ANALYSIS OF SELECTED INFORMATION HAVING POTENTIAL USE FOR RECRUITMENT OF PROSPECTIVE VOCATIONAL AGRICULTURE TEACHERS IN OKLAHOMA

By

RONALD C. ROBINSON

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Oklahoma State University

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Thesis Approved:

Robert Terry
Thesis Adviser

Mason Julian

James P. Key

Norman N. Durham
Dean of Graduate College

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INTRODUCTION

Agriculture is the most important industry in America because every person in the United States is directly or indirectly associated with agriculture. Since agriculture is important to everyone in America, efforts must be made to keep agriculture moving forward to insure an expanding population. One way this can be accomplished is by continued education and an increase in the knowledge level of the agricultural work force. A factor that may hold back the progress of the agricultural industry is the lack of an adequate supply of agricultural educators to provide the knowledge and training necessary to advance technology and increase production. Agriculture is dependent upon the quality and number of persons entering professional education to become prepared to assume the responsibility of instruction and leadership roles. Vocational agriculture teachers have long been the principal educators of the rural population and an assurance of an adequate supply of these agriculture educators is very questionable.

Statement of the Problem

There has been a shortage of vocational agriculture teachers in most states for several years. Traditionally in Oklahoma there has been a surplus of vocational teachers, but in more recent years this has decreased to the point that a shortage could be in the offing as

programs expand and teachers are attracted to other fields. If this potential problem is to be avoided, a successful recruitment program aimed at insuring an adequate number of qualified vocational agriculture teachers must be maintained. A good recruitment program may also serve to improve teacher quality by reaching and recruiting students with greater potential. However, before a successful recruitment program can be planned, some basic information that might be used in developing such a program for vocational agriculture teachers is needed. Therefore, the central problem dealt with in this study was an investigation of past trends in the source and supply of teachers and a determination of possible factors associated with why students elected a career in agricultural education.

Purpose

The major purpose of this study was to determine and analyze selected information obtained from graduates of an eight year period and from students enrolled in agricultural education during 1974-1975, which might be useful in developing programs of recruitment for vocational agriculture teachers in Oklahoma to insure an adequate number of qualified teachers.

Objectives

To achieve the purpose of this study the following needed to be determined:

1. The percentage of Oklahoma State University students and College of Agriculture students graduating in agricultural education for the eight years, 1967-1975.

2. The geographic areas providing agricultural education students who have qualified to teach vocational agriculture at Oklahoma State University for the eight year period studied.

3. Those people having the greatest influence on the decisions of students enrolled during 1974-1975 to enter the agricultural education field as perceived by future teachers.

4. Those aspects of the agriculture teaching profession that were most appealing to future teachers enrolled in agricultural education in 1974-1975.

5. The people and situations perceived by 1974-1975 students to be involved in their final decision to become a vocational agriculture teacher.

Assumptions

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

1. That the eight year period studied was representative of agricultural education graduates at Oklahoma State University.

2. That the individuals preparing to become future teachers of vocational agriculture would provide perceptions which could be used in recruitment efforts.

3. That the respondents to the questionnaire for recruitment perceptions gave honest expressions of their opinion.

4. That the practices and procedures listed in the questionnaire were considered familiar to the respondents and were inclusive of the major perceptions in the three areas studied.

5. That the figure from Oklahoma State University would give an accurate picture since it was the only institution of higher learning in Oklahoma at which a person could qualify to teach vocational agriculture.

Scope

1. For graduate data, all graduates between the 1967-1968 and 1974-1975 school years were studied.

2. The geographic location of hometown dealt only with graduates that had qualified to teach.

3. For the student perceptions, over one-half of the students surveyed had just completed their student teaching experience during the 1974-1975 school year. The remainder consisted of juniors and first semester seniors majoring in Agricultural Education during the 1974-1975 school year.

Definition of Terms

Recruitment - Activities to enlist new personnel into the vocational agriculture teaching profession.

Agricultural Education - Refers to courses taught in high schools designed to train present and prospective persons for careers in agriculture.

FFA (Future Farmers of America) - The FFA is an intracurricular activity organized to further the high school vocational agriculture curriculum. FFA activities encourage members to learn about agriculture, finances, leadership, citizenship, and responsibility through active participation in FFA events and programs.

State Farmer Degree - The highest FFA degree awarded at the state level in Oklahoma.

Perceptions - The future teachers awareness or understanding of reasons for qualifying to teach.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was conducted by the author to provide information and a basis for the study effort. The information obtained was used to better acquaint the author with some of the causes that brought about needs for teacher recruitment and the implementation of teacher recruitment programs. The major areas considered in the review of literature were agriculture teacher supply and demand, recruitment potential, and recruitment procedures.

Agriculture Teacher Supply and Demand

The agricultural education field has been feeling the pressures of a continuing shortage of teachers unlike most other areas of the educational profession which have in fact been experiencing a surplus of teachers. This was brought into focus in studies conducted by Woodin (1) where it was found that there had been serious shortage in the number of qualified teachers of vocational agriculture in each of the years the study was conducted. His 1972 study found that 1,458 teachers were needed for replacements and for new teaching positions. A shortage of 128 teachers was recognized when only 1,330 of the positions were filled. Woodin also pointed out that 74 of those departments were not able to operate because of need for a teacher.

Woodin also pointed out that a factor which contributed to the agriculture teacher supply and demand was the number of qualified agricultural education graduates that entered the agriculture teaching ranks. He found that of the 1,759 individuals that qualified to teach agriculture in 1972 only 54.8 percent entered the agriculture teaching service. The other 45.8 percent entered other occupations such as farming, farm sales and services, armed services, teaching other subjects, and graduate work.

Another factor which was considered as a possible contribution to the supply and demand of vocational agriculture teachers was the downward trend in the number of students enrolling in college of agriculture. An article by Frech (2) stated that:

> The number of agriculture students in proportion to the total land grant college student enrollment has decreased consistently for the last twenty years. It is predicted that if present enrollment trends continue, agricultural colleges will not be graduating enough men to fill agriculture positions that require college training (p. 168).

These findings pointed out the necessity to not only encourage and influence individuals to pursue a career in agricultural education but also encourage enrollment in any area of agriculture because an increase of this kind would probably help to alleviate the teacher shortage by increasing the collective number of agricultural students. From literature review efforts it appeared that most published materials do not indicate the opportunities or portray a picture of the overall scope of modern agriculture. This was possibly a factor that distorted the demand for agricultural education graduates, especially in the form of potential students not being informed of the opportunities of pursuing a career in agricultural education. This lack of information could very

well have some effect on the supply of qualified agriculture teachers, but it would be difficult to determine how much the effect.

Probably one of the most recent studies of supply and demand was conducted by Craig (3) of the University of Tennessee. He mailed questionnaires to all teacher training institutions and head state supervisors. He found that 1,660 persons were qualified for teaching vocational agriculture in 1975. This is down from the high of 1,700 in 1970, but the percentage of individuals placed in vocational agriculture teaching continues to increase and was 60.2 percent in 1975. A turnover of 10.5 percent contributed to the teacher shortage. He also found that 607 positions were filled by teachers with temporary or emergency certificates and that 211 teachers were needed but unavailable. There were also 78 which will not operate in 1975-76 because of the teacher shortage. Craig (3) showed that in 1974-75 that Oklahoma State University qualified 74 new teachers and that 53 were employed as vocational agriculture teachers.

