A STUDY TO DETERMINE THE ACCEPTANCE AND USEFULNESS OF THE BASIC CORE CURRICULUM FOR VOCATIONAL AGRICULTURE I IN OKLAHOMA

By

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1966

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1971

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ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to Dr. Jack Pritchard, thesis adviser, for his assistance, guidance and inspiration throughout the study; to Dr. Robert Terry, and Dr. Jim Key, for their advice and constructive review during the initial stages of this study.

Appreciation is expressed to the eighty-six Vocational Agriculture teachers who cooperated in this study.

The writer would also like to express appreciation to Ronald Meek, Irene Clements, Charles Henderson, and Don Hiebert, State Department of Vocational and Technical Education, for their guidance and assistance and for the opportunity to work with as a Curriculum Specialist.

Recognition is due Mrs. Sue Lark for her efforts in typing this thesis.

Acknowledgement would not be complete without special recognition of my wife, Georgiana and our son, Noal, for their patience, encouragement, and assistance throughout this study.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Vocational education in agriculture is changing. Fewer students are returning to the farm while more are entering the field of related agricultural occupations. Students of today, who will be the agriculturists of tomorrow, need to become well-educated individuals, constantly seeking information on which to base the many decisions they will be required to make.

Vocational agricultural education must strive forward into a new direction offering a variety of occupational programs for high school students. Today not only is special attention being given to disadvantaged and handicapped, but the ever-changing technology of agricultural production requires new approaches for preparing all students enrolled in vocational agriculture programs in Oklahoma.

In Oklahoma, teachers of vocational agriculture, faced with the continuing problems as to what to teach and whom to serve, are further hampered because of a lack of adequate and relevantly organized instructional materials to assist them in meeting the needs of students. This has created need for curriculum development. New curricula must be developed to accommodate the existing needs of all students.

Prior to World War II very little had been accomplished in the field of curriculum development. As Barlow (1) stated:

> The dramatic development of instructional materials in order to prepare more than eight million people

> to work in production in defense of the nation, created new ideas and desires related to curriculum development. Special task forces, immediately following World War II, prepared instructional materials for special instructional areas. The Division of Vocational and Technical Education, U.S. Office of Education, made valiant attempts to solve some of the curriculum problems.

A report by the Panel of Consultants on Vocational Education, compiled at the request of the late President John F. Kennedy, entitled Education for a Changing World of Work, (2) pointed to the need for curriculum development and made several recommendations relative to vocational education. The report specifically recommended that "two to four centers for curriculum development in vocational education be established." The Panel believed that curriculum materials in adequate quantity and of appropriate quality were essential to effective instruction.

The Curriculum and Instructional Materials Center of the State Department of Vocational and Technical Education was established in 1969. The general purposes of the center are to provide for the development, collection, and dissemination of curriculum materials for use in vocational and technical education programs in Oklahoma. The Curriculum and Instructional Materials Center has instituted one of the most unique methods of developing curriculum for vocational agriculture with an extensive use of measurable objectives.

Statement of the Problem

In 1968, Oklahoma vocational agriculture teachers adopted a Basic Core Curriculum Guide outlining four years of instruction in vocational agriculture. From this basic core, units of instruction have been developed for Vocational Agriculture I to cover six sections: Careers

and Orientation, Leadership, Supervised Farm Training, Animal Science, Plant and Soil Science, and Agricultural Mechanics.

The instructional units are designed to account for sixty percent of an instructor's time in teaching vocational agriculture. The remaining forty percent is left to the individual instructor in order for him to have freedom to use his own initiative in making content selection compatible with the demands of his local community.

Need for the Study

The present study was concerned with the acceptance of the Basic Core Curriculum for Vocational Agriculture I. Also to determine if the curriculum for Vocational Agriculture II, III, and IV should be developed using the same approach as in Vocational Agriculture I.

Purpose of the Study

The major purpose of the study was to measure the usefulness of the Basic Core Curriculum for Vocational Agriculture I, in order to determine the extent of use and to check the acceptance of this kind of an approach in curriculum development. To accomplish this purpose, the following objectives had to be attained: (1) to determine the extent that the Basic Core Curriculum is being used, (2) to determine if the Basic Core Curriculum is adequate for teaching today's agriculture programs, (3) to determine if more or less information should be included in order to teach the specific lessons, (4) to determine if this approach in curriculum development is taking any initiative away from the teacher, (5) to determine if the Basic Core Curriculum can be adapted to each vocational agriculture teacher's local community, and (6) to

determine if a need exists for the continuation of this kind of curriculum development in Vocational Agriculture II, III, and IV.

Assumptions Basic to the Study

For the purposes of this study, the following assumptions were accepted by the investigator:

1. That departments selected for the study were representative of the other departments in the respective supervisory districts.

2. That teachers could provide accurate evaluations of the Basic Core Curriculum for Vocational Agriculture I.

3. That teachers' responses to statements favorable and unfavorable to the Basic Core Curriculum for Vocational Agriculture I, would serve as predictors of their attitudes toward this approach.

4. That the attitudes expressed by the teachers were honest expressions of their opinions.

Procedures and Limitations of the Study

The information for this study was collected through the use of a questionnaire. Data gathering instruments were sent to one hundred vocational agriculture instructors who were teaching during the 1971-72 school year. Twenty teachers were selected randomly from each of the five supervisory districts of vocational agriculture in Oklahoma. A follow-up letter was sent out two weeks later encouraging teachers to respond to the questionnaire.

Definitions and Clarification of Concepts

For the purpose of this study the following definitions seemed per-

tinent and relative to this study.

Attitude: How a person feels toward certain aspects of the Basic Core Curriculum for Vocational Agriculture I.

Basic Core Curriculum Guide: The suggested guideline for instruction in vocational agriculture.

Units of Instruction: A specific area of study within the Basic Core Curriculum for Vocational Agriculture I.

Measurable Objective: A description or statement of anticipated change in student behavior, subsequent to his having successfully completed a learning experience.

Curriculum: A curriculum refers to the general overall plan of the content or specific materials for a course of instruction.

Vocational Education: Vocational education is defined as a program of instruction which provides persons with skills and knowledge for a specific employment opportunity.

CHAPTER II

REVIEW OF LITERATURE

Today's teachers of vocational agriculture are faced with the continuing problems of what to teach and whom to serve. They are further hampered because of little or no available instructional materials to meet the needs of students. Students of today who will become the agriculturalists of tomorrow need a highly innovative curriculum in order for them to be able to base the many decisions they will be required to make. According to Elliott (3), agricultural education has the same goals today as it had twenty years ago for meeting the needs of the students.

Observations regarding the influence of curriculum materials have not been made to degenerate the practices of teachers, only to emphasize the importance of evaluating such materials properly. Since the influence of curriculum materials is becoming more important today than ever before, any evaluation of them must be measured with their potential impact. Popham (4) says the most defensible criterion by which to judge the adequacy of the curriculum materials is the degree to which those materials, if used as directed, can consistently bring about desired changes in the behavior of the intended learners.

According to Popham, there are four steps in evaluating curriculum. The first step is to construct or select a set of operationally stated instructional objectives which you expect the curriculum materials to

accomplish. Secondly, pre-test the degree to which the learners can already perform the behavior of the intended objectives. The third step is to allow the learners to use the curriculum materials as directed by the developer of the material. The fourth step involves post-testing learners to see whether or not the objectives have been reached.

