PERCEPTIONS OF THE DUTIES OF VOCATIONAL AGRICULTURE TEACHERS BY STUDENT TEACHERS BEFORE AND AFTER STUDENT TEACHING AS COMPARED TO PERCEPTIONS BY COOPERATING TEACHERS

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CHAPTER I

INTRODUCTION

New words in education are continually dawning on the horizon. Recently, such words as accountability, evaluation, and educational games have been suggested in making education more relevant. When changes like these occur, the role of the teacher must undergo some adjustments and more importantly, the teacher educator must initiate this adjustment in programs of teacher preparation. In re-adjustment, the duties and roles must be carefully scrutinized to assure the teacher trainer his assessments are correct and relevant as well as being open to accountability and re-evaluation.

The roles of teachers, particularly vocational agriculture teachers, consist of duties both inside the classroom and outside the classroom. These roles are sometimes overlooked by the outside world.

Cardozier (1), pointed out:

> As viewed by the outside world, the duties of a teacher of agriculture may seem mundane, having little change or contrast. Even assuming that there is a variety of duties, their relative importance and demand upon his time may seem to make little difference. Nothing could be further from the truth; not only does he have many different activities, but a varying amount of time is spent on each.

As evidence of the variety of duties of vocational agriculture teachers, one author, E.W. Garris (2), identified some of these roles in the following outline:

A. Getting acquainted with people in the community
B. Preparing the course of study
C. Getting ready for teaching
D. Teaching and training farm people

E. Helping with supervised farming programs
F. Performing community service
G. Supervising the FFA or NFA Chapter
H. Promoting the agricultural program
I. Keeping proper records and making records
J. Assisting with school activities as well as growing technically and professionally

To prepare a student for entry into the vocational agriculture teaching profession, one should be aware of the opinions and ideas teachers already in the field have experienced and also of actual duties and tasks they perform as part of their jobs. Once this information is ascertained, we may begin to evaluate the future educators' needs. As Guiler (3) stated:

> An effective teacher education program cannot expect all newly prepared teachers to express complete confidence in their abilities in all areas of responsibility. Neither can we expect complete confidence or ability at the end of the first year of teaching. However, considerable attention must be given to the abilities of high priority and importance which new teachers are expected to possess when entering teaching.

It has been recognized that the student teaching experience has been of high value to future teachers of vocational agriculture since its initiation into the college curriculum for agricultural education students.

Continual evaluation and revision has contributed to the steady growth of importance of the student teaching program across the entire nation. With the advancement of technology and the increased knowledge of the learning and educational process, the student teaching program has developed into a necessary tool for preparation for entry into the teaching profession.

Statement of the Problem

Several studies investigating the student teaching program in vocational agriculture have been made since its conception. These studies

have covered the areas from attitudes to the criteria to be used in setting up student teaching centers.

In preparation for a vocational agriculture teaching career, it is necessary that areas of instruction be combined into a meaningful educational program. More specifically, a prospective agriculture teacher must be given rather extensive teaching methodology in preparation for his teaching career. However, the presentation of methodology must be accompanied by explanations of what duties are expected of vocational teachers in their school systems and communities, because, as Garris (2) pointed out, "A teacher of vocational agriculture must be able to develop an educational program to meet the specific needs of the people in his community."

The demands placed on vocational agriculture teachers change daily and these changes influence the roles and duties performed by these teachers. These changes should be brought to the attention of prospective teachers before entry into the profession. Some noticeable changes were found in a study by Nix (4). He stated:

1. There is an increasing educational orientation and a rejection of the 'service' role,
2. There is a shift toward greater local control or a more 'localistic' orientation and,
3. There is a tendency for practicing 'vo-ag' teachers to broaden the objectives of their profession.

The duties of vocational agriculture teachers are outlined in several cases, but the amount of time spent performing these duties are sometimes vague as is true of the importance attached to these duties. In broadening the objectives of a profession, duties and roles must undergo some change. The time spent and importance of these roles may need re-adjustment.