In 1976 Craig (4) found that 214 teachers were needed but unavailable and that 131 departments would not operate during 1975-76 because of the teacher shortage. The increased number of departments that closed because of the teacher shortage pointed out the need for stimulated recruitment efforts.

The supply of teachers was also found to be influenced by the percentage of qualified teachers who entered and remained in the vocational agriculture teaching profession. In the study by Harrison (5) it was indicated that the most important factor influencing teachers of vocational agriculture in Oklahoma to terminate high school teaching was the limited chance for promotion. He also found that excessive extra-

curricular activity responsibilities, low salaries compared with other occupations, and salary increases slow in coming and small in size were important factors in vocational agriculture teachers decisions to leave the profession. His study showed that the factors of greatest influence for the vocational agriculture teacher which continued were high school students and enjoyable family and living conditions. The number of qualified vocational agriculture teachers entering the profession and their remaining in the agriculture teaching profession was a problem because these people were also qualified to enter a number of related occupations. Apparently these areas were also very active in recruiting qualified vocational agriculture teachers. It was concluded by Miller (6) that an alternative to a recruitment campaign was to encourage a higher percentage of agriculture education graduates to enter their field of training. He also stated that this technique combined with a sound recruitment program could help eliminate teacher shortages.

An apparent increase in the demand of qualified vocational agriculture teachers and an indicated shortage in the supply of qualified teachers showed a need for recruitment. The first step in establishing a recruitment program would appear to be the areas of recruitment potential of individuals, which will be dealt with in the following section.

Recruitment Potential

Recognition of the areas that would influence a person's decision to teach vocational agriculture was considered very important for this effort. In a study conducted by Eaddy (7) it was found that high school students were the primary targets of recruitment efforts, however, there

appeared to be evolving a trend towards reaching the junior high school youth and students in post-secondary technical programs. The rational for this was supplied by Halcomb (8), who explains the necessity for career education:

> Students cannot be expected to wisely select an area for specialized study unless they have been properly oriented or exposed to the basic and exploratory courses in the lower grades (7-10). A good job of career guidance must be done in order for students to determine their likes and dislikes concerning different occupations and occupational areas (p. 47).

According to Eaddy (7) a significant number of agricultural education students were recruited with the understanding that this program of study qualified them to enter a range of professional agriculture occupations. It was also pointed out that prospective students were provided information needed for course planning in the various areas available for graduation with certification in agricultural education. These areas were important in a recruitment program, but did not increase the number of qualified teachers which entered the teaching profession.

Eaddy (7) in a study of the Southern Agricultural Education Region reported the following information about employment opportunities and incentives considered essential to career planning to prospective students:

> The data reveal that information about employment incentives was frequently presented as indicated by the frequency of responses: salary, 16.3 percent; opportunities for advanced study, 14.4 percent; professional status, 13.8 percent; opportunity for social contribution, 13.2 percent; working conditions, 12.6 percent; vacation and leave policies, 12.0 percent; retirement and pension plans, 7.6 percent; insurance options, 3.8 percent; campus life, 3.8 percent; and discount purchases, 2.5 percent (p. 30).

Another study in Oklahoma by Fletcher (9) found working with livestock and the opportunity to work with youth were the most appealing characteristics of teaching vocational agriculture. Also found to be an important characteristic of teaching vocational agriculture was helping to educate students, as well as obtaining a broaden knowledge of agriculture. The anticipated salary and the opportunity to move into full-time farming were not important in influencing a person to teach vocational agriculture.

Another very influential factor in undertaking the job responsibilities of a vocational agriculture teacher was an individual's own experiences and observations of vocational agriculture. Agricultural education teachers in college and vocational agriculture supervisors and officials were not as influential as was expected. Mass media and brochures, bulletins, etc., were not effectively used in the recruitment efforts.

Fletcher (9) and Eaddy (7) both found the local vocational agriculture teacher who was performing his job in an exemplary manner was the most effective recruiting agent available. It was found that the influential personnel and the recruitment potentials needed to be established to help build a successful recruitment effort.

The Nature of Recruitment Efforts

Recruitment was found to be conducted primarily on a personal contact basis. It was also found that key personnel who were committed and enthusiastic toward agricultural education were essential elements in the recruiting process. Different sources varied in techniques which were listed as recruitment techniques. This led to search for what was

involved in recruitment. Webster (10), gave the following definition of recruitment "... to enlist new members" (p. 716). This was what was found to be necessary to alleviate the shortage of vocational agriculture teachers. Accomplishment of the enlistment of new people with an interest in the future of agriculture were needed in the agriculture teaching ranks. Therefore, a highly coordinated recruitment effort was necessary.

Green (11) conducted a study of the use and effectiveness of recruitment methods used in the recruitment of agricultural education students. Green (11) found that the most extensively employed technique of vocational agriculture teacher recruitment was provided by teacher educators and teachers of vocational agriculture. He also found these to be the most effective of the practices and procedures investigated. Also ranking high were the provisions whereby transfer work was readily accepted by institutions and the flexibility for student to obtain the master's degree while qualifying to teach. Green (11) pointed out that respondents indicated that recognition given teachers for having their own former high school students now teaching vocational agriculture was a valuable practice.

Cochram and Nelson (12) considered and made several suggestions on recruitment. They suggested: (a) university should support and encourage potential students with special visitations (b) offering more scholarships (c) maintain and extend a positive attitude toward agriculture and agricultural education (d) state department of education was viewed as a catalytic rather than an action agency in teacher recruitment and (e) vocational agriculture teachers should work closely with prospective college students.

A successful recruitment program was found to need a great deal of planning and coordination to work effectively. Sandburg (13) related the steps to follow in the conduct of a successful recruitment program. These steps were tailored to the recruitment of college graduates as teachers but they can be related to any situation requiring an increase in the number of persons available for employment. The steps are as follows:

1. Plan ahead for district needs. Recruiting should be considered a long-term investment in human capital. The significant payoff may not come for five years. Projection of teacher needs, based on anticipated student growth patterns and looking more than one year ahead, is essential to successful planning.

2. Select the proper recruiter. The recruiter must know the jobs to be filled, and be free to fill them with the best qualified persons he can find. Handling the interview and adjusting to the candidate require talent and training, and the experienced recruiter who is warm, friendly, and well-trained will get more good teachers then the novice or part-time recruiter. Age is no barrier to being a good interviewer.

3. Coordinate the recruiting. Recruiting cannot be left to individual school personnel; it should be done through a central office. The recruiter is responsible for presenting the school district's image to applicants, and showing why the job is a real opportunity.

4. Compile a thorough brochure. A recruiting brochure with direct appeal encourages the right candidate to interview. It should include information about the school system, its course of study, the types of positions available, and the qualifications and characteristics needed to fill these positions.

5. Plan the interview carefully. Effective recruiters tailor these steps to fit each candidate: (a) a brief run-through of the candidate's resume prior to his arrival; (b) a minute or so of small talk; (c) a time for the candidate to tell about his background, training, and interests; (d) identification of the job for which the candidate is applying; (e) questions between the recruiter and candidate . . . ; (f) getting information on where to contact the candidate; . . . (pp. 36-37).

These steps indicated the complexity of a successful recruiting program. Reduction and possibly elimination of the shortage of qualified teachers of vocational agriculture could happen if this type of recruiting effort was put into operation by agriculture educators.