An extensive review of literature was conducted to determine what research had previously been reported concerning the acceptance and evaluation of a unit of instruction in vocational agriculture. A study conducted by Lucas (5) in 1970 to determine the acceptance of the basic core curriculum guide before units of instruction were available, revealed that older teachers were in more agreement with the guide than were younger teachers. He also found that there was more agreement in vocational agriculture I, II, and III than in vocational agriculture IV.

Vocational agriculture teachers in Pennsylvania expressed a desire for curriculum development as revealed by a study conducted by Ayers (6). He found that teachers of vocational agriculture in Lancaster and York Counties' high schools strongly agreed that a need existed for curriculum development on small gasoline engines, and that there should be additional units of instruction available for other areas of vocational agriculture.

Other research (7) showed that students achieved at a higher level when teachers used units of instruction written with behavioral objectives as compared with the traditional method of teaching without using behavioral objectives. Burgett (8) supported the opinion that both students and teachers were favorable to a basic core curriculum when units of instruction were provided along with the guide.

Sargent (9) stated that the rationale for developing instructional

materials should be adjusted to include other important factors affecting the learning process. His study was an experiment to evaluate the effectiveness of alternative methods of disseminating agricultural business management instructional materials to teachers of agriculture. He found that there was no significant difference in students' game net worth test scores between the workshop and individual distribution methods.

Floyd and Glazier (10) said educational programs must serve the needs of the participants. This means relevant curriculums which lead to accomplishment of pre-determined objectives such as placement in a specific field, additional formal education, or upgrading within existing employment.

Heaney (11) said the need for instructional materials to keep up with changes in agricultural education in high schools and in junior colleges is greater than ever before.

The development of curriculum is more important today than ever before. Many states have established curriculum centers for the purpose of developing and disseminating curriculum materials. The writer felt it would be beneficial to conduct additional research relating to the development of vocational education curriculum.

The Vocational Education Amendments of 1968 (12) authorized that $10 million be made available to higher education, state departments of vocational education, and other similar agencies for curriculum development in vocational education. The adoption of these acts made possible the establishment of curriculum centers, designed to develop and disseminate materials to be used by teachers of vocational education.

The Texas Education Agency (13) has developed units of instruction

for vocational agriculture I and II. The units were developed using current agricultural information in text form and including transparency masters and additional references.

The Agricultural Education Section of the University of Missouri has developed units of instruction for vocational agriculture I (14) and II (15) which stress instruction in the following areas: Mechanics, Careers, Leadership, and Supervised Occupational Experiences. These units are written in topic outline form and suggest teaching procedures and illustrative materials.

North Carolina developed a guide for course planning in vocational agriculture I (16) designed for ninth grade students. This guide suggests teaching and learning activities for the world of work in the following areas: Mechanics, Animal Science, Plant Science, and Soil Science.

Indiana has developed a core curriculum in vocational agriculture I and II (17). These publications include objectives and motivation statements, and list references and suggestions for teaching the unit. Topics of instruction are broken down in the following areas: Orientation, Career Opportunities, Future Farmers of America, Agricultural Mechanics, Animal Science, Soil Science, and Plant Science.

The Oklahoma Curriculum and Instructional Materials Center of the State Department of Vocational and Technical Education has instituted one of the newest and most unique methods of developing curriculum for vocational agriculture with an extensive use of measureable objectives. Units of instruction have been developed for vocational agriculture I (18) to cover six sections: Careers and Orientation, Leadership, Supervised Farm Training, Animal Science, Plant and Soil Science, and Agri-

cultural Mechanics.

Each instructional unit includes objectives, suggested activities, information sheets, job sheets, transparency masters, a quiz, and answers to the quiz. Additional units of instruction will be developed for vocational agriculture II, III, and IV.

The Basic Core Curriculum for Vocational Agriculture should make possible standardization of instruction while still providing for the exercise of individual initiative and choice, which for many years has been a distinctive mark of successful vocational agriculture programs in Oklahoma.

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

The major purpose of this study was to measure the usefulness of the Basic Core Curriculum for Vocational Agriculture I, in order to determine the extent of use and to check the acceptance of this kind of approach in curriculum development. To accomplish this purpose, the following objectives had to be attained: (1) to determine the extent to which the Basic Core Curriculum is being used, (2) to determine if the Basic Core Curriculum is adequate for teaching today's agricultural programs, (3) to determine if more or less information should be included in order to teach the specific lessons, (4) to determine if this approach in curriculum development is taking any initiative away from the teacher, (5) to determine if the Basic Core Curriculum can be adapted to each vocational agriculture teacher's local community, and (6) to determine if a need exists for the continuation of this kind of curriculum development in vocational agriculture II, III, and IV.

The purpose of this chapter is to describe the design of the study, including development of the instruments used for data collection, selection of the population, and the method of collection of the data.

Design

The officials of the State Department of Vocational Education and

other knowledgeable persons readily agree that differences in opinion exist concerning the usefulness and acceptance of the Basic Core Curriculum for Vocational Agriculture I.

The existence of these differences necessitates this study. Since the Basic Core Curriculum has been in use by teachers of vocational agriculture for one year, and these differences in opinion have occurred, the writer chose the ex post facto design. Kerlinger(19), in Foundations of Behavioral Research, stated:

> Ex post facto research may be defined as that research in which the independent variable or variables have already occurred and in which the researcher starts with the observations of a dependent variable or variables. He then studies the independent variables in retrospect for their relations to, and effects on, the dependent variable or variables.

It is realized that the design of this study was greatly enhanced by using a random sample of teachers in this study. Kerlinger (19) contends:

> Randomize whenever possible; select subjects at random; assign subjects to groups at random; assign experimental treatments to groups at random.

According to the definition given by Kerlinger, the ex post facto design used in this study fulfills the description, as it was used to measure attitudes in relation to a dependent variable.

Population

Oklahoma has approximately three hundred and eighty-seven vocational agriculture teachers teaching in three hundred and fifty schools. For purpose of supervision the state is divided into five supervisory districts with each district having approximately seventy vocational agriculture departments.

The sample for this study was one hundred vocational agriculture teachers who were teaching in the school year 1970-71. Twenty teachers were randomly selected from each of the five supervisory districts by an unbiased person. Names of the teachers were compiled from a list made available by the Oklahoma State Department of Vocational Agriculture. A map illustrating the supervisory districts appears in Appendix A.

Development of the Instrument

An attitude scale was developed by the writer and used as an instrument in evaluating teachers' opinions and attitudes, both favorable and unfavorable, toward the Basic Core Curriculum for Vocational Agriculture I.

According to Kerlinger (19), an attitude is an expression of an individual to think, feel, perceive, and behave toward a cognitive object. Another definition found in the Educational Dictionary which agrees with than given by Kerlinger is:

> Attitude; A readiness to react toward or against some situation, person, or thing in a particular manner.

Attitude scales and direct observations are two methods for evaluating attitudes of the individual. Attitude scales are designed to measure the extent to which an individual has favorable or unfavorable feelings toward an object or an idea.

Thurstone and Chave (20), in The Measurement of Attitudes, have stated the following rules for construction of an attitude scale:

1. The statements should be as brief as possible so as not to fatigue the students who are asked to read the whole list.

2. The statements should be such that they can be

endorsed or rejected in accordance with their agreement or disagreement with the attitude of the reader.