This study was an attempt to determine the amounts of time spent performing and the relative importance of a vocational agriculture teacher's duties, and to compare the relationships between how student teachers perceived the duties and time allotments expected of and/or performed by vocational agriculture teachers to those indicated by cooperating teachers.

Purpose of the Study

The purpose of this study was to determine the perceptions of agricultural education student teachers toward selected major duties of a vocational agriculture teacher both prior to and following the student teaching experience and to compare these perceptions to those of their cooperating teachers.

Objectives of the Study

In realizing the study purpose, certain objectives were taken into consideration.

The objectives were:

1. To determine the perceptions of cooperating teachers regarding major duties performed, time spent on performance and the relative importance of these duties.

2. To determine how student teachers perceived the duties performed and time spent performing each duty as well as the importance of that duty prior to their student teaching experience.

3. To determine how student teachers perceived the duties performed and time spent performing each duty as well as the importance of that duty following their student teaching experience.

Assumptions Basic to the Study

In any study descriptive in nature, certain assumptions must be made to secure valid findings. The following assumptions were accepted by this researcher:

1. That departments selected for this study were representative of student teaching centers across the state.

2. That the procedure used would adequately measure the perceptions of student teachers and cooperating teachers as to amounts of time required to perform tasks and duties required of vocational agriculture teachers.

3. That changes in student teachers' perceptions were brought about by experiences they received in their student training experience.

Scope and Limitations of the Study

In approaching the problem of this study, certain limitations were recognized. The study was limited to 36, 1970, fall semester student teachers and 20 cooperating teachers in Oklahoma. Cooperating teachers from all five supervisory districts were involved. Attempts were made only to compare the perceptions of student teachers as a group to those of cooperating teachers as a group.

Definitions of Terms

Student Teacher. The student teacher is a college student who is doing student teaching. (5)

Student Teaching. Student teaching is the culminating professional laboratory in which the college student assumes increasing degrees of responsibility for certain aspects of the program in the role of a tea-

cher at the secondary level but under the supervision of a fully qualified vocational agriculture teacher and college supervisor. (5)

Student Teaching Center. A student teaching center is a public school which has been approved by Oklahoma State University and the State Department of Vocational-Technical Education for participation in the student teaching program.

Cooperating Teacher. The cooperating teacher is a fully qualified, regularly employed vocational agriculture teacher who guides and supervises the observation, participation, and teaching activities of a college student as he gains competence in performing the roles of a teacher. (6)

Vocational Agriculture Teacher Duty: A vocational agriculture teacher duty is a major division of the job and is comprised of one or more specific tasks.

Vocational Agriculture Teacher Task. A vocational agriculture teacher task is one of undertaking a definite unit of work connected with the teaching job. A duty of the vocational agriculture teacher is made up of one or a combination of these tasks.

CHAPTER II

REVIEW OF LITERATURE

In order to develop the purpose of this study, this researcher undertook a review of literature in regards to the student teaching experience. This chapter summarizes the review effort.

The History of Student Teaching

The one factor which influenced the student teaching program more than any one other factor was the passage of the Smith-Hughes Act in 1917.

The most complete study of the history of the student teaching program for vocational agriculture teachers found by this writer was made by Stone, who stated:

> Although much research has been done, and much progress has been made relative to apprentice teaching in the United States since 1917, the program in a sense is still in its infancy.

The first full-time off-campus student teaching was recorded by O'Kelly (7), and he stated:

> It began in January, 1929, when six seniors in the College of Agriculture initiated what was then unique teacher education experiment, but which since has become a requirement for every student seeking a major in Agricultural Education at the University of Georgia.
>
> The six students were, according to available records, probably the first trainers in Agricultural Education in the nation to receive full time, off-campus, supervised teaching experiences as a part of their college program of study.

