	2.85
11*											
Northwest	1	5.0	0	0.0	1	5.0	13	65.0	5	25.0	3.05
Southwest	2	7.4	0	0.0	3	11.1	14	51.9	8	30.8	2.96
Central	0	0.0	0	0.0	2	7.7	12	46.2	12	46.2	3.38
Northeast	0	0.0	0	0.0	0	0.0	16	59.3	11	40.7	3.41
Southeast	1	4.3	0	0.0	0	0.0	14	60.9	8	34.8	3.22
Total	4	3.3	0	0.0	6	4.9	69	56.1	44	35.8	3.21

*Reversed category due to negatively stated statement.

RESPONSE BY DISTRICTS TO CLASSROOM CAPABILITIES OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statements	Response Categories										
	SA		A		U		D		SD		
	N	%	N	%	N	%	N	%	N	%	$\bar{X}$
12*											
Northwest	2	10.0	0	0.0	1	5.0	11	55.0	6	30.0	2.95
Southwest	0	0.0	6	22.2	2	7.4	14	51.9	5	18.5	2.67
Central	0	0.0	2	7.7	3	11.5	14	58.3	7	27.0	3.00
Northeast	2	7.4	5	18.5	6	22.2	11	40.7	3	11.1	2.30
Southeast	0	0.0	6	26.1	3	13.0	13	56.5	1	4.3	2.39
Total	4	3.3	19	15.4	15	12.2	63	51.2	22	17.9	2.65
13*											
Northwest	0	0.0	3	15.0	1	5.0	10	50.0	6	30.0	2.95
Southwest	2	7.4	2	7.4	2	7.4	12	44.4	9	33.3	2.89
Central	0	0.0	1	3.8	1	3.8	16	61.5	8	30.8	3.19
Northeast	1	3.7	4	14.8	1	3.7	11	40.7	10	37.0	2.93
Southeast	1	4.3	0	0.0	3	13.0	15	65.2	4	17.4	2.91
Total	4	3.3	10	8.1	8	6.5	64	52.0	37	30.1	2.98
14											
Northwest	7	35.0	10	50.0	2	10.0	1	5.0	0	0.0	3.15
Southwest	6	22.2	17	63.0	2	7.4	1	3.7	1	3.7	2.96
Central	7	27.0	16	61.5	3	11.5	0	0.0	0	0.0	3.15
Northeast	8	29.6	15	55.6	2	7.4	2	7.4	0	0.0	3.07
Southeast	9	39.1	11	47.8	1	4.3	2	8.7	0	0.0	3.17
Total	37	30.1	69	56.1	10	8.1	6	4.9	1	1.0	3.10
15											
Northwest	0	0.0	2	10.0	2	10.0	12	60.0	4	20.0	2.90
Southwest	0	0.0	5	18.5	2	7.4	16	59.3	4	14.8	2.70
Central	0	0.0	3	11.5	0	0.0	17	65.4	6	23.1	3.00
Northeast	0	0.0	2	7.4	3	11.1	13	48.1	9	33.3	3.07
Southeast	0	0.0	3	13.0	2	8.7	13	56.5	5	21.7	2.87
Total	0	0.0	15	12.2	9	7.3	71	57.7	28	22.8	2.91
18											
Northwest	9	45.0	9	45.0	0	0.0	2	10.0	0	0.0	3.25
Southwest	7	26.0	17	63.0	3	11.1	0	0.0	0	0.0	3.15
Central	8	30.8	15	57.7	2	7.7	1	3.8	0	0.0	3.15
Northeast	9	33.3	16	59.3	1	3.7	1	3.7	0	0.0	3.22
Southeast	4	17.4	16	69.6	1	4.3	2	9.1	0	0.0	2.96
Total	37	30.1	73	59.3	7	5.7	6	4.9	0	0.0	3.15

*Reversed category due to negatively stated statement.