Many types of efforts were made to recruit vocational agriculture teachers. These varied from state to state and included such groups as committees and commissions to develop and implement recruitment programs. In Ohio a recruitment commission was established to help solve agriculture teacher shortages in that state. The materials it developed and sent out were considered very useful. It was also concluded that the recruitment commission had made teachers aware of recruitment as part of their job (14).

It was found that a great deal of work has been accomplished in the areas of recruitment. The continuing shortage gave evidence that much more work was needed in this area. Implementation and maintenance of an extensive, carefully constructed plan involving present teachers, teacher educators, supervisors, and state officials were the key ingredients in a successful recruitment program.

Summary

This review of literature showed that the agricultural education field is unlike most areas of the educational profession in the fact that there is a national shortage of vocational agriculture teachers. It was also found that this shortage has continued to increase each year with a shortage of 128 teachers being realized in 1972. This shortage was brought about by an interaction of several factors. It was found that many qualified teachers were not entering or remaining in the

vocational agriculture teaching profession. These people that qualified were being recruited into other agriculture occupations. A lack of information on the opportunities in all phases of agriculture was thought to be somewhat responsible for the shortage of vocational agriculture teachers.

It was also found that several factors were found which could be used in recruitment of vocational agriculture teachers. Most recruitment was aimed at the high school student. The local vocational agriculture teacher who was performing his job in an exemplary manner was the most effective recruiter. It was also pointed out that the areas of recruitment potential need to be established to build a successful recruitment program.

Recruitment was done primarily on a personal contact basis and the key personnel in recruitment needed to be committed and enthusiastic toward agricultural education. The review of literature also indicated that a great deal of planning and coordination of efforts were necessary to develop a successful recruitment program. Committees and commissions were developed and used to coordinate and implement recruitment activities in various states. It was also revealed that a great deal more work is needed to develop a successful recruitment program.

CHAPTER III

METHODOLOGY

The primary purpose of this study was to determine and analyze selected information obtained from graduates of an eight year period and from students enrolled in agricultural education during 1974-1975, which might be useful in developing programs of recruitment for vocational agriculture teachers in Oklahoma to insure an adequate number of qualified teachers. Five specific objectives were formulated and served as guidelines for the design and conduct of the investigation. The objectives were as follows:

1. The percentage of Oklahoma State University students and College of Agriculture students graduating in agricultural education for the eight years, 1967-1975.

2. The geographic areas providing agricultural education students who have qualified to teach vocational agriculture at Oklahoma State University for the eight year period studied.

3. Those people having the greatest influence on the decisions of students enrolled during 1974-1975 to enter the agricultural education field as perceived by future teachers.

4. Those aspects of the agriculture teaching profession that were most appealing to future teachers enrolled in agricultural education in 1974-1975.

5. The people and situations perceived by 1974-1975 students to be

involved in their final decision to become a vocational agriculture teacher.

In order to collect data to study past trends in teacher supply it was first necessary to determine the percentage of Oklahoma State University students and College of Agriculture students graduating in agricultural education. This was done by a review of the files of the College of Agriculture. Data were gathered on students for the eight year period 1967-1975. The data included the total number of agricultural education graduates each year, total number of graduates in the College of Agriculture each year, and total number of graduates from Oklahoma State University each year. The data were used to give an indication of the supply of vocational agriculture teachers for Oklahoma. Oklahoma State University was the only institution of higher learning in Oklahoma that offered training that would enable a person to qualify to teach vocational agriculture and it was felt this would give an accurate picture of the trends in numbers of persons qualifying to teach vocational agriculture in Oklahoma. These figures were then used to determine the percentage of Oklahoma State University students and College of Agriculture students graduating in Agricultural Education for the eight years.

Another objective of this study was to identify the location of geographic areas providing agricultural education students who had qualified to teach vocational agriculture at Oklahoma State University for the last eight years. These data provided an indication of the geographic areas which were supplying the largest number and those supplying the smallest number of students qualified to teach vocational agriculture. These data were secured by reviewing the files of the

Agricultural Education Department from the 1967-1968 to 1974-1975 school years. The hometown of each of the graduates who qualified to teach was obtained. These hometowns of the graduates that qualified to teach were listed and also marked on an Oklahoma map.

Agricultural Education students enrolled at Oklahoma State University during the 1974-1975 academic year were surveyed to determine some of the things that might be used to develop a successful recruitment program. This was obtained through a questionnaire administered to 131 students enrolled in agricultural education at Oklahoma State University. Over one-half of the above students were surveyed just after their student teaching period during the 1974-1975 school year; the remainder of the students surveyed consisted of all juniors and first semester seniors majoring in Agricultural Education during the 1974-1975 school year.

In formulating the statements used in the questionnaire for the latter groups, the investigator reviewed related literature and instruments developed by other researchers. Personal suggestions from teacher educators, vocational agriculture teachers and other state staff were given strong consideration.

The instrument was used to determine a background of those students and their perception of the factors that influenced them to pursue a career as a vocational agriculture teacher. The data gathered gave the future teachers' **perception** of the people having the greatest influence on the students' decision to enter the agricultural education field, aspects of the agriculture teaching profession that were most appealing, and situations involved in the students' final confirmation to become a vocational agriculture teacher.

The data were collected and evaluated using the frequency of responses and a five point Likert scale. The categories for responses were "very great", "great", "some", "little", and "none". Values of 4, 3, 2, 1, and 0 were assigned from "very great" through "none" in order to calculate mean. Data scored from the personal data of the instrument were tabulated using total responses. The total responses in each category were multiplied by the numerical value of that category. These values were totaled and then averaged to give an average score for each response. Real limits were assigned to each category of responses to facilitate comparison of these responses. The scale used to determine the mean responses of the respondents regarding amount of influence people and factor had on their decision to qualify to teach is as follows:

Response Categories As to Extent of Influence	Numerical Value	Range of Actual Limits for Categories
Very Great	4	3.5 - 4.00
Great	3	2.5 - 3.49
Some	2	1.5 - 2.49
Little	1	0.5 - 1.49
None	0	0.0 - 0.49

CHAPTER IV

RESULTS

The purpose of this chapter is to present a summary and analysis of the results of the study. Findings are presented in both tabular and narrative forms.

Information on Agricultural Education Graduates for the Period 1967-1975

As inspection of the data presented in Table I reveals, there were 590 total graduates in agricultural education from 1967-1975. The number of graduates for the years 1967-1974 were relatively stable ranging from a high of 80 in 1971-1972 to a low of 72 in 1970-1971. However, it should be noted that in 1974-1975 the number declined to 58. Agricultural education graduates as a percentage of College of Agriculture graduates ranged from a low of 18.41 in 1974-1975 to a high of 23.66 in 1967-1968. The percentage of Agricultural Education graduates of total university graduates ranged from a high of 3.59 in 1967-1968 to a low of 2.03 in 1974-1975.