3. Every statement should be such that acceptance or rejection of the statement does indicate something regarding the reader's attitude about the issue in question.

4. Double-barreled statements should be avoided except possibly as examples of neutrality when better neutral statements do not seem to be readily available.

5. One must insure that at least a fair majority of the statements really belong on the attitude variable that is to be measured.

Edwards (21) says that:

> A well-constructed attitude scale consists of a number of items that have been carefully edited and selected in accordance with certain criteria. As in the construction of standardized psychological tests, the first step in the construction of an attitude is to obtain items (statements) that will represent in a particular test the universe of interest.

An opinion, according to Thurstone (22), is a verbal expression of an attitude. Since an opinion symbolizes an attitude, we may use statements of opinion as a means of measuring attitude; however, it must be acknowledged that opinions are merely indexes of an attitude.

The instrument used in this study consisted of two parts. One was an attitude scale which covered the Basic Core Curriculum for Vocational Agriculture I. The other instrument was used to gather personal information that might have some relationship to the attitude portion of the study (See Appendix B). A panel of experts, consisting of curriculum personnel and the faculty of agricultural education, was asked to classify each statement as either favorable or unfavorable.

The members of the Curriculum and Instructional Materials Center who served on the classifying panel were:

Mr. Ronald Meek, Coordinator, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Dr. Irene Clements, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education; and

Mr. W. Charles Henderson, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education.

The members of the state supervisory staff who served on the ranking panel were:

Mr. Cleo A. Collins, District Supervisor, Oklahoma Vocational Agriculture;

Mr. Don D. Brown, District Supervisor, Oklahoma Vocational Agriculture;

Mr. Ralph R. Dreesen, Assistant State Supervisor and State FFA Advisor, Oklahoma Vocational Agriculture;

Mr. Joseph Raunikar, District Supervisor, Oklahoma Vocational Agriculture.

Mr. Hallard Randell, Farm Mechanics Specialist and District Supervisor, Oklahoma Vocational Agriculture;

Mr. Benton F. Thomason, District Supervisor, Oklahoma Vocational Agriculture; and,

Mr. John Jones, District Supervisor, Oklahoma Vocational Agriculture.

The following teacher educators served on the ranking panel:

Dr. Robert R. Price, Head, Agricultural Education Department, Oklahoma State University;

Dr. Robert Terry, Agricultural Education Department, Oklahoma State University;

Dr. Jack Pritchard, Agricultural Education Department, Oklahoma State University;

Dr. James P. Key, Agricultural Education Department, Oklahoma State University;

Professor George Cook, Agricultural Engineering Department, Oklahoma State University;

Mr. Marcus Juby, Graduate Student, Agricultural Education, Oklahoma State University; and

Mr. Jay Lark, Graduate Student, Agricultural Education, Oklahoma State University.

The response for each statement on the attitude scale was assigned a numerical value; in this study the range was 5 - strongly disagree, to 1 - strongly agree. The subject has the opportunity to react to each statement on a five-point continuum, indicating that he either strongly agrees, agrees, is neutral, disagrees, or strongly disagrees. Each position on the scale indicates the strength of the respondent's attitude toward a particular statement.

Collection of the Data

The teachers selected for the study were mailed an introductory letter (See Appendix B) and a copy of the complete instrument. They were asked to complete the form as completely and accurately as possible and to return it in a stamped, self-addressed envelope, which was also included. A follow-up card was sent two weeks after the initial mailing of the forms to encourage a greater number of responses.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The major purpose of the study was to measure the usefulness of the Basic Core Curriculum for Vocational Agriculture I in order to determine the extent of use and to check the acceptance of this kind of approach in curriculum development. To accomplish this purpose the following objectives had to be achieved: (1) to determine the extent to which the Basic Core Curriculum is being used, (2) to determine if the Basic Core Curriculum was adequate for teaching today's agriculture programs, (3) to determine if more or less information should be included in order to teach the specific lessons, (4) to determine if this approach in curriculum development was taking any initiative away from the teacher, (5) to determine if the Basic Core Curriculum could be adapted to each vocational agriculture teacher's local community, and (6) to determine if a need existed for the continuation of this kind of curriculum development in vocational agriculture II, III, and IV. Findings of the study relative to the objectives of the study are presented in this chapter.

The data presented in this chapter was gathered from eighty-six vocational agriculture teachers selected at random from each of the five supervisory districts. Questionnaires were mailed to one-hundred vocational agriculture teachers who were teaching during the 1970-71 school year. From the one-hundred teachers who were sent questionnaires, eighty-six replies were received. Returned questionnaires were collected

and data was analyzed and summarized.

In order to arrive at an average response for each statement, numerical values were assigned to the response categories as follows:

Positive Statement	Negative Statement
Strongly Agree - 5	Strongly Agree - 1
Agree - 4	Agree - 2
Neutral - 3	Neutral - 3
Disagree - 2	Disagree - 4
Strongly Disagree - 1	Strongly Disagree - 5

Before being mailed to teachers, questions on the questionnaire were ranked as favorable or unfavorable statements by a panel of experts (See Chapter III).

The numerical values of the negative statements were reversed to allow the investigator to sum all statements. A negative statement which received a "strongly disagree" rating reflected a positive attitude. The numerical values of all teachers' responses to each statement were totaled and averaged. Prior to analysis the investigator decided that the actual numerical value range for each response category would be assigned as follows: strongly agree - 4.6 to 5.0; agree - 3.6 to 4.5; neutral - 2.6 to 3.5; disagree - 1.6 to 2.5; and strongly disagree - 1.5 and below.

A panel grouped the items on the questionnaire under each objective. The criterion for grouping was whether or not the data furnished by the item was pertinent to the objective under consideration. The panel members were:

Dr. Irene Clements, Curriculum Specialist, State Department of Vocational and Technical Education;

Mr. Ronald Meek, Coordinator of Curriculum, State Department of Vocational and Technical Education;

Mr. Charles Henderson, Curriculum Specialist, State Department of Vocational and Technical Education; and,

Mr. Don Hiebert, Curriculum Specialist, State Department of Vocational and Technical Education.

Questions grouped under objective I, which states, to determine the extent that the Basic Core Curriculum is being used, are as follows:

4. I used the Basic Core Curriculum for Vo-Ag I to account for 60 percent of my instructional time.

15. Some of the material in the Basic Core Curriculum for Vo-Ag I can be and was used in other vo-ag classes.

24. I find the curriculum adequate, but I supplement it with other teaching materials.

25. By having a Basic Core Curriculum for Vo-Ag I, I taught more material this year compared to previous years.

Questions grouped under objective II which states, to determine if the Basic Core Curriculum is adequate for teaching today's agricultural programs, are as follows:

2. A set of slides or film strips would greatly improve the use of the basic core curriculum material.

7. Units of instruction provided in the Basic Core Curriculum for Vo-Ag I are adequate for teaching today's farming methods.

16. Job sheets in the basic core curriculum materials are adequate for teaching a shop skill.

21. I find the suggested activity page helpful in planning the lesson to teach.

20. Teachers need transparencies instead of the transparency masters.

Questions grouped under objective III which states, to determine if more or less information should be included in order to teach the specific lessons, are as follows:

3. Topic outlines are easier to teach from than sentence or paragraph types.

12. It is easier to teach the basic core curriculum since students have information sheets.

13. I find the basic core curriculum an adequate teaching resource, but its value is improved by the use of a variety of teaching techniques.