RESPONSE BY DISTRICTS TO TEACHING POTENTIAL OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statements	Response Categories										
	SA		A		U		D		SD		
	N	%	N	%	N	%	N	%	N	%	$\bar{X}$
16											
Northwest	1	5.0	6	30.0	8	40.0	4	20.0	1	5.0	2.10
Southwest	1	3.7	11	40.7	9	33.3	4	14.8	2	7.4	2.19
Central	2	7.7	10	38.5	9	34.6	3	11.5	2	7.7	2.27
Northeast	2	7.4	5	18.5	11	40.7	5	18.5	4	14.8	1.85
Southeast	2	8.7	5	21.7	7	30.4	7	30.4	2	8.7	1.91
Total	8	6.5	37	30.1	44	35.8	23	18.7	11	8.9	2.07
17											
Northwest	0	0.0	6	30.0	4	20.0	6	30.0	4	20.0	1.60
Southwest	2	7.4	1	3.7	10	37.0	14	51.9	0	0.0	1.67
Central	0	0.0	2	7.7	9	34.6	14	53.8	1	3.8	1.46
Northeast	0	0.0	4	14.8	9	33.3	11	40.7	3	11.1	1.52
Southeast	0	0.0	8	34.8	5	21.7	9	39.1	1	4.3	1.87
Total	2	1.6	21	17.1	37	30.1	54	43.9	9	7.3	1.62
22*											
Northwest	1	5.0	3	15.0	9	45.0	5	25.0	2	10.0	2.20
Southwest	2	7.4	3	11.1	9	33.3	12	44.4	1	3.7	2.26
Central	0	0.0	6	23.1	10	38.5	8	30.8	2	7.7	2.23
Northeast	1	3.7	11	40.7	6	22.2	7	26.0	2	7.4	1.93
Southeast	1	4.3	7	30.4	8	34.8	5	21.7	2	8.7	2.00
Total	5	4.1	30	24.4	42	34.1	37	30.1	9	7.3	2.12
23*											
Northwest	3	15.0	5	25.0	6	30.0	5	25.0	1	5.0	1.80
Southwest	4	14.8	9	33.3	8	30.8	4	14.8	1	3.7	1.52
Central	0	0.0	6	23.1	7	27.0	12	46.2	1	3.8	2.31
Northeast	2	7.4	11	40.7	2	7.4	9	33.3	3	11.1	2.00
Southeast	1	4.3	9	39.1	7	30.4	6	26.1	0	0.0	1.78
Total	10	8.1	40	32.5	30	24.4	36	29.3	6	4.9	1.89
24											
Northwest	4	20.0	6	30.0	8	40.0	1	5.0	1	5.0	2.55
Southwest	6	22.2	15	55.6	4	14.8	2	7.4	0	0.0	2.93
Central	5	19.2	12	46.2	5	19.2	3	11.5	0	0.0	2.65
Northeast	6	22.2	11	40.7	5	18.5	5	18.5	0	0.0	2.67
Southeast	4	17.4	16	69.6	3	13.0	0	0.0	0	0.0	3.04
Total	25	20.3	60	48.8	25	20.3	11	8.9	1	1.0	2.77

*Reversed category due to negatively stated statement.

RESPONSE BY DISTRICTS TO LEADERSHIP CAPABILITIES OF FEMALE STUDENTS, AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Statements	Response Categories										
	SA		A		U		D		SD		
	N	%	N	%	N	%	N	%	N	%	$\bar{X}$
19											
Northwest	5	25.0	12	60.0	2	10.0	1	5.0	0	0.0	3.05
Southwest	4	14.8	15	55.6	4	14.8	2	7.4	2	7.4	3.15
Central	6	23.1	19	73.1	0	0.0	1	3.8	0	0.0	3.15
Northeast	6	22.2	17	63.0	1	3.7	3	11.1	0	0.0	2.96
Southeast	4	17.4	12	52.2	3	13.0	4	17.4	0	0.0	2.70
Total	25	20.3	75	61.0	10	8.1	11	9.0	2	1.6	2.89
20*											
Northwest	0	0.0	1	5.0	0	0.0	13	65.0	6	30.0	3.20
Southwest	2	7.4	0	0.0	3	11.1	16	59.3	6	22.2	2.89
Central	0	0.0	0	0.0	0	0.0	12	46.2	14	53.8	3.54
Northeast	0	0.0	0	0.0	2	7.4	11	40.7	14	51.9	3.44
Southeast	0	0.0	1	4.3	1	4.3	13	56.5	8	34.8	2.87
Total	2	1.6	2	1.6	6	4.9	65	52.8	48	39.0	3.26
21*											
Northwest	1	5.0	6	30.0	4	20.0	7	35.0	2	10.0	2.15
Southwest	2	7.4	7	26.0	5	18.5	12	44.4	1	3.7	2.11
Central	0	0.0	6	23.1	1	3.8	16	61.5	3	11.5	2.62
Northeast	1	3.7	12	44.4	2	7.4	8	29.6	4	14.8	2.07
Southeast	0	0.0	8	34.8	9	39.1	5	21.7	1	4.3	1.96
Total	4	3.3	39	31.7	21	17.1	48	39.0	11	8.9	2.19

*Reversed category due to negatively stated statement.

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE

1. How many years have you taught Vocational Agriculture?_____

2. How many years have you taught at your present school system?_____

3. Your age_____

4. How many students are enrolled in your Vocational Agriculture program, including all four years?_____

5. Are girls enrolled in your Vocational Agriculture program? Yes____ No_____

6. If so, how many girls?_____

Please respond to the following statements as they relate to your own personal opinion. Categories to choose from are: SA--Strongly Agree, A--Agree, U--Undecided, D--Disagree, SD--Strongly Disagree.