Hometown Data on Agricultural Education Students Who Qualified to Teach

Data in this section represent 521 agricultural education students who qualified to teach between 1967-1968 and 1974-1975. During this

TABLE I

AGRICULTURAL EDUCATION GRADUATES AT OKLAHOMA STATE UNIVERSITY COMPARED WITH THE NUMBER OF AGRICULTURE COLLEGE AND TOTAL OKLAHOMA STATE UNIVERSITY GRADUATES

YEAR	NUMBER OF AGRICULTURAL EDUCATION GRADUATES	COLLEGE OF AGRICULTURE GRADUATES		OKLAHOMA STATE UNIVERSITY GRADUATES	
		NUMBER	% AGRICULTURAL EDUCATION GRADUATES	NUMBER	% AGRICULTURAL EDUCATION GRADUATES
1967 - 1968	75	317	23.66	2089	3.59
1968 - 1969	75	356	21.07	2488	3.01
1969 - 1970	77	355	21.69	2542	3.03
1970 - 1971	72	354	20.34	2790	2.58
1971 - 1972	80	358	22.35	2783	2.87
1972 - 1973	79	352	22.44	2970	2.66
1973 - 1974	74	354	20.90	2971	2.49
1974 - 1975	58	315	18.41	2858	2.03
TOTAL	590	2,761	21.36	21,491	2.70

These figures include December, May, and July graduates for each year.

time there were 590 graduates. At the time this data was collected only 521 had qualified to teach. Many of the 1974-1975 graduates had not yet qualified to teach vocational agriculture. In Table II the hometowns of these students that qualified to teach vocational agriculture and the number of students from each town were listed.

The data revealed that the agricultural education students who qualified to teach were from 252 different locations in Oklahoma. Twenty-two students who qualified to teach were from out of the state of Oklahoma. There were no areas of concentration that supplied the students; the hometowns were fairly evenly distributed throughout the state.

Inspection of the date indicated that the largest number of students from the same hometown was eight. There were two locations supplying eight students. These were Stillwater and Wayne. Marlow and Perkins were listed as the hometown of seven students. Six students that qualified to teach were from each of the following locations; Elk City, Fredrick, Hollis, and Miami. Five students each were from each of the following locations; Canadian, Carnegie, Idabel, Lawton, Lindsay, Norman, Quinton, and Wilson.

Figure I was developed to illustrate the geographic distribution of these students from within the state of Oklahoma. It should be noted that only Oklahoma students are plotted on the map in Figure I.

Information on 1974-1975 Agricultural Education Students

Data about the characteristics of Agricultural Education students were obtained from the same instrument that was used to secure data to determine influential people, appealing characteristics of the vocational

TABLE II

HOMETOWN DATA ON AGRICULTURAL EDUCATION STUDENTS WHO QUALIFIED TO TEACH BETWEEN 1967-1968 AND 1974-1975

N	TOWN	N	TOWN	N	TOWN	N	TOWN	N	TOWN	N	TOWN	N	TOWN	N	TOWN
1	Ada	5	Carnegie	1	Eagletown	1	Inola	1	Mt. Park	1	Sallisaw	2	Walters		Out of State:
2	Adair	2	Carney	2	Elgin	2	Jay	3	Mt. View	1	Sand Springs	1	Watts		
2	Alex	3	Carrier	6	Elk City	2	Jenks	1	Muldrow	3	Sapulpa	8	Wayne	1	Columbus, Kansas
1	Aline	1	Centerhome	3	Elmore City	1	Kawton	2	Muskogee	1	Sasakwa	2	Waynoka	2	Edna, Kansas
1	Alma	1	Chandler	1	Empire	1	Kemp	3	McAlester	3	Sayre	2	Webber Falls	1	Kiowa, Kansas
2	Altus	1	Chattanooga	1	Enid	1	Kenowa	2	Newcastle	2	Seiling	2	Welch	1	Sublette, Kansas
2	Alva	2	Checotah	1	Erick	1	Kenta	1	Newkirk	1	Selmon	1	Wellston		
1	Ames	1	Chelsea	1	Fairview	4	Keota	5	Norman	2	Sentinel	1	Westville	1	Aiken, Texas
2	Antlers	3	Cherokee	1	Fargo	3	Kingfisher	3	Nowata	1	Shattuck	4	Wewoka	1	Dalhart, Texas
2	Apache	1	Choctaw	1	Finley	2	Kinta	1	Oakwood	2	Shawnee	2	Whitesboro	1	Dennison, Texas
1	Ardmore	3	Chouteau	4	Fletcher	3	Kiowa	1	Oilton	1	Silo	2	Wilburton	1	Perryton, Texas
2	Arnett	2	Claremore	2	Fort Cobb	4	Laverne	1	Oktaka	3	Skiatook	5	Wilson	1	Stratford, Texas
1	Asher	3	Clayton	1	Fox	5	Lawton	2	Okemah	2	Smithville	1	Wister		
2	Atoka	1	Cleo Springs	6	Fredrick	2	Leedey	1	Olney	2	Snyder	2	Woodward	1	Monett, Missouri
2	Balko	1	Cleveland	1	Gans	1	LeFlore	1	Omega	4	Soper	1	Wright City	1	Southwest, Missouri
2	Battiest	1	Clinton	2	Garber	1	Lenapah	4	Owasso	1	Southside	1	Wyandotte		
1	Beggs	1	Colbert	2	Glencoe	1	Leon	1	Panama	2	Sperry	2	Yale	1	DeQueen, Arkansas
1	Bennington	1	Coalgate	2	Gotebo	3	Lexington	1	Paoli	3	Spiro	2	Yukon	1	Morrilton, Arkansas
1	Bethel	1	Collinsville	1	Graham	5	Lindsay	3	Pauls Valley	1	Stidham				
1	Big Pasture	2	Comanche	1	Grainola	3	Locust Grove	1	Pawhuska	4	Stigler			1	Ord, Nebraska
1	Billings	2	Cooperton	3	Granite	1	Lomega	2	Pawnee	8	Stillwater				
2	Binger	3	Cordell	1	Guthrie	1	Lone Wolf	7	Perkins	1	Stratford			1	Cheyenne, Wyoming
2	Blackwell	2	Covington	2	Harrah	1	Loyal	2	Perry	4	Stroud				
1	Blair	1	Coweta	2	Hartshorne	1	Luther	4	Ponca City	1	Sweetwater			1	Todd, North Carolina
4	Blanchard	2	Coyle	1	Hastings	1	Madill	1	Pond Creek	1	Taloga				
1	Boise City	1	Cromwell	1	Haworth	1	Marland	3	Porter	2	Tecumseh			1	Freemont, Iowa
2	Bokoshe	1	Crowder	1	Headrick	7	Marlow	1	Poteau	1	Temple				
1	Braman	2	Cushing	1	Hennessey	2	Marietta	1	Preston	1	Tipton			1	Exeter, Rhode Island
1	Bristow	1	Custer	2	Henryetta	1	Marshall	4	Pryor	3	Tishomingo				
1	Broken Arrow	1	Cyril	2	Hobart	1	Maud	2	Purcell	2	Tupelo			1	Metropolir, Illinois
3	Buffalo	2	Dacoma	3	Holdenville	1	Maysville	1	Putman	1	Turner				
1	Burlington	4	Davis	6	Hollis	6	Miami	1	Quay	1	Turpin			1	Tucumcari, New Mexico
2	Burns Flat	1	Del City	2	Hominy	2	Minco	5	Quinton	1	Tuttle				
2	Butler	1	Delhi	3	Howe	2	Moore	1	Rattan	1	Velma-Alma			1	Misowaka, Indiana
1	Caddo	2	Dover	2	Hugo	2	Mooreland	1	Roff	1	Vian				
1	Calera	2	Drummond	1	Hunter	4	Morris	1	Roland	3	Vinita				
3	Calvin	1	Drumright	5	Idabel	1	Morrison	3	Roosevelt	1	Wagner				
5	Canadian	2	Duke	2	Indiahoma	1	Moss	1	Rush Springs	1	Wainright				
3	Canton	3	Duncan	1	Indianola	4	Mounds	1	Salina	1	Wakita				