18. Students need to take notes to supplement information sheets.

19. Transparencies should be provided as information sheets so students would have a copy.

26. Much less teaching preparation is needed when using the basic core curriculum material.

Questions grouped under objective IV which states, to determine if this approach in curriculum development is taking any initiative away from the teacher, are as follows:

10. A standardized Basic Core Curriculum for Vo-Ag I prevents a teacher from teaching other areas of interest.

30. A basic core curriculum may lessen the teacher innovativeness.

Questions grouped under objective V which states, to determine if the Basic Core Curriculum can be adapted to each vocational agriculture teacher's local community area as follows;

1. Local communities vary to such an extent that I cannot fit the basic core curriculum into my program.

5. The Basic Core Curriculum for Vo-Ag I can be personalized to the individual students.

Questions grouped under objective VI which states, to determine if a need exists for the continuation of this kind of curriculum development in vocational agriculture II, III, and IV, are as follows:

9. An experienced teacher has no need for a standardized Basic Core Curriculum for Vo-Ag I.

11. Teachers of vocational agriculture need help in curriculum development.

23. The approach taken in curriculum development in Vo-Ag I will greatly improve vocational agriculture instruction in Oklahoma.

27. Curriculum should be developed for Vo-Ag II, III, and IV, using the same format as in Vo-Ag I.

28. A plan should be developed for keeping the basic core curriculum material revised, and up-to-date.

Additional groupings were made which did not correlate to the objectives of the study but were pertinent to the overall agreement of the study. The following questions indicate how students reacted to the units of instruction based on the opinions of the vocational agriculture teachers. The questions are as follows:

8. Students scored at a higher level when using units with behavioral objectives, compared to the traditional way of teaching.

14. Too many students make high grades on the tests included in the basic core curriculum.

17. I find that once students understand the behavioral objectives of a given unit, they learn the materials quickly.

22. A teacher can use the test provided by the basic core curriculum as a basis for grading students' achievements of the objectives.

Table I is a summary of the response of teachers according to teaching experience. A noticeable disagreement was indicated on question three which read: Topic outlines are easier to teach from than sentence or paragraph types. Teachers from one to five years teaching experience felt like they needed the paragraph type; whereas, teachers with over fifteen years experience said that the topic outlines were easier for them to teach.

Another interesting observation to the author was the difference in opinion on question eight which read: Students scored at a higher level when using units with behavioral objectives compared to the traditional way of teaching. Teachers with over fifteen years teaching experience once again felt that students scored at a higher level; whereas, teachers with less teaching experience felt that their students scored at a high-

TABLE I

COMPARISON OF MEAN RESPONSES TO STATEMENTS
BY TEACHING EXPERIENCE CATEGORIES

EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1-5 (N=26)	4.2	4.4	3.3	4.2	4.3	3.8	3.8	3.3	4.4	4.3	4.0	4.3	4.3	3.7	4.0	4.0	3.8	4.0	4.2	3.9	3.8	3.9	4.5	4.1	3.8	3.8	4.8	4.5	4.1	3.3
6-10 (N=19)	4.2	4.2	3.4	3.7	4.0	3.6	3.7	3.7	4.2	4.2	4.2	4.1	3.7	3.5	3.9	3.7	3.8	3.9	3.8	3.4	3.8	4.0	4.4	4.1	3.7	3.8	4.7	4.7	4.3	3.8
11-15 (N=9)	4.4	4.5	3.7	3.6	4.1	3.8	4.0	3.8	4.5	4.4	4.2	4.4	4.0	4.3	3.7	3.6	4.6	4.0	3.1	4.2	4.0	3.7	4.1	4.0	3.7	4.1	4.5	4.6	4.2	3.5
Over 15 (N=32)	4.3	4.5	4.0	4.1	4.0	3.7	3.6	4.0	4.3	4.2	4.3	4.3	4.2	3.8	4.0	3.7	4.0	3.9	3.7	4.1	4.0	4.0	4.5	4.1	4.0	3.8	4.8	4.8	4.4	3.7

er level when teaching the traditional way without using behavioral objectives.

It was also interesting to notice the variation in the mean response score to question nineteen which read: Transparencies should be provided as information sheets so students would have a copy. Here, the trend reversed - Younger teachers indicated that their students needed a copy of the transparency master duplicated as an information sheet; teachers with eleven to fifteen years teaching experience said that their students did not need a copy.

Response to questions by supervisory districts are summarized in Table II. The researcher felt that there was a need to discuss questions three, seven, twenty, and thirty, since the mean score varied to such an extent. Question three, stating that topic outlines were easier to teach from than sentence or paragraph types, revealed a mean score response of 3.3 for Southwest District to a 4.0 for the Southeast and Northeast Districts.

Teachers within the Northwest District certainly did not agree with question seven which read: Units of instruction provided in the Basic Core Curriculum for Vocational Agriculture I are adequate for teaching today's farming methods. This group of teachers revealed a mean score response of 3.3 which indicated a neutral attitude toward the question. Northeast District teachers accumulated a mean score of 4.0 which indicated that they agreed with the question.

Question twenty concerning providing students with a copy of the transparency master as information sheets created a wide range in response. Teachers in the Southeast District certainly said that the student needed a copy by responding a strong 4.7 agreement; whereas, Cen-

TABLE II

COMPARISON OF MEAN RESPONSES TO STATEMENTS
BY SUPERVISORY DISTRICT

DISTRICT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
South-east	4.0	4.5	4.0	3.9	4.1	3.9	3.6	3.8	4.2	4.2	4.4	4.6	4.6	3.9	4.1	4.0	4.1	4.0	3.7	4.7	4.1	4.1	4.5	4.4	3.9	3.9	4.9	4.9	4.4	3.0
South-west	4.5	4.3	3.3	3.8	4.2	3.6	3.8	3.7	4.4	4.3	4.0	4.3	4.0	3.7	3.7	3.9	3.7	4.0	3.7	3.8	3.7	3.9	4.2	4.0	3.8	3.6	4.7	4.9	4.2	3.5
Central	4.0	4.7	3.7	4.0	4.2	3.6	3.9	3.6	4.4	4.1	4.4	4.4	4.2	3.7	4.0	3.7	3.6	3.8	3.6	3.3	3.6	4.1	4.3	4.0	3.7	3.7	4.8	4.6	4.4	3.8
North-east	4.6	4.3	4.0	4.3	4.0	3.3	4.0	3.6	4.5	4.3	4.2	4.2	4.2	3.9	4.0	3.9	3.7	4.1	3.9	3.8	3.8	3.9	4.4	4.1	4.0	4.0	4.8	4.6	4.1	4.2
North-west	4.5	4.5	3.7	4.0	4.0	3.7	3.3	3.6	4.3	4.0	4.3	4.2	4.1	3.1	4.5	3.5	3.8	4.0	4.1	3.9	3.8	3.7	4.6	4.0	3.6	3.9	4.5	4.7	4.3	3.5

tral District teachers showed a 3.3 response.

A Basic Core Curriculum for Vocational Agriculture I may keep the teacher from being innovative in teaching according to the response of teachers from the Southeast District as they responded to question thirty. This group of teachers had a mean score of 3.0; but, teachers of the Northeast District responded to an agreement of 4.2 which indicated that they had a positive attitude, and did not seem to think it was keeping them from being innovative in their teaching programs.