> The credit for undertaking the first student teaching program for prospective teachers of Vocational Agriculture, as well as for guiding and shaping its course for the first trying years of development, belongs to the late Dr. John T. Wheeler. Soon after the passage of the Smith-Hughes Act, in 1917, Dr. Wheeler came to the University of Georgia and organized the Department of Agricultural Education which he was to head until his death in 1950. During more than 30 years of service in Georgia he achieved national recognition of his many contributions to Vocational Education in Agriculture. His greatest achievement, undoubtedly, was the perfection and development of the apprentice system of teacher education -- a supervised on-the-job training education adapted in the field of education.

With the initiation of the apprentice or student teaching program by Dr. Wheeler in 1929, the program soon became universally adopted with varying modifications as to the methods used in carrying it out in the various states.

The student teaching program has grown continually since its beginning at Oklahoma State University. The history of student teaching was recorded at Oklahoma State by Henderson (8); he stated:

> The first announcement concerning the requirements for apprentice teaching at Oklahoma State University, then Oklahoma Agricultural and Mechanical College, was listed in the college catalog for the school year 1920-21. The requirements called for two courses in observation and apprentice teaching. Since the University was organized on the quarter basis at that time, each of these courses lasted one quarter. This practice was carried on for about two years.
>
> In the school year 1922-23, a total of 15 half days of observation and student teaching in nearby vocational agriculture departments was required of agricultural education students who were preparing to qualify as teachers of vocational agriculture.
>
> The first program with a full time teacher of vocational agriculture who also would be in charge of the student teaching program was arranged at Perkins, Oklahoma, in the fall of 1927. The student teaching program was scheduled to include two semesters, and seniors in the Department of Agricultural Education were to make trips to Perkins one-half day per week throughout the school year. They were also required to assist in the organization and conduction of adult farmer classes. This type program continued from the fall of 1927 to the spring of 1941.

> Beginning in the fall of 1941, arrangements were made with the Stillwater, Oklahoma, public schools for their vocational agriculture department to serve as a student teaching center. The arrangements allowed for the senior agricultural education students to do observation and student teaching one-half day per week throughout the school year. This arrangement continued until the end of the spring semester of 1948.
>
> In the spring of 1948, the first full time student teaching program was introduced. This program provided for six weeks of a semester to be spent with a teacher of vocational agriculture in an approved department. A number of so called "block courses" in agriculture, were arranged to fill the remaining twelve weeks of the semester. This program continued until the fall of 1956.
>
> Beginning with the fall semester of 1956, the six weeks student teaching period was extended to include eight weeks in the student teaching center. This plan for student teaching is being followed at the time of this writing.

Student Teaching - Purposes and Values

The experiences obtained during student teaching are probably the most crucial activities involved in the development of prospective vocational agriculture teachers. During student teaching, attitudes and practices are developed that will remain a part of the young teacher throughout his professional career. (9)

The student teachers of vocational agriculture are expected to do more than just classroom teaching. They are expected to become part of the community and become involved in all problems and activities associated with teaching agriculture. (6)

When this is done, learning how to teach may become more of an art than a science.

Miller (10) stated:

> The learning of a role cannot be achieved by reading or observation alone, though these should be included. The student must encounter reality in the form of partici-

> pation in a situation in which he has some degree of responsibility and in which insight and performance can be appraised . . . Role-awareness is less well developed in teacher preparation than in other occupations. Thus, the student teaching experience provides the teacher trainee with his first extended opportunity to examine the applicability to previously formed attitudes about teaching.

The Student Teaching Manual (11) gives this introduction to the student teachers:

> The new undertaking you are beginning is without doubt the most important phase of your preparation for services as a teacher of vocational agriculture. The ability to work well with other people and maintain desirable relationships is one that every beginning teacher should cultivate . . . This is your opportunity to learn. Observe carefully not only what is done but also how it is done.