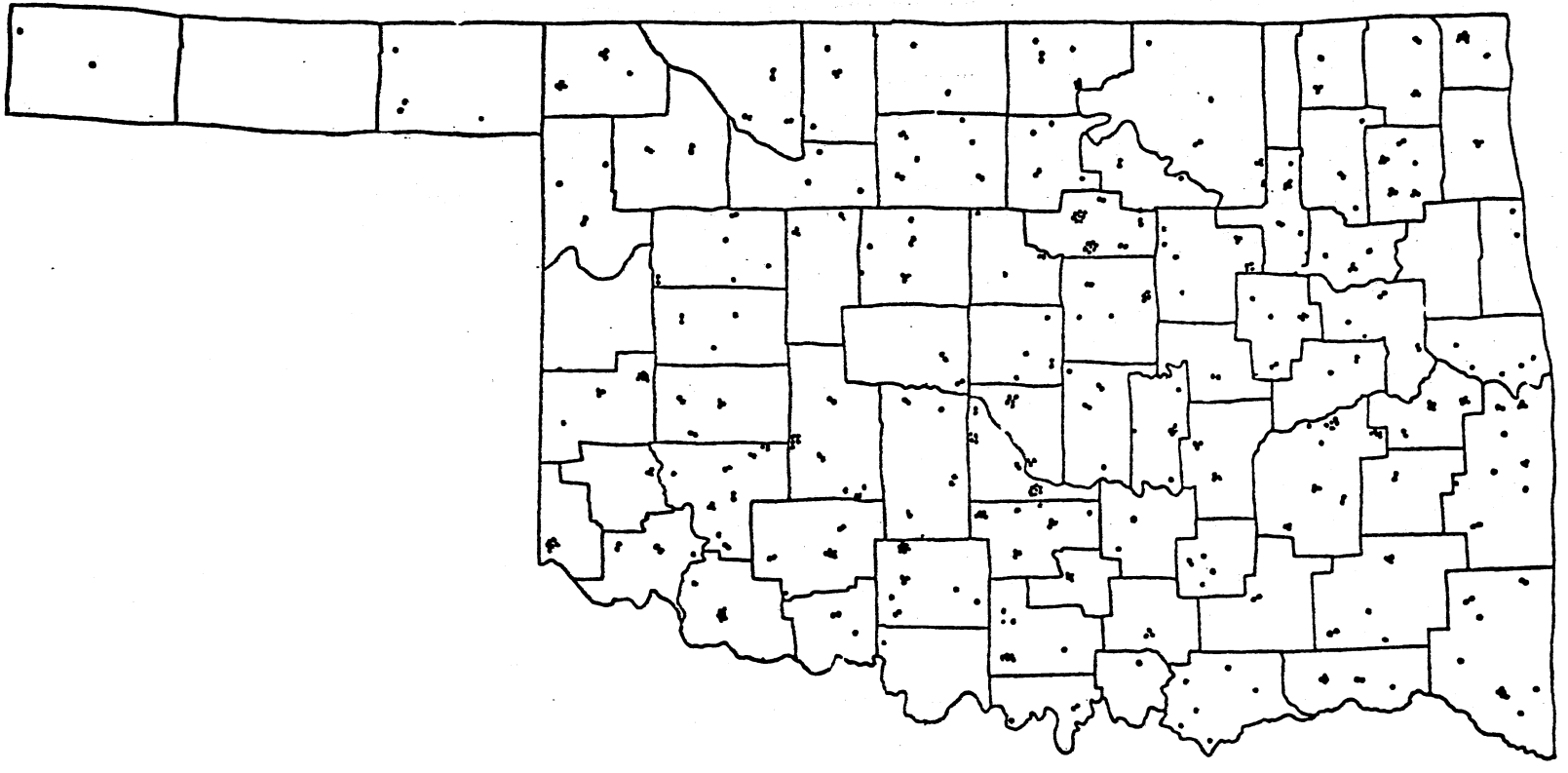

Figure 1. Hometowns of Oklahoma Students Who Qualified to Teach Between 1967-1968 and 1974-1975

(NOTE: Each dot represents one student)

agriculture teaching job and the source of final confirmation. As inspection of the data in Table III reveals, 131 Agricultural Education students were represented. Comparisons were made concerning the years of experience as a Future Farmer of America (FFA). Only four (3.1 percent) had no experience in FFA. The largest number of Agricultural Education students, 111 (84.7 percent) had four years of experience in FFA.

Of the 131 students investigated, 109 (83.2 percent) were local FFA officers and many of these students held an office for more than one year. Forty-seven (35.9 percent) held a local FFA office for two years while 34 (25.9 percent) held an FFA office for three years.

The investigation revealed that 62 (47.3 percent) of the Agricultural Education students had received the FFA State Farmer Degree, while 69 (52.7 percent) had not received the FFA State Farmer Degree.

The number of hours transfered from another university or college was also examined. It was found that 23 (17.6 percent) of the 131 agricultural education students had started at Oklahoma State University. Twenty-one students (16 percent) transfered 1 to 59 hours and 87 students (66.4 percent) transfered 60 or more hours.

Persons Influencing Students to Choose Agricultural Education

The amount of influence which certain persons had upon the Agricultural Education students' decisions to become a vocational agriculture teacher is revealed in the data in Table IV. Each response was counted and categorized utilizing a four point Likert scale. The Likert scale was given a value of "Very Great" 4; "Great" 3; "Some" 2;

TABLE III

SELECTED CHARACTERISTICS OF 1974-75 AGRICULTURAL EDUCATION STUDENTS

Characteristics	Distribution	
	Number	Percent
Number of Years in FFA		
0	4	3.1
1	5	3.8
2	1	.8
3	10	7.6
4	111	84.7
Total	131	100.0
Number of Years as an FFA Officer		
0	22	16.8
1	28	21.4
2	47	35.9
3	34	25.9
Total	131	100.0
Number Earning or Not Earning FFA State Farmer Degree		
FFA State Farmer	62	47.3
Not an FFA State Farmer	69	52.7
Total	131	100.0
Number of Hours Transfered		
0	23	17.6
1 to 59	21	16.0
60 and over	87	66.4
Total	131	100.0

TABLE IV

STUDENTS' RANKING OF PERSONS IN TERMS OF THEIR INFLUENCE ON FINAL DECISIONS TO BECOME A VOCATIONAL AGRICULTURE TEACHER

Persons	Distribution by Category										Average Score	Ranking
	Very Great		Great		Some		Little		None			
	Number	%	Number	%	Number	%	Number	%	Number	%		
Parents	20	15.2	27	20.6	47	35.9	23	17.6	14	10.7	2.12	2
Other relatives	7	5.3	17	13.0	31	23.7	40	30.5	36	27.5	1.38	7
Local farmer	1	.8	19	14.5	39	29.7	33	25.2	39	29.8	1.16	9
Other adults in home community	19	14.5	20	15.3	41	31.3	22	16.8	29	22.1	1.83	4
Local vo-ag teacher	36	27.5	35	26.7	24	18.3	14	10.7	22	16.8	2.39	1
Other high school teachers	5	3.8	8	6.1	31	23.6	34	26.0	53	40.5	1.07	10
High school counselor	0	0	5	3.8	27	20.6	26	19.9	73	55.7	.73	11
Fellow students (high school)	4	3.0	13	9.9	39	29.8	25	19.1	50	38.2	1.21	8
Fellow students (college)	12	9.2	24	18.3	36	27.5	19	14.5	40	30.5	1.61	5
College instructors (freshman and sophomore)	20	15.3	26	19.8	33	25.2	20	15.3	32	24.4	1.86	3
College instructors (junior and senior)	14	10.7	22	16.8	29	22.1	22	16.8	44	33.6	1.54	6
Cooperative extension youth agent	7	5.4	5	3.8	13	9.9	14	10.7	92	70.2	.63	12

"Little" 1; and "None" 0. There were 131 Agricultural Education students responding.