Extent of Use - (Refer to Objective I)

TABLE III

MEAN RESPONSES INDICATING THE EXTENT THE BASIC CORE CURRICULUM WAS USED

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	3.7 (N=4)	3.9 (N=8)	4.2 (N=5)	4.1 (N=7)	4.5 (N=2)	4.0 (N=26)
6-10	4.1 (N=7)	3.8 (N=2)	3.9 (N=4)	4.1 (N=4)	3.6 (N=2)	3.9 (N=19)
11-15	3.0 (N=1)	3.8 (N=2)	4.0 (N=2)	3.5 (N=1)	3.8 (N=3)	3.6 (N=9)
Over 15	3.8 (N=7)	3.8 (N=4)	3.8 (N=4)	4.2 (N=7)	4.1 (N=10)	3.9 (N=32)
District Average	3.6 (N=19)	3.8 (N=16)	3.9 (N=15)	4.2 (N=19)	4.0 (N=17)	3.9 (N=86)

As shown in Table III, mean score response range from 3.6 to 4.2

for district average and 3.6 to 4.0 for teaching experience, with the overall average response of 3.9 which indicate that teachers "agree" and are using the Basic Core Curriculum to account for sixty percent of their instructional time in teaching Vocational Agriculture I. Teachers of the Northeast District accumulated a higher mean score of 4.2 compared to a mean score of 3.6 for Northwest District with the same number of teachers responding. Teachers from one to five years experience accumulated the highest mean score response, 4.0 to a 3.6 mean score by teachers with eleven to fifteen years teaching experience.

Adequate for Agricultural Programs - (Refer to Objective II)

TABLE IV

MEAN RESPONSES AS TO THE ADEQUACY OF THE CURRICULUM IN TEACHING TODAY'S AGRICULTURAL PROGRAMS

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	3.8 (N=4)	3.8 (N=8)	4.3 (N=5)	3.9 (N=7)	4.4 (N=2)	4.0 (N=26)
6-10	4.1 (N=7)	3.7 (N=2)	3.5 (N=4)	4.0 (N=4)	4.2 (N=2)	3.9 (N=19)
11-15	4.2 (N=1)	4.0 (N=2)	3.7 (N=2)	4.0 (N=1)	4.1 (N=3)	4.0 (N=9)
Over 15	3.7 (N=7)	4.0 (N=4)	3.6 (N=4)	4.0 (N=7)	4.2 (N=10)	3.9 (N=32)
District Average	3.9 (N=19)	3.8 (N=16)	3.7 (N=15)	3.9 (N=19)	4.2 (N=17)	3.9 (N=86)

Table IV summarizes the response of teachers concerning the adequacy of the Basic Core Curriculum in teaching today's vocational agriculture programs. Mean scores were from 3.7 to 4.2 for district average with the Southeast District accumulating the highest response compared to the lowest mean score response of 3.7 for Central District. Very little variation resulted when comparing teaching experience 3.9 to 4.0 with the overall mean score response of 3.9 revealing a positive attitude that indicated that teachers "agree" that the Basic Core Curriculum for Vocational Agriculture I was adequate for teaching today's agricultural programs.

Adequacy of Instructional Materials - (Refer to Objective III)

TABLE V

MEAN RESPONSES INDICATING ADEQUACY OF INFORMATION FOR TEACHING BASIC CORE CURRICULUM

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	3.9 (N=4)	3.8 (N=8)	4.1 (N=5)	4.1 (N=7)	4.3 (N=2)	4.0 (N=36)
6-10	4.0 (N=7)	3.8 (N=2)	4.2 (N=4)	4.1 (N=4)	4.0 (N=2)	4.0 (N=19)
11-15	3.8 (N=1)	3.9 (N=2)	4.0 (N=2)	3.6 (N=1)	3.8 (N=3)	3.8 (N=9)
Over 15	4.0 (N=7)	3.8 (N=4)	3.8 (N=4)	4.0 (N=7)	4.1 (N=10)	3.9 (N=32)
District Average	3.9 (N=19)	3.8 (N=16)	4.0 (N=15)	3.9 (N=19)	4.0 (N=17)	3.9 (N=86)

Teachers "agree" that the instructional materials were adequate for teaching a specific unit according to findings on Table V. Very little noticeable differences existed between the mean score response by supervisory districts and teaching experience. The range of mean response was 3.8 to 4.0 with an overall agreement of 3.9 response.

Initiative Away From Teacher - (Refer to Objective IV)

TABLE VI

MEAN RESPONSES INDICATING EFFECT CORE CURRICULUM HAS ON TEACHERS INITIATIVE

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	3.0 (N=4)	3.8 (N=8)	4.0 (N=5)	3.6 (N =7)	3.5 (N=2)	3.5 (N=26)
6-10	4.0 (N=7)	4.0 (N=2)	4.0 (N=4)	4.3 (N=4)	2.0 (N=2)	3.6 (N=19)
11-15	4.0 (N=1)	4.5 (N=2)	4.0 (N=2)	4.5 (N=1)	4.0 (N=3)	4.2 (N=9)
Over 15	3.7 (N=7)	4.1 (N=4)	3.7 (N=4)	4.1 (N=7)	4.0 (N=10)	3.9 (N=32)
District Average	3.6 (N=19)	4.0 (N=16)	3.9 (N=15)	4.1 (N=19)	3.3 (N=17)	3.7 (N=86)

Table VI showed that a mean score response ranged from 3.3 to 4.0 for district to a 3.5 to 4.2 for teaching experience with an overall response of 3.7 reflecting a positive statement that indicated teachers "agree" the Basic Core Curriculum approach for vocational agriculture I

does not take any initiative away from teaching. An interesting point was that teachers with one to five years teaching experience expressed a neutral point of view - 3.5; whereas, teachers with eleven to fifteen years experience responded to "general agree" - 4.2. District response varied to some extent with the Southeast District accumulating the lowest mean response - 3.3, compared to the Northeast District which revealed an average response of 4.1. Teachers with six to ten years teaching experience in the Southeast District accumulated a mean response of 2.0 which revealed a negative attitude indicating that they felt the Basic Core Curriculum was limiting them in their teaching program.

Adapted to Local Community - (Refer to Objective V)

TABLE VII

MEAN RESPONSES INDICATING IF BASIC CORE CURRICULUM CAN BE ADAPTED TO THE LOCAL COMMUNITY

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	3.7 (N=4)	4.5 (N=8)	4.7 (N=5)	4.5 (N=7)	4.7 (N=2)	4.4 (N=26)
6-10	4.5 (N=7)	4.0 (N=2)	4.1 (N=4)	4.5 (N=4)	3.0 (N=2)	4.0 (N=19)
11-15	4.0 (N=1)	4.2 (N=2)	4.5 (N=2)	4.5 (N=1)	4.1 (N=3)	4.2 (N=9)
Over 15	4.3 (N=7)	4.1 (N=4)	3.5 (N=4)	4.1 (N=7)	4.4 (N=10)	4.0 (N=32)
District Average	4.1 (N=19)	4.2 (N=16)	4.2 (N=15)	4.4 (N=19)	4.0 (N=17)	4.1 (N=86)

The Basic Core Curriculum for Vocational Agriculture I could be adapted to the local community as revealed by Table VII, the overall mean response by all teachers being 4.1. Response value ranged from 4.0 to 4.2 for district and a score of 4.0 to 4.4 for teaching experience. Teachers from one to five years teaching experience were more in agreement than teachers with longer experience. This was shown by a mean score of 4.7 for Southeast District compared to 3.5 response from teachers with over fifteen years teaching experience in the Central District. Another interesting point observed was the difference in agreement among supervisory districts in the one to five year teaching experience group. The Southeast District teachers accumulated a mean score of 4.7; whereas, the Northwest District scored a 3.7 response.