Student teaching gives the individual a chance to take the theory he learned in college and put it to practical use. Student teaching is, therefore, an interaction and a learning experience for all concerned. (5)

Duties of Vocational Agriculture Teachers

The importance of a duty or role, will in some cases be dictated by the community in which a teacher of vocational agriculture is working. The importance of the role is determined by the community; however, a prospective teacher must have a working knowledge of what duties could be expected of him.

In a study completed by Henderson (8), it was found that:

> "It seems conclusive that the Agricultural Education Department of Oklahoma State University is making every effort to select, encourage, and train the future teachers of vocational agriculture in the best possible manner; so that they will be better able to meet the educational and community needs of the vocational agriculture department they may be called to teach and guide."

In view of this information, careful consideration and detailed

discussion of duties or roles of potential agriculture teachers should be undertaken to assure good community relations for such an individual.

The duties of vocational agriculture teachers are outlined in several cases, but the relative amount of time spent on these duties are sometimes vague and undistinguishable as to importance. A study carried on in California (12) revealed what emphasis was placed on classroom teaching in this particular locality. It was found in this particular study that administrators hired the teachers to fulfill the high school schedules first and foremost. When this is the most important duty stressed in a particular community a future teacher must be able to recognize and to fulfill this duty to its fullest for the good of the community.

This review was carried out to give some background for this study. In view of the lack of studies dealing with the area of perceptions of student teachers in relation to duties of vocational agriculture teachers, the timeliness and topic of this investigation seemed appropriate.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to investigate the major duties of vocational agriculture teachers relative to time spent performing and their relative importance as perceived by cooperating teachers and by student teachers preceding the student teaching experience and immediately following the student teaching experience.

In realizing the above purpose, the following objectives were outlined:

1. To determine the perceptions of cooperating teachers regarding major duties performed, time spent on performance and the relative importance of these duties.

2. To determine how student teachers perceived the duties performed and time spent performing each duty as well as the importance of that duty prior to their student teaching experience.

3. To determine how student teachers perceived the duties performed and time spent performing each duty as well as the importance of that duty following their student teaching experience.

In order to accomplish the purpose and objectives of the study, it was necessary to:

1. Determine the study population

2. Develop the instruments

3. Collect the data

4. Analyze the data

This chapter describes the investigator's efforts regarding the above.

The Study Population

The Department of Agricultural Education at the Oklahoma State University selects student teaching centers in all five supervisory districts in Oklahoma. The criteria used to establish these centers is based upon the idea that all student teachers should receive a "well-rounded" exposure to teaching and the duties of vocational agriculture teachers. An evaluation of this criterion shows that a student teaching center should subject the student to an experience typical of a teaching situation. The criteria which is used in selection of these student teaching centers, according to the student teaching manual (11) are as follows:

1. It is desirable to utilize centers in a variety of geographical locations.
2. A quality program of vocational instruction is conducted by the school.
3. The program provides a broad area of experience (teaching based on supervised training programs and the basic core curriculum).
4. Facilities are adequate for the types of instruction provided.
5. The program has been established for a minimum of five years.
6. The supervising teacher has a minimum of three years teaching experience with a minimum of two years experience in the cooperating school.
7. The supervising teacher consistently demonstrates effective teaching.
8. The supervising teacher has gained the respect of fellow teachers, the school administration, and residents of the community.

9. Student teachers are desired and time can be budgeted for their supervision.

10. State and district supervisors recommend the school as a training center.

The sample population for this study was selected from the fall semester student teaching program of 1970, and included 20 full-time cooperating vocational agriculture instructors and 36 student teachers. All five supervisory districts were represented in the population. A map showing the diversity of the five supervisory districts appears in Appendix A.

Development of the Instruments

In order to achieve the purpose and objectives of this study, two questionnaires were needed to obtain data about job duty perceptions. A list of duties associated with vocational agriculture was compiled by this researcher. It was necessary that these duties be evaluated before their being finalized into questionnaires. A panel of experts comprised of the Agricultural Education Staff of Oklahoma State University and the district supervisors of vocational agriculture in Oklahoma was asked to evaluate the list and make any necessary changes. The following men made up this panel:

Oklahoma State University Department of Agricultural Education:

Mr. George Cook, Instructor, Agricultural Education - Agricultural Engineering;

Dr. James Key, Assistant Professor, Agricultural Education;

Dr. Robert Price, Professor and Head, Agricultural Education;

Dr. Jack Pritchard, Assistant Professor, Agricultural Education;

Dr. Robert Terry, Assistant Professor, Agricultural Education.