In examining Table IV it was found that the local Vo-Ag teacher was ranked number one. An average score of 2.39 indicated the vocational agriculture teacher had "some" influence on the students, but 54.2 percent of the responses were "very great" or "great" for the amount of influence exerted by the Vo-Ag teacher. Parents received an average score of 2.12 and ranked second. It was found that college instructors during the freshman and sophomore years ranked third with an average score of 1.86, while other adults in the home community had an average score of 1.83 and ranked fourth. An average score of 1.62 ranked fellow college students fifth. College instructors during the junior and senior years ranked sixth with an average score of 1.59. These six groups of persons fell within the range established for "some" influence.

Furthur inspection of the data revealed that other relatives, fellow high school students, local farmers, other high school teachers, high school counselors, and cooperative extension youth agents were of "little" influence on the students final decision to become a vocational agriculture teacher.

Also, it should be noted that the extension youth agent ranked last with an average score of .63. The high school counselor was next to last with an average score of .73. Other high school teachers had a higher level of influence than high school counselors with a 1.07 average score. Only 3.8 percent of those responding indicated the influence of the high school counselor as "great" or "very great".

Appealing Aspects of Vocational Agriculture Teaching

Analysis of data summarized in Table V revealed that "opportunity to work with youth" ranked first as the most appealing aspect of vocational agriculture teaching with an average score of 3.43. The "opportunity to work with youth" was indicated to be "very great" in appeal by 51.9 percent of the individuals while 41.2 percent indicated the appeal as "great". Following next in order were: "opportunity to continue to work with livestock" with an average score of 3.37; "satisfaction of helping educate students" with an average score of 3.24; and "to achieve a broad knowledge of agriculture" which had an average score of 3.09. All of the above groups of aspects of teaching vocational agriculture had an average score which placed them in category of "great" appeal. Also of "great" appeal were: "opportunity for continuing involvement in F.F.A.", "opportunity to advance professionally in agriculture", "opportunity to teach", "opportunity to work with adult farmers", "anticipated working conditions", and "opportunity for social contribution".

Data in Table V also revealed the "professional status", "opportunity for advanced study", "anticipated prestige in community", "opportunity to engage in part-time farming", "anticipated salary" and "opportunity to move into full-time farming" were of "some" appeals to students qualifying to teach vocational agriculture. It was found that "opportunity to move into full-time farming" ranked last in appeal with an average score of 1.79. Ranking next to the last was "anticipated salary" with an average score of 2.15. It could be pointed out that all job characteristics were of at least "some" influence and appeal.

TABLE V

RANKING BY STUDENTS OF THE CHARACTERISTICS OF TEACHING VOCATIONAL AGRICULTURE WHICH APPEALED TO THEM

Characteristics	Distribution by Category										Average Score	Ranking
	Very Great		Great		Some		Little		None			
	Number	%	Number	%	Number	%	Number	%	Number	%		
Anticipated salary	9	6.9	24	18.3	81	61.1	14	10.7	4	3.0	2.15	15
Anticipated working conditions	20	15.3	55	42.0	45	34.3	8	6.1	3	2.3	2.62	9
Anticipated prestige in community	19	14.5	38	29.0	51	38.9	16	12.2	7	5.4	2.35	13
Opportunity to work with youth	68	51.9	54	41.2	6	4.6	3	2.3	0	0	3.43	1
Opportunity to work with adult farmers	25	19.1	57	43.5	7	5.4	9	6.9	3	2.3	2.70	8
Opportunity to teach	33	25.2	59	45.0	33	25.2	4	3.1	2	1.5	2.89	7
Opportunity to continue work with livestock	58	44.3	51	38.9	16	12.2	5	3.8	1	.8	3.37	2
To achieve a broad knowledge of agriculture	48	36.6	54	41.2	23	17.6	5	3.8	1	.8	3.09	4
Opportunity to advance professionally in agriculture	38	29.0	59	45.0	26	19.8	4	3.1	4	3.1	2.94	6
Opportunity for continuing involvement in FFA	50	38.2	46	35.1	22	16.8	8	6.1	5	3.8	2.98	5
Opportunity to engage in part-time farming	21	16.0	38	29.0	40	30.5	20	15.3	12	9.2	2.27	14
Opportunity to move into full-time farming	16	12.2	22	16.8	36	27.5	33	25.2	24	18.3	1.79	16
Self-satisfaction of helping to educate students	57	43.5	55	42.0	14	10.7	4	3.0	1	.8	3.24	3
Professional status	20	15.3	43	32.8	49	37.4	15	11.5	4	3.0	2.46	11
Opportunity for social contribution	15	11.5	59	45.0	44	33.6	7	5.4	6	4.6	2.53	10
Opportunity for advanced study	20	15.3	40	30.5	51	38.9	13	9.9	7	5.4	2.40	12

Source of Students' Image of Vocational Agriculture Teacher

This section reveals what sources influenced students in their final confirmation of their image of a vocational agriculture teacher. This information is presented in Table VI.

In examining the data obtained from the instrument it was found that "your own experience in FFA" ranked first with an average score of 3.05 and was followed closely in rank by "observation at events" with an average score of 3.03 and "your own experience in Vo-Ag" with an average score of 3.01. Also scoring relatively high and ranking fourth and fifth respectively were "agricultural education teachers in college" and "extended conference with an Ag teacher". According to the limits established for response categories, all of the above responses fell into the "great" influence of the students image of vocational agriculture teaching. Upon further examination of Table VI it was found that "supervisors and officials in vocational agriculture" and "correspondence with interested individuals" were of "some" influence to the students in their image.

In analyzing the responses it was found that "recruiting visits to high schools" ranked last with an average score of 1.04. Ranking next to last were "recruiting visits to post-secondary schools" and "mass media" with identical average scores of 1.06. Also ranking low were "career day in local schools" with an average score of 1.09 and "career day at the University" with an average score of 1.17. According to the limits established for response categories, these responses were of "little" influence in the students image of vocational agriculture teaching. Also of "little" influence to the students were "brochures, bulletins, etc." and "college teachers other than agriculture education".