Continuation of Curriculum Development - (Refer to Objective VI)

TABLE VIII

MEAN RESPONSES INDICATING THAT THE BASIC CORE CURRICULUM APPROACH SHOULD BE CONTINUED

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	4.3 (N=4)	4.4 (N=8)	4.7 (N=5)	4.4 (N=7)	4.8 (N=2)	4.5 (N=26)
6-10	4.6 (N=7	4.2 (N=2)	4.5 (N=4)	4.6 (N=4)	4.6 (N=2)	4.5 (N=19)
11-15	4.2 (N=1)	4.6 (N=2)	4.6 (N=2)	4.6 (N=1)	4.2 (N=3)	4.4 (N=9)
Over 15	4.6 (N=7)	4.6 (N=4)	4.4 (N=4)	4.6 (N=7)	4.1 (N=10)	4.4 (N=32)
District Average	4.4 (N=19)	4.4 (N=16)	4.5 (N=15)	4.5 (N=19)	4.4 (N=17)	4.4 (N=86)

A summary of teachers' responses to questions on the continuation of development of curriculum materials for Agriculture II, III, and IV, and establishment of a plan for revising existing materials appear in Table VIII. Teachers were in general agreement and responded to a mean score of 4.4 that curriculum should be developed for vocational agriculture II, III, and IV using the format as used in the Basic Core Curriculum for Vocational Agriculture I. No difference in response was observed by supervisory district or by teaching experience.

Student Achievement

TABLE IX

MEAN RESPONSE INDICATING STUDENT ACHIEVEMENT OF UNITS OF INSTRUCTION

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	3.1 (N=4)	3.7 (N=8)	3.8 (N=5)	3.7 (N=7)	4.1 (N=2)	3.6 (N=26)
6-10	3.8 (N=7)	3.7 (N=2)	3.5 (N=4)	4.0 (N=4)	3.3 (N=2)	3.6 (N=19)
11-15	3.7 (N=1)	3.6 (N=2)	4.1 (N=2)	3.7 (N=1)	4.0 (N=3)	3.8 (N=9)
Over 15	4.1 (N=7)	3.8 (N=4)	3.9 (N=4)	3.7 (N=7)	3.7 (N=10)	3.8 (N=32)
District Average	3.6 (N=19)	3.7 (N=16)	3.8 (N=15)	3.7 (N=19)	3.7 (N=17)	3.7 (N=86)

Table IX shows teachers responses to questions that deal with the reaction of students to the units of instruction using behavioral ob-

jectives. Teachers indicate by an overall mean response of 3.7 that they agree that students learn material rapidly once they understand the behavioral objectives of the unit.

Continuation of Courses to Develop Competence

TABLE X

MEAN RESPONSES INDICATING THE CONTINUATION OF COURSES OFFERED BY AGRICULTURAL EDUCATION DEPARTMENT

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	4.5 (N=4)	4.0 (N=5)	4.4 (N=5)	4.0 (N=7)	4.5 (N=2)	4.2 (N=26)
6-10	3.8 (N=7)	4.0 (N=2)	4.5 (N=4)	4.7 (N=4)	4.5 (N=2)	4.3 (N=19)
11-15	4.0 (N=1)	4.5 (N=2)	4.5 (N=2)	4.0 (N=1)	4.0 (N=3)	4.2 (N=9)
Over 15	4.7 (N=7)	4.5 (N=4)	4.5 (N=4)	4.0 (N=7)	4.5 (N=10)	4.4 (N=32)
District Average	4.2 (N=19)	4.2 (N=16)	4.4 (N=15)	4.1 (N=19)	4.3 (N=17)	4.2 (N=86)

Teachers agreed that the Agricultural Education Department of Oklahoma State University should continue to offer courses to develop competence in teaching the Basic Core Curriculum for Vocational Agriculture I as shown by Table X. A mean score response of 4.4 was observed from the Central District whereas the Northeast District accumulated the lowest district response of 4.1. Evaluating responses concerning teaching ex-

perience revealed that teachers with over fifteen years teaching experience scored a 4.4 whereas teachers with one to five and eleven to fifteen years experience accumulated a mean score of 4.2.

Overall Response

TABLE XI

OVERALL MEAN RESPONSES OF TEACHERS INDICATING ACCEPTANCE AND EXTENT OF USE

	MEAN RESPONSE BY SUPERVISORY DISTRICT					
Experience	NW	SW	C	NE	SE	State Average
1-5	3.7 (N=4)	3.9 (N=8)	4.2 (N=5)	4.0 (N=7)	4.3 (N=2)	4.0 (N=26)
6-10	4.0 (N=7)	3.8 (N=2)	3.8 (N=4)	4.1 (N=4)	3.7 (N=2)	3.8 (N=19)
11-15	3.8 (N=1)	4.0 (N=2)	4.1 (N=2)	3.9 (N=1)	3.8 (N=3)	3.9 (N=9)
Over 15	4.0 (N=7)	4.0 (N=4)	3.8 (N=4)	4.0 (N=7)	4.3 (N=10)	4.0 (N=32)
District Average	3.8 (N=19)	3.9 (N=16)	3.9 (N=15)	4.0 (N=19)	4.0 (N=17)	3.9 (N=86)

Table XI summarized the responses of teachers concerning the acceptance and usefulness of the Basic Core Curriculum for Vocational Agriculture I. Teachers "agree" indicated by an overall mean score response of 3.9 that they have accepted the approach in curriculum development and were using the Basic Core Curriculum to account for sixty percent of their time in teaching Vocational Agriculture I. Teachers of the Southeast and Northeast Districts responded to a mean score of 4.0, where

Northwest District teachers accumulated a mean score of 3.8. Teaching experience revealed an interesting point to the researcher. Teachers with one to five and teachers with over 15 years teaching experience revealed the highest response - 4.0 compared to the lowest response - 3.8 for teachers with six to ten years teaching experience.

Additional Comments

Following are some interesting comments about the Basic Core Curriculum for Vocational Agriculture I as revealed by teachers who used the curriculum this past school year:

"I think the basic core curriculum is the best that has happned for vo-ag."

"We need Vo-Ag II, III, and IV, curriculum books as soon as possible."

"The core curriculum has been most useful in my classes, I hope curriculum will also be developed for Ag. II, III, and IV."

"Real wonderful work to aid teachers."

"I think very highly of this teaching material and I have used it quite extensively this year."

"I have found the Agri.I curriculum very helpful to me in teaching Vo-Ag I."

"Please hurry with the core curriculum for Ag. II, III, and IV and Farm Mech. I personally feel that I am able to make better use of my time and do a better job of teaching through the use of the basic core curriculum for Ag I."

"The basic core curriculum for Vo-Ag I is very good and I would like to have one for Vo-Ag II, III and IV."

"The basic core curriculum is one of the greatest things that has come to Vo-Ag."

"I feel the basic core curriculum is a big step forward in Oklahoma Vocational Agriculture."