	SA	A	U	D	SD
1. Girls should be expected to perform the same agricultural skills as boys, including any hard work or physical labor.	____	____	____	____	____
2. There are selected skills in agricultural mechanics that girls are not capable of performing, such as welding.	____	____	____	____	____
3. Girls should be expected to perform all skills in agricultural mechanics.	____	____	____	____	____
4. Girls are capable of performing veterinary related skills, such as castration, dehorning and giving injections.	____	____	____	____	____
5. Girls are capable of performing mathematically related skills, such as computing and balancing rations.	____	____	____	____	____
6. Girls should be encouraged to compete in livestock shows.	____	____	____	____	____
7. Girls should be encouraged to invest money in supervised farm training programs.	____	____	____	____	____
8. A girl's primary interests should be in managing the home and family.	____	____	____	____	____
9. It is easier for an instructor to discipline boys than girls.	____	____	____	____	____

	SA	A	U	D	SD
10. Girls who are employed in agriculturally related jobs will be well accepted in a community.	___	___	___	___	___
11. When girls enter an agricultural profession, their salaries should be lower than the salaries of boys entering the same field.	___	___	___	___	___
12. In a vocational agriculture program, girls require more personal attention from the instructor than boys.	___	___	___	___	___
13. Certain subjects, such as reproduction in farm animals, are unsuitable for mixed classes (boys and girls).	___	___	___	___	___
14. Counselors should encourage girls who show an interest in agriculture to enter a vocational agriculture program.	___	___	___	___	___
15. The vocational agriculture teacher should accept and understand that most girls have less serious academic and career aims than most boys.	___	___	___	___	___
16. Girls who show an interest in teaching and agriculture should be encouraged to become vocational agriculture teachers.	___	___	___	___	___
17. Girls who want to be vocational agriculture instructors should be encouraged to major in a plant science field.	___	___	___	___	___
18. Teacher expectations of students can affect a student's classroom performance.	___	___	___	___	___
19. Girls and boys are equal in leadership potential.	___	___	___	___	___
20. In electing FFA officers, girls should only be considered for the office of secretary or reporter.	___	___	___	___	___
21. It is difficult for a girl to receive a position of leadership in an agricultural profession.	___	___	___	___	___
22. Most students would not respect a female vocational agriculture instructor.	___	___	___	___	___

	SA	A	U	D	SD
23. A female vocational agriculture instructor could not handle all the responsibilities of a single teacher department.	___	___	___	___	___
24. A female vocational agriculture instructor would be best suited for a multiple teacher department.	___	___	___	___	___

APPENDIX C

CORRESPONDENCE

December 1, 1977

Dear Sir:

In recent years, vocational agriculture programs have expanded to include girls in their enrollment. Teachers of vocational agriculture in Oklahoma have often expressed concern as to the effect of girls being permitted to enroll in vocational agriculture.

The Department of Agricultural Education at Oklahoma State University requests your help in responding to the enclosed questionnaire and returning it by December 20, 1977.

We realize that your time is limited due to the long hours required by your profession, so the questionnaire has been designed to take the least amount of time possible. Also, for your convenience, a self-addressed, stamped envelope has been enclosed for the questionnaire.

Thank you for taking the time necessary to complete the questionnaire necessary for this study. All responses will be considered confidential.

Sincerely,

Susan Slate, Graduate Student
Department of Agricultural Education
Oklahoma State University

SS:skm

Enclosure

January 26, 1978

Dear Sir:

Our records show that your school was among the few which did not return the questionnaire sent to you by the OSU Department of Agricultural Education on December 1, 1977. Perhaps, due to the rush of the holidays, you were unable to complete the questionnaire necessary for this study.

We know you would like to contribute to this study, so we are sending you a second questionnaire. Could you please help us out by completing and returning it by February 10, 1978.

Sincerely,

Susan Slate, Graduate Student
Department of Agricultural Education
Oklahoma State University
Stillwater, Oklahoma 74074

SS: skm

Enclosure

VITA

Susan Marie Slate

Candidate for the Degree of

Master of Science

Thesis: THE IDENTIFICATION OF SELECTED FEMALE CAPABILITIES IN VOCATIONAL AGRICULTURE AND THEIR EFFECT UPON THE INSTRUCTIONAL PROGRAM OF VOCATIONAL AGRICULTURE AS PERCEIVED BY VOCATIONAL AGRICULTURE INSTRUCTORS IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Old Saybrook, Connecticut, December 15, 1952.

Education: Graduated from Old Saybrook High School, Old Saybrook, Connecticut, June, 1970; received the Bachelor of Science Degree from the University of Connecticut, Storrs, Connecticut, May, 1976, with a major in Animal Science; completed requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, May, 1978, with a major in Agricultural Education.

Honorary Organizations: Member of Phi Kappa Phi, Oklahoma State University Chapter.