TABLE VI

RANKING BY STUDENTS OF THE SOURCES
OF THEIR IMAGE OF VOCATIONAL AGRICULTURE TEACHING

Image Source	Distribution by Category: Very Great Number	Very Great %	Great Number	Great %	Some Number	Some %	Little Number	Little %	None Number	None %	Average Score	Ranking
Your own experience in Vo-Ag	44	33.6	58	44.3	20	15.3	4	3.0	5	3.8	3.01	3
Your own experience in FFA	47	35.9	53	40.5	23	17.5	6	4.6	2	1.5	3.05	1
Extended conference with an agriculture teacher	21	16.0	58	44.3	32	24.4	12	9.2	8	6.1	2.55	5
Observation at events (expositions, fairs, shows)	41	31.3	59	45.0	26	19.8	4	3.1	1	.8	3.03	2
Brochures, bulletins, etc....	1	.8	13	9.9	51	38.9	36	27.5	30	22.9	1.38	8
College teachers other than agricultural education	2	1.5	8	6.1	44	33.6	44	33.6	33	25.2	1.25	9
Agricultural education teacher in college	34	26.0	53	40.4	24	18.3	14	10.7	6	4.6	2.73	4
Mass media (T.V., newspaper, etc....)	0	0	4	3.0	42	32.1	43	32.8	42	32.1	1.06	12.5 (tie)
Supervisors and officials in vocational agriculture	8	6.1	38	29.0	45	43.3	28	21.4	12	9.2	2.11	6
Career days on the university (or college) campus	1	.8	17	13.0	25	19.1	48	36.6	40	30.5	1.17	10
Career days in local school system	3	2.3	12	9.1	28	21.4	39	29.8	49	37.4	1.09	11
Recruiting visits by college/university persons to high schools	4	3.0	9	6.9	27	20.6	39	29.8	52	39.7	1.04	14
Correspondence with interested individuals	14	10.7	27	20.6	29	22.2	32	24.4	29	22.2	1.73	7
Recruiting visits by college/university persons to post-secondary schools	3	2.3	12	9.2	27	20.6	37	28.2	52	39.7	1.06	12.5 (tie)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

The major purpose of this study was to determine and analyze selected information obtained from graduates of an eight year period and from students enrolled in agricultural education during 1974-1975, which might be useful in developing programs of recruitment for vocational agriculture teachers in Oklahoma to insure an adequate number of qualified teachers. The objectives of the study were as follows:

1. The percentage of Oklahoma State University students and College of Agriculture students graduating in agricultural education for the eight years, 1967-1975.

2. The geographic areas providing agricultural education students who have qualified to teach vocational agriculture at Oklahoma State University for the eight year period studied.

3. Those people having the greatest influence on the decisions of students enrolled during 1974-1975 to enter the agricultural education field as perceived by future teachers.

4. Those aspects of the agriculture teaching profession that were most appealing to future teachers enrolled in agricultural education in 1974-1975.

5. The people and situations perceived by 1974-1975 students to be

involved in their final decision to become a vocational agriculture teacher.

Findings

Information on Agricultural Education Graduates for the Period 1967-1975

A study of the number of Agricultural Education, College of Agriculture, and Oklahoma State University graduates for the time span 1967-1975 revealed that the percentage of College of Agriculture graduates who were agricultural education graduates was fairly stable from 1967-1974, but decreased markedly in 1974-1975. A total of 590 students completed during this time. The percentage of Oklahoma State graduates who were agricultural education graduates decreased from 3.59 percent in 1967-1968 to 2.03 percent in 1974-1975.

Findings regarding the hometowns of graduates for this period disclosed graduates came from 252 different locations in Oklahoma and from 22 towns in 12 states outside Oklahoma. Those graduates from Oklahoma were widely distributed throughout the state, with students coming from all but two of the 77 counties.

One hundred thirty students enrolled in agricultural education during 1974-1975 completed questionnaires from which data were obtained for another part of this study. These individuals responded as to the amount of influence of different people, appealing characteristics of the job, and their image of the vocational agriculture teachers which made them pursue a career of teaching vocational agriculture. The five possible responses for each factor were assigned values ranging from four to zero. Selected personal characteristics of these students were also

obtained from the instrument.

Only 3.1 percent of these students had no experience in the Future Farmers of America while 84.7 percent had four years of experience in FFA. Of the students investigated 83.2 percent were local FFA officers. The FFA State Farmer Degree was earned by 47.3 percent of the students. Only 17.6 percent of these students received all of their college education at Oklahoma State University, while 66.4 percent transfered to Oklahoma State University with sixty or more hours of credit.

Information on 1974-1975 Agricultural Education Students

The important findings in the amount of influence a person or persons had upon the 1974-75 Agricultural Education students' decision to become a vocational agriculture teacher are summarized as follows:

1. The local vocational agriculture teacher had the greatest influence with an average score of 2.39 on a 4.00 scale.

2. Parental influence was a close second with an average score of 2.12.

3. College instructors during the freshman and sophomore were ranked third with an average score of 1.86.

4. Other adults in the home community were ranked fourth.

Other persons of influence in order were (5) fellow college students, (6) college instructors, (7) other relatives, (8) fellow high school students, (9) local farmer, and (10) other high school teachers.

The aspects of the agriculture teaching profession that were most appealing to future teachers in order were found to be:

1. "Opportunity to work with youth" ranked first with an average

score of 3.43.

2. The "opportunity to continue to work with livestock" with an average score of 3.37.

3. "Satisfaction of helping educate students" with an average score of 3.24.

4. "To achieve a broader knowledge of agriculture" with an average score of 3.09.

In decreasing order of appeal to students were (5) opportunity for continuing involvement with FFA, (6) opportunity to advance professionally in agriculture, (7) opportunity to work with livestock, (8) opportunity to teach, (9) anticipated working conditions, (10) opportunity for social contribution, (11) professional status, (12) opportunity for advanced study, (13) anticipated prestige in community, (14) opportunity to engage in part-time farming and (15) anticipated salary.

As to the sources of what influenced the students' final confirmation of their image of a vocational agriculture teacher it was indicated that the top three responses ranked very closely in average scores with "your own experience in FFA" ranked first with an average score of 3.05. An average score of 3.03 ranked "observation at events" second, while third was "your own experience in Vo-Ag" with an average score of 3.01.

Other sources in decreasing order as to their value for helping students form an image of vocational agriculture teaching were: agricultural education teacher in college; extended conference with an agriculture teacher, supervisors and officials in vocational agriculture; correspondence with interested individuals; brochures, bulletins, etc.; college teachers other than agricultural education; career days on

college or university campus; career days in high school; mass media and recruiting visits by college personnel to post-secondary schools; and recruiting visits to high schools.

Conclusions

The investigator drafted the conclusions below upon investigation and interpretation of the findings.

1. In recent years there has been a decrease in the number of Agricultural Education graduates at Oklahoma State University.

2. The percentage of agriculture students who are graduating in Agricultural Education is decreasing.

3. Although some individual communities are supplying more agricultural education graduates than other locations, agricultural education graduates come from all geographic areas of Oklahoma.

4. Most Agricultural Education students have been members of the Future Farmers of America and have served as an officer in the local F.F.A. chapters. Many have been very involved in activities of the organization including earning the FFA State Farmer Degree.

5. Most Agricultural Education students transfer to Oklahoma State University from another college or university. Most students transfer after completing 60 hours at another college or university.

6. Vocational agriculture teachers are the most influential in directing students to pursue a career of teaching vocational agriculture.

7. Parents and other adults in the home community are very influential in a person's decision to teach vocational agriculture.