"In my opinion, the Basic Core Curriculum is the greatest single improvement made for vocational agriculture students since I have been teaching. It has supplied the one thing I was needing an up to date textbook."

"I used the basic core curriculum for 9th grade students this year and it provided me with some good ideas, and the students liked it too."

"I think the basic core curriculum is the best thing that has come out of that office since I have been teaching."

"I have only taught two years and this basic core curriculum has been one of the best helps that I have found. It gives me more time to do more work and to do a better job of teaching."

"I think that this basic core curriculum has been one of the best things that the state dept. has come up with."

"I have found the basic core curriculum to be a valuable asset in teaching vocational agriculture I."

"I use the basic core curriculum material and will use the other when it is finished. I feel it will greatly help Vo-Ag. You fellows are doing a tremendous job and my only regret is that it wasn't done 22 years ago."

"I find this material to be the most beneficial of any type material that we have used. It is just a shame we can't already have II, III and IV."

"I wish I could have had this 21 years ago, I certainly could have

done a better job through the years in my teaching. It gives more unity in Vo-Ag and certainly is impressive to the administrators."

"The basic core curriculum for Vo. Ag. I was expertly done and I use it and will continue to do so. This is one of the best things that could happen to improve Vo. Ag. in Okla."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to measure the usefulness of the Basic Core Curriculum for Vocational Agriculture I in order to determine the extent of use and to check the acceptance of this kind of approach in curriculum development. To accomplish this purpose the following objectives had to be achieved: (1) to determine the extent that the Basic Core Curriculum was being used, (2) to determine if the Basic Core Curriculum was adequate for todays' agricultural programs, (3) to determine if more or less information should be included in order to teach the specific lessons, (4) to determine if this approach in curriculum development was taking any initiative away from the teacher, (5) to determine if the Basic Core Curriculum could be adapted to each vocational agriculture teacher's local community, and (6) to determine if a need existed for the continuation of this kind of curriculum development in vocational agriculture II, III, and IV.

Data was collected by the use of a mailed questionnaire that was sent to twenty schools selected at random from each of the five supervisory districts. The instrument used consisted of an information data form to supply teacher information and an attitude scale to determine and evaluate teacher attitudes toward the Basic Core Curriculum for Vocational Agriculture I. An 86 percent return was received on the ques-

tionnaire.

Summary of Findings

The following is a summary of the findings based on the objectives of the study:

1. Teachers indicated that they could and were using the Basic Core Curriculum for Vocational Agriculture I which accounted for sixty percent of their instructional time. Teachers said that they covered more material this year than previous years by having the Basic Core Curriculum.

2. Teachers agreed that the material contained in the Basic Core Curriculum for Vocational Agriculture I was adequate for teaching todays' farming programs.

3. Teachers agreed that transparencies should be included in units of instruction instead of the transparency master. Additional agreement indicated that students needed a copy of the transparency master duplicated as an information sheet.

4. Teachers agreed that the approach being used in curriculum development did not take any initiative away from the teacher in his preparation and did not keep a teacher from being innovative in his teaching.

5. Teachers agreed that the Basic Core Curriculum for Vocational Agriculture I could be adapted to each teachers' local community and that the curriculum was flexible enough to be adapted to each individual student.

6. Teachers indicated that the approach used in development of curriculum for Vocational Agriculture I should be continued in developing curriculum for Vocational Agriculture II, III, and IV.

7. Teachers agreed that students achieved at a higher level when using units of instruction written with behavioral objectives compared to the traditional way of teaching without using behavioral objectives.

8. Teachers agreed that the Agricultural Education Department should continue to offer courses in order to develop competence in teaching the Basic Core Curriculum for Vocational Agriculture I.

Conclusions

Using the analysis of data collected in this study, certain conclusions can be presented indicating the acceptance and determining the usefulness of the Basic Core Curriculum. The investigator feels he is justified in concluding the following:

1. That teachers of vocational agriculture are using the Basic Core Curriculum to account for sixty percent of their instructional time.

2. That the curriculum content is adequate for teaching todays' farming programs.

3. That teachers need transparencies instead of transparency masters and that students should be provided with a copy of the transparency master duplicated as an information sheet.

4. That teachers are using the Basic Core Curriculum without losing any initiative and are still being innovative in their teaching.

5. That teachers are adapting the Basic Core Curriculum to their local communities and are personalizing it to each vocational agriculture student.

6. That the approach taken in curriculum development is useful and should be continued for Vocational Agriculture II, III, and IV.

7. That students score at a higher level when using units of in-

truction written with behavioral objectives.

8. That courses should continue to be offered to teachers in order for them to develop competence in teaching the Basic Core Curriculum.

9. That supervisory districts do not vary a great deal in terms of the overall mean response about the acceptance of the Basic Core Curriculum for Vocational Agriculture I.

10. That teaching experiences do not vary considerably in terms of the overall mean response about the acceptance of the Basic Core Curriculum for Vocational Agriculture I.

11. That teachers generally held favorable agreement concerning the overall acceptance and usefulness of the Basic Core Curriculum for Vocational Agriculture I.

Recommendations

After completing this study, the writer feels that the following recommendations should be made:

1. The Curriculum and Instructional Materials Center should implement a plan for developing transparencies to be included in the Basic Core Curriculum.

2. Transparency masters should be duplicated as information sheets and made available to vocational agriculture students.