Oklahoma Vocational Agriculture State Personnel:

Mr. Donald Brown, Consultant, Young Farmers and Central District Supervisor;

Mr. Cleo Collins, Southeast District Supervisor;

Mr. Ralph R. Dreesen, Assistant State Supervisor and State FFA Director;

Mr. John Jones, Southwest District Supervisor;

Mr. Byrle Killian, State Supervisor, Vocational Agriculture;

Mr. Hallard Randell, Agricultural Mechanics Specialist and Central District Supervisor;

Mr. Joe Raunikar, Northeast District Supervisor;

Mr. Benton Thomason, Northwest District Supervisor.

The instruments were designed to elicit estimates of cooperating teachers and student teachers in relation to the duties of vocational agriculture teachers in terms of relative time spent performing and relative importance of each task which comprised a major duty. The finalized instrument may be found in Appendix B.

Realizing that the estimates of student teachers were to be evaluated both prior to and following the student teaching experience, the questionnaires were administered to student teachers as a pre-estimate and following the teaching experience as a post-estimate. The cooperating teachers estimates were taken only once on each area.

To secure some means which would allow the researcher to make comparisons between groups, a job description procedure of the general format, with modifications of the job duties, as one described by Archer (13) was employed. The adopting of this procedure to the vocational agriculture teaching situation allowed the researcher to secure estimates of both student teachers and cooperating teachers concerning the duties of vocational agriculture teachers in Oklahoma. Also this procedure

allowed the researcher to secure estimates of relative time spent performing and relative importance of each task outlined under each major duty from each respondent. The relative nine-point time spent scale used in this description procedure is explained by Archer (13) as follows:

> A rating scale of one indicates that the incumbent spends very little time on the task compared with the other tasks he performs. A rating of nine indicates that he spends a very large amount of his time on the task.

With some modification, the same type scale was applied to determine the relative importance of each task comprising each duty as perceived by respondents. A rating of one indicated very little importance where a rating of nine indicated a great deal of importance.

This type of rating system allows comparisons between groups and individuals. In obtaining these comparisons, certain tabulations must be formulated. The formulations are outlined by Archer (13):

> To permit comparisons across incumbents on specific tasks, the relative time-spent ratings are converted to percentage values. These values are regarded as estimates of the percentage of work time spent by each incumbent on each task. It is assumed that the total of an incumbent's raw ratings represents 100 percent of his work time; each raw rating is expressed as a percentage of that total. Where r is the rating provided by the incumbent on task i, and
>
> $$\sum_{i=1}^{n} r_i$$
>
> is the sum of his ratings on the n tasks in the inventory, the percent time spent by the incumbent on task i is
>
> $$\frac{r_i}{\sum_{i=1}^{n} r_i} \times 100.$$

This procedure allows both group and individual comparisons. Table

I shows an example calculation. The table uses a hypothetical student teacher's raw scores on the duty classroom and/or farm mechanics shop instruction.

TABLE I

PERCENTAGE OF TIME SPENT PERFORMING TASKS UNDER DUTY OF CLASSROOM AND/OR FARM MECHANICS SHOP INSTRUCTION BY ONE STUDENT TEACHER

TASK	STUDENT TEACHER PRE-ESTIMATE RAW SCORE	STUDENT TEACHER PRE-ESTIMATE PERCENTAGE SCORE
Supervised Study and Discussion	5	14.70
Lecture	3	8.82
Field Trip	6	17.65
Recitation, Reports and/or Individual Study	3	8.82
Demonstration	4	11.77
Small Group Instruction	6	17.65
Panel or Resource Person	0	0.00
Project or Individual Skill Development in Agricultural Mechanics	7	20.59
Visual Aid Development	0	0.00
TOTAL	34	100.00

By totaling the raw scores and dividing that total into each raw score, a percentage score is established. If all percentage scores are totaled, they total 100 percent. This 100 percent is assuming that the student teacher spends all of his time on this one duty. In the calculations of the questionnaires, all 48 tasks were totalled. This allowed the comparisons between groups on percentages of each task.

Collection of Data

The collection of data was achieved in the following way. The student teachers were given questionnaires as pre-estimates and post-estimates. The pre-estimate as well as the post-estimate was comprised of two questionnaires, a relative time spent and relative importance of duties performed. The pre-estimate was administered to the students while they were on campus prior to the student teaching experience. The post-estimates were secured for the group during their student teaching seminar at the conclusions of the experience.

The cooperating teachers were asked to give their estimates only one time. They were given both the relative time and relative importance questionnaires identical to those questionnaires filled out by student teachers. For the most part, these were administered by the researcher and/or the student teacher supervisor during a personal visit to each teacher's department.

Analysis of Data

Specific prodedures were followed in analyzing the data. The student teacher questionnaires were collected and separated as to pre-estimates or post-estimates. Each instrument consisted of 48 tasks

which made up ten duties common to vocational agriculture teachers in Oklahoma. Each task was assigned a number of one to nine based on the relative nine-point scale previously described. All selected tasks comprising the various duties were totaled and were then converted to percentage of time spent performing. This was done in like manner for relative importance of duty performed. The researcher then averaged 36 responses to arrive at a mean ($\overline{X}$) percentage time spent performing as perceived by student teachers both before and after the student teaching experience. The pre- and post-estimates were averaged to get a mean ($\overline{X}$) student teacher estimate.

With the exception of no post-estimate instrument, the cooperating teachers' instrument was handled in the same way. A flow chart in Appendix (C) shows the comparisons made in the appropriate tables.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The objectives of this study were:

1. To determine the perceptions of cooperating teachers regarding major duties performed, time spent on performance and the relative importance of these duties.

2. To determine how student teachers perceived the duties performed and time spent performing each duty as well as the importance of that duty prior to their student teaching experience.

Findings relative to the objectives of this study are presented in this chapter.

The findings of this study are presented in two sections. The first section shows the relationship of student teachers' perceptions of estimates of the percentage of time spent performing duties compared to estimates of cooperating teachers' time spent performing selected vocational agriculture teacher duties. Due to the volume of data generated by the job description technique utilized, only percentage figures are reported in this section of the chapter. The second section shows the relationship of estimates of student teachers compared to cooperating teachers relative to the importance of selected vocational agriculture teacher duties.

Time Spent Performing Duties

Table II is a summary of estimates by student teachers and cooperating teachers of the percentage of a vocational agriculture teachers' time which is spent performing tasks associated with the duty of classroom and/or farm shop instruction. It should be noted that on the pre-measure, student teachers, on the average, estimated the vocational agriculture teacher spent a total of 18.66 percent of his time on this duty. However, on the post-student teaching measure, this group of respondents estimated that the duty required 19.27 percent of a teacher's available time. By combining the pre- and post-measures, the mean response for this group was found to be 18.70 percent. This figure compared quite closely with the 18.99 percent of time required for performance of this duty as estimated by the cooperating teachers. It should be noted that the mean response of both the pre- and post-measures showed student teachers' estimates moved toward closer alignment with those estimates of cooperating teachers for this duty.

Table III indicates a positive movement of student teacher estimates in the direction of cooperating teachers' responses in terms of percentages of time spent performing tasks under the duty of supervised training program. The overall post-measure of student teachers, on the average, shows their estimates exceeded the time estimated by the cooperating teachers for this duty. However, the mean student teacher group response was less than the estimates of time spent performing given by cooperating teachers. The estimates of the student teachers as a group moved toward those of the cooperating teachers on all tasks with the exception of supervised visits to experience programs. The cooperating teachers indicated a greater amount of time was spent performing

TABLE II

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF CLASSROOM AND/OR FARM MECHANICS SHOP INSTRUCTION

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Supervised Study and Discussion	2.43	3.23	2.83	2.70
B. Lecture	2.16	1.47	1.82	1.19
C. Field Trip	2.00	1.58	1.80	1.91
D. Recitation, Reports and/or Individual Study	1.40	1.70	1.55	1.77
E. Demonstration	2.11	2.43	2.28	2.42
F. Small Group Instruction	1.89	2.41	2.16	2.25
G. Panel or Resource Person	2.06	1.23	1.64	1.19
H. Project or Individual Skill Development in Agricultural Mechanics	2.70	2.76	2.73	3.42
I. Visual Aid Development	1.75	2.00	1.89	2.14
TOTALS	18.50	18.81	18.70	18.99

this duty than did the student teachers. This relationship was the same prior to as well as following the student teaching experience. The student teacher group estimated that 13.75 percent of a teacher's time was spent on this duty as compared to the 14.45 percent average response of cooperating teachers. It is interesting to note that both groups felt there were no substantital differences in the amount of time spent on all of the tasks comprising this duty.

TABLE III

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF SUPERVISED TRAINING PROGRAM

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Planning and Improving Supervised Farm Training Program	2.26	2.56	2.42	3.00
B. Supervisory Visits to Supervised Farm Training Programs	2.53	3.06	2.79	3.55
C. Purchasing Projects	2.36	3.03	2.70	2.65
D. Planning and Improving Supervised Training Programs in Agricultural Mechanics	2.20	2.37	2.29	2.40
E. Planning and Improving Vocational Agricultural Occupations Training Expercince Programs	1.71	1.67	1.69	1.20
F. Supervised Visits to Experience Programs	1.93	2.00	1.86	1.86
TOTALS	12.99	14.69	13.75	14.45

In Table IV, comparisons of several tasks under the duty, community activities show close agreement in estimates of student teachers and cooperating teachers relative to time spent performing this duty. Note the close relationship between the mean group response of student teachers and the estimate of time spent performing by cooperating teachers on the civic organizations. The student teachers indicated a mean percentage of 2.11 percent as compared to 2.10 percent estimate of time spent performing by cooperating teachers. The 9.74 percent mean student teacher response, on the average, shows the movement was in a positive direction toward the 10.15 percent average indicated by cooperating teachers. Note the post-estimate of 10.17 percent, on the average, of student teachers as compared to the 10.15 percent average of cooperating teachers on all tasks except mothers' club activities, the student teachers assigned a higher estimate on the post-measure than on the pre-measure.

A summary of the estimates of time spent performing the tasks of vocational agriculture teachers under the duty of professional improvement is presented in Table V. The first three tasks received higher estimates by the student teachers than they did from cooperating teachers. However, student teacher responses to the last two tasks indicate a movement negative to the average of cooperating teachers. Note that for the tasks, in-service training classes and field days and tours, student teachers, on the average, indicated less time is spent performing than the average response of cooperating teachers. Student teachers' mean group response of 1.59 percent under the task, in-service training, shows that student teachers perceived less time is spent performing than indicated by cooperating teachers. Also of interest is the close relationship

TABLE IV

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF COMMUNITY ACTIVITIES

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Church Related Activities	1.52	1.84	1.68	2.10
B. Civic Organizations	2.06	2.15	2.11	2.10
C. Personal Service for Farmers Other Than Members of Young Farmer and Adult Farmer Classes	2.12	2.66	2.40	2.55
D. Personal Service for Community	2.27	2.44	2.36	2.70
E. FFA Mothers' Club Activities	1.29	1.08	1.19	.70
TOTALS	9.26	10.17	9.74	10.15

TABLE V

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF PROFESSIONAL IMPROVEMENT

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Local Faculty Meetings	2.32	2.30	2.31	2.00
B. Teacher's Meetings (County, District, OVATA, NVATA, and State Vocational Conference)	2.30	2.14	2.22	2.10
C. P.I. Group Meetings	1.82	2.60	2.21	2.15
D. In-Service Training	1.77	1.41	1.59	1.95
E. Field Days & Tours	1.65	1.57	1.61	1.88
TOTALS	9.86	10.02	9.94	10.08

of the 10.02 percent-time post-estimate of student teachers, on the average, for this duty overall.

The duty, Young and Adult Farmer Program, as summarized in Table VI, shows there was very close agreement in the average estimates of student teachers and the average estimates of cooperating teachers. The mean group student teacher average of 7.63 percent-time spent performing compared quite closely to the average estimate of 7.69 percent indicated by cooperating teachers. It should be noted that the 2.12 percent time spent average response of student teachers is in close harmony with the 2.15 percent average response indicated by cooperating teachers for the task, personal service to class members. Also, the same close relationship is shown under the task planning programs. Under the task, supervisory visits, the student teachers indicated on the pre-measure, post-measure, and the average mean group response that their estimate of time spent performing was less than the average response indicated by the cooperating teachers. The post student teaching estimates of time spent performing this duty by the student teacher group was lower than was their pre-estimate.

Table VII, summarizing the duty, FFA Activities, shows the student teachers' pre-measure average was fairly close in agreement to the average of cooperating teachers. However, the 14.84 percent average response of student teachers is slightly greater than the 14.44 percent average response by cooperating teachers. The post-measure of 12.24 percent indicated the student teachers felt that after their student teaching experience, this duty required less time than was thought prior to the experience. Student teachers estimated on the pre-measure that 3.27 percent of the teachers' time spent performing the duty associated with FFA activities,

TABLE VI

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF YOUNG AND ADULT FARMER PROGRAMS

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Planning Programs	1.98	1.55	1.76	1.79
B. Presenting Programs	1.94	1.69	1.82	1.71
C. Supervisory Visits	1.94	1.92	1.93	2.04
D. Personal Service to Class Members	2.37	1.87	2.12	2.15
TOTALS	8.23	7.03	7.63	7.69

TABLE VII

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF FFA ACTIVITIES

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Fairs and Shows (Preparation and Participation)	3.27	2.13	2.70	2.72
B. Contests	3.09	2.18	2.63	2.56
C. Banquet, Camps, Parties, Special Programs, etc.	2.31	2.13	2.22	2.63
D. Executive Committee Meetings	1.83	1.96	1.89	2.07
E. Regular Meetings	2.40	2.20	2.30	2.55
F. Foundation or Advanced Degree Applications	1.94	1.64	1.79	1.91
TOTALS	14.84	12.24	13.53	14.44

was spent on the task, Fairs and Shows. However, their post-estimate following the student teaching experience indicated that 2.13 percent of their time should be spent in the areas of fairs and shows. The 2.70 average group response of student teachers was quite close to the 2.72 percent time spent performing indicated by cooperating teachers on the above mentioned task.

The summary of estimates of time spent performing the duty, Maintenance of Physical Facilities of Department, found in Table VIII shows a close relationship between the estimates of student teachers and cooperating teachers. The student teachers' average mean group response of 6.63 percent relates very closely to the average response of 6.41 percent given by cooperating teachers under the above duty. The close similarity between responses indicated under task, Machine Repair and Upkeep, should be emphasized. The student teachers indicated a 2.18 percent mean group response as compared with an average response of 2.23 percent indicated by cooperating teachers. From pre- to post-measures, the student teachers estimate exhibited a positive movement under the duty Maintenance of Physical Facilities of Department toward the responses supplied by cooperating teachers. Following their student teaching, the students indicated that slightly more of their time was needed to perform this duty that previous to the experience.

In summarizing estimates of percentage of