8. College instructors during the students' freshman and sophomore years are influential in helping direct students into pursuing a career

of teaching vocational agriculture.

9. High school counselors and extension youth agents have not been influential in the students decision to teach vocational agriculture. The counselors may not be aware of the opportunities in Agricultural Education or they may not be in contact with a large number of individuals with an interest in agriculture.

10. Agricultural Education students find the aspects of working with youth and the opportunity to continue working with livestock very appealing aspects of teaching vocational agriculture.

11. The satisfaction of helping educate students, as well as achieving a broader knowledge of agriculture is important to Agricultural Education students.

12. The opportunity to move into full-time farming or the anticipated salary are not important aspects of a students decision to teach vocational agriculture.

13. An individuals own experience in F.F.A. and Vo-Ag are very influential in his image of the job responsibilities of a vocational agriculture teacher.

14. Observations made at events such as fairs, contests, and other events are very influential in the Agricultural Education students image of the vocational agriculture teaching job.

15. The Agricultural Education teacher in college, as well as an extended conference with an ag teacher, are important in the image of the job responsibilities of vocational agriculture students.

16. Recruiting visits to high schools and recruiting visits to post-secondary schools were not used effectively.

17. Mass media, career days in local high schools, and career days at the University were not used effectively.

Recommendations

After completing this study, the investigator would like to recommend the following:

1. That local vocational agriculture teachers be informed about the opportunities in Agricultural Education and encourage their students to pursue vocational agriculture teaching careers.

2. That consideration be given by the State Department to involve all staff in and appropriate additional funds to the development and implementation of recruitment materials.

3. That job opportunities and career information on Agricultural Education be included as part of the Oklahoma core curriculum materials.

4. That special consideration be given to making F.F.A. members, especially local F.F.A. officers and F.F.A. State Farmer candidates, more aware of the opportunities available in Agricultural Education.

5. That efforts should be made to improve the quality and extent of emphasis placed upon mass media, brochures, bulletins, recruitment visits and career days. The appealing aspects, job opportunities, and potential rewards of teaching vocational agriculture could be stressed.

6. That consideration be given to contacting agriculture freshman and sophomore students at Oklahoma State University and developing methods to insure that they are informed and knowledgeable regarding career opportunities available in Agricultural Education.

7. That specific emphasis be directed to insuring that both students and agriculture instructors in the state's junior colleges are informed and knowledgeable regarding career opportunities in Agricultural Education.

8. That teacher educators, state department staff, and the vo-ag

teacher association work together to develop a teacher recruitment plan which will insure an adequate number of qualified vocational agriculture teachers in Oklahoma.

9. That further studies be conducted in this area. Such studies might include an analysis of teaching methods and programs in the communities supplying more teachers, trends of College of Agriculture graduates by majors, and the involvement of other groups in recruitment efforts.

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APPENDIX

QUESTIONNAIRE

This questionnaire is an attempt to identify factors which may have contributed to the decision of individuals to become qualified teachers of vocational agriculture. It is prompted because of a continuing national shortage of teachers. Please help us by taking approximately 15 minutes to fill out this survey form.

Name_____ Age_____

Were you a transfer student_____ Hours transferred_____

College transferred from_____

Years in FFA_____ Years an FFA officer_____ Were you an FFA state farmer____

1. Please designate the amount of influence the following persons had upon your final decision to become a vocational agriculture teacher:

		Very Good	Great	Some	Little	None
A.	Parents					
B.	Other relatives					
C.	Local farmer					
D.	Other adults in home community					
E.	Local vo-ag teacher					
F.	Other high school teachers					
G.	High school counselor					
H.	Fellow students (high school)					
I.	Fellow students (college)					
J.	College instructors (fr. & soph.)					
K.	College instructors (jr. & sr.)					
L.	Coop. Ext. Youth Agent					
M.	. . .					

2. Please indicate the three persons most influential in your decision to become a vocational agriculture teacher by placing the letter indicated in the above question in the blank provided.

Most Influential_____ 2nd Most Influential_____ 3rd Most Influential_____

3. To what degree did the following characteristics of the job of teaching vocational agriculture appeal to you.

	Very Great	Great	Some	Little	None
A. Anticipated salary					
B. Anticipated working conditions					
C. Anticipated prestige in community					
D. Opportunity to work with youth					
E. Opportunity to work with adult farmers					
F. Opportunity to teach					
G. Opportunity to continue work with livestock					
H. To achieve a broad knowledge of agriculture					
I. Opportunity to advance professionaly in agriculture					
J. Opportunity for continuing involvement in FFA					
K. Opportunity to engage in part-time farming					
L. Opportunity to move into full-time farming					
M. Self-satisfaction of helping to educate students					
N. Professional status					
O. Opportunity for social contribution					
P. Opportunity for advanced study					

4. Please indicate the three characteristics of the job of teaching vocational agriculture most appealing to you by placing the letter indicated in the above question in the blank provided.

Most Appealing_____ 2nd Most Appealing_____ 3rd Most Appealing_____

5. From what source did you obtain final conformation of your image (job responsibilities) of a vocational agriculture teacher.

		Very Great	Great	Some	Little	None
A.	Your own experience in vo-ag - - - -					
B.	Your own experience in FFA - - - - -					
C.	Extended conference with an ag teacher- - - - - - - - - - - - - - -					
D.	Observation at events (expositions, fairs, and shows)- - - - - - - - - -					
E.	Brochures, bulletins, ect.,... - - -					
F.	College teachers other than Agriculture Education - - - - - - - - - - -					
G.	Agriculture Education teacher in college- - - - - - - - - - - - - - -					
H.	Mass media (t.v., newspaper, ect.) -					
I.	Supervisors and officials in vocational agriculture - - - - - - - - -					
J.	Career days on the university (or college) campus- - - - - - - - - - -					
K.	Career days in local school system -					
L.	Recruiting visits by college-university persons to high schools - - - -					
M.	Correspondence with interested individuals- - - - - - - - - - - - - -					
N.	Recruiting visits by college/university persons to post-secondary schools- - - - - - - - - - - - - - -					

6. Please indicate the three sources that were most important to your image of a vocational agriculture teacher by placing the letter indicated in the above question in the blank provided.

Most Important_____ 2nd Most Important_____ 3rd Most Important_____

VITA

Ronald C. Robinson

Candidate for the Degree of

Master of Science

Thesis: ANALYSIS OF SELECTED INFORMATION HAVING POTENTIAL USE FOR RECRUITMENT OF PROSPECTIVE VOCATIONAL AGRICULTURE TEACHERS IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, December 29, 1946, the son of Don and Lois Robinson.

Education: Graduated from Hunter High School, Hunter, Oklahoma, May, 1964; received the Bachelor of Science degree from Oklahoma State University in May, 1969, with a major in Agricultural Education; completed requirements for the Master of Science at Oklahoma State University, Stillwater, Oklahoma, July, 1977.

Professional Experience: Teacher of vocational agriculture from Lamont High School from July, 1969 to July, 1973; farm manager from July, 1973 to July, 1975; graduate teaching assistant, Agricultural Education Department, Oklahoma State University, August, 1974 to July, 1975; Extension Agriculture Agent, Oklahoma State University at Choctaw County, June, 1975 to present.

Professional Organizations: Member of Collegiate FFA, Alpha Tau Alpha, Phi Delta Kappa, and Graduate Student Council.