3. Audio-visual materials should be developed for use in supplementing units of instruction.

4. There should be increased emphasis on training teachers to teach the Basic Core Curriculum.

5. An effort should be made for the continuation of curriculum development for Vocational Agriculture II, III, and IV.

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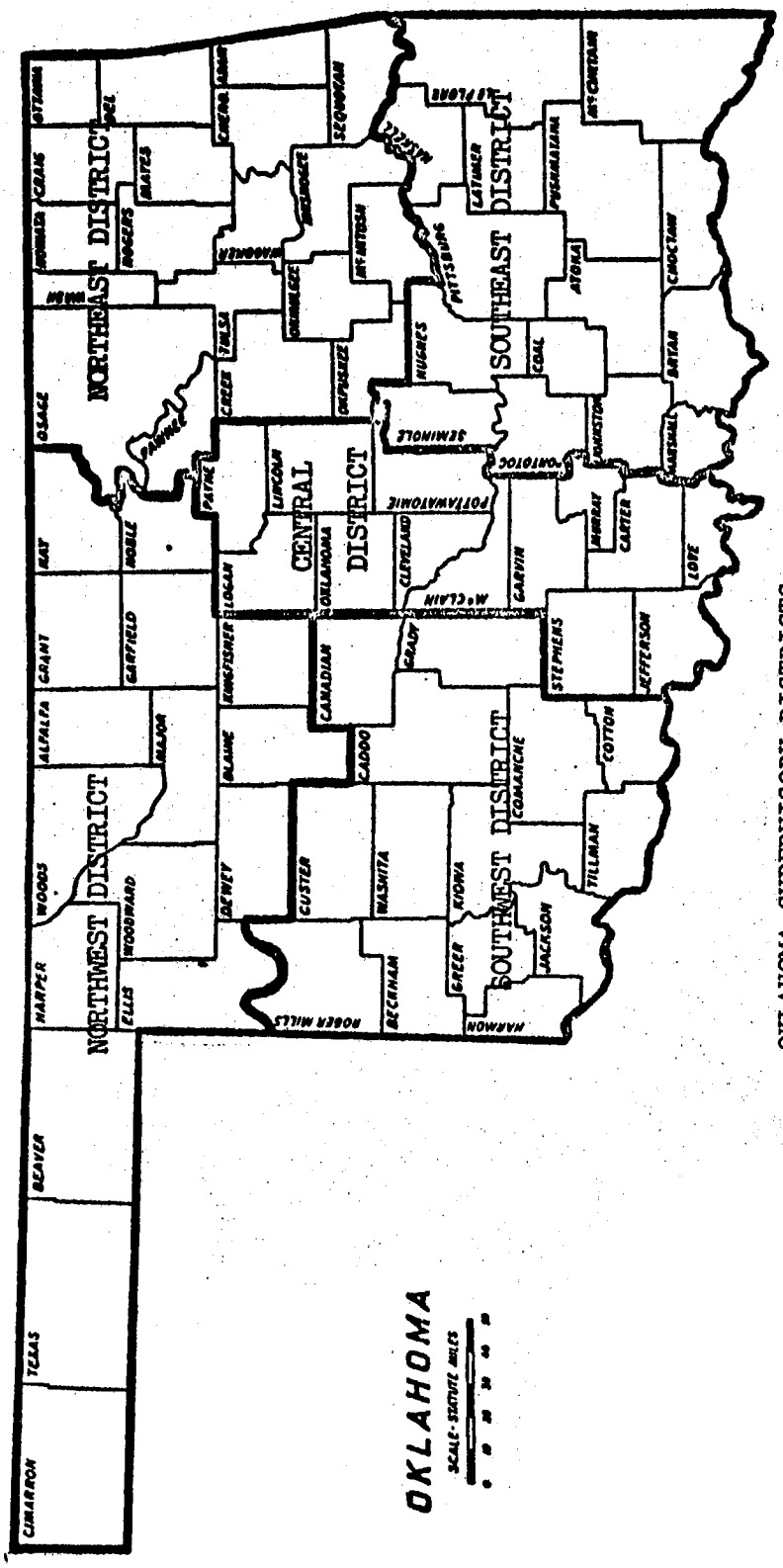
APPENDIX A



OKLAHOMA SUPERVISORY DISTRICTS

APPENDIX B

March 22, 1971

Mr._____
Vocational Agriculture Instructor
_____, Oklahoma

Dear

I am making a study to determine the acceptance and usefulness of the Basic Core Curriculum for Vocational Agriculture I. The results of this study should prove beneficial to the Curriculum and Instructional Materials Center in the future development of curriculum.

Would you please fill out the enclosed questionnaire and return it to me in the enclosed stamped envelope as soon as possible. All information will be held in confidence and will not be released. We would appreciate any suggestions that you might have in regard to the study.

Thank you in advance for your prompt attention to this matter.

Sincerely yours,

Bob Patton
Curriculum Specialist

BP/dm

Enclosures 2

CURRICULUM DATA

INFORMATION FORM

PERSONAL INFORMATION:

Name:_____

School:_____

Age:_____

Total Number of Years You Have Taught Vocational Agriculture:_____

District in Which School is Located:_____

Please respond to each of the following statements by circling the response that most nearly expresses your feelings on each individual statement.

SA-Strongly Agree
A-Agree
N-Neutral
D-Disagree
SD-Strongly Disagree

1. Local communities vary to such an extent that I cannot fit the basic core curriculum into my program.	SA	A	N	D	SD
2. A set of slides or film strips would greatly improve the use of the basic core curriculum material.	SA	A	N	D	SD
3. Topic outlines are easier to teach from than sentence or paragraph types.	SA	A	N	D	SD
4. I used the basic core curriculum for Vo-Ag I to account for 60 percent of my instructional time.	SA	A	N	D	SD
5. The basic core curriculum for Vo-Ag I can be personalized to the individual students.	SA	A	N	D	SD
6. The basic core curriculum for Vo-Ag I should be improved and expanded.	SA	A	N	D	SD
7. Units of instruction provided in the basic core curriculum for Vo-Ag I are adequate for teaching today's farming methods.	SA	A	N	D	SD
8. Students scored at a higher level when using units with behavioral objectives, compared to the traditional way of teaching.	SA	A	N	D	SD
9. An experienced teacher has no need for a standardized basic core curriculum for Vo-Ag I.	SA	A	N	D	SD
10. A standardized basic core curriculum prevents a teacher from teaching other areas of interest.	SA	A	N	D	SD
11. Teachers of vocational agriculture need help in curriculum development.	SA	A	N	D	SD
12. It is easier to teach the basic core curriculum since students have information sheets.	SA	A	N	D	SD

13.	I find the basic core curriculum an adequate teaching resource, but its value is improved by the use of a variety of teaching techniques.	SA	A	N	D	SD
14.	Too many students make high grades on the tests included in the basic core curriculum.	SA	A	N	D	SD
15.	Some of the material in the basic core curriculum for Vo-Ag I can be and was used in other Vo-Ag classes.	SA	A	N	D	SD
16.	Job sheets in the basic core curriculum material are adequate for teaching a shop skill.	SA	A	N	D	SD
17.	I find that once students understand the behavioral objectives of a given unit, they learn the materials quickly.	SA	A	N	D	SD
18.	Students need to take notes to supplement information sheets.	SA	A	N	D	SD
19.	Transparencies should be provided as information sheets so students would have a copy.	SA	A	N	D	SD
20.	Teachers need transparencies instead of the transparency masters.	SA	A	N	D	SD
21.	I find the suggested activity page helpful in planning the lesson to teach.	SA	A	N	D	SD
22.	A teacher can use the tests provided by the basic core curriculum as a basis for grading students' achievements of the objectives.	SA	A	N	D	SD
23.	The approach taken in curriculum development in Vo-Ag I will greatly improve vocational agriculture instruction in Oklahoma.	SA	A	N	D	SD
24.	I find the curriculum adequate, but I supplement it with other teaching materials.	SA	A	N	D	SD
25.	By having a basic core curriculum for Vo-Ag I, I taught more materials this year compared to previous years.	SA	A	N	D	SD
26.	Much less teaching preparation is needed when using the basic core curriculum material.	SA	A	N	D	SD
27.	Curriculum should be developed for Vo-Ag II, III, and IV, using the same format as in Vo-Ag I.	SA	A	N	D	SD

28. A plan should be developed for keeping the basic core curriculum material revised, and up-to-date. SA A N D SD

29. The department of Agricultural Education should continue to offer pre-service courses to develop competence in teaching the basic core curriculum material. SA A N D SD

30. A basic core curriculum for Vo-Ag I may keep the teacher from being innovative in his teaching. SA A N D SD

31. Please make any additional comments below.

2

VITA

Bobby Gene Patton

Candidate for the Degree of

Master of Science

Thesis: A STUDY TO DETERMINE THE ACCEPTANCE AND USEFULNESS OF THE BASIC CORE CURRICULUM FOR VOCATIONAL AGRICULTURE I IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Springer, Oklahoma, February 19, 1942, the son of Tommy and Ola Patton.

Education: Graduated from Dickson High School, Dickson, Oklahoma in May, 1960; received the Bachelor of Science degree from Oklahoma State University in 1966 with a major in Agricultural Education.

Professional Experience: Started teaching Vocational Agriculture at Sasakwa, Oklahoma in September 1966, and taught there until May 1970; Curriculum Specialist at Oklahoma State Department of Vocational-Technical Education, June 1970 to present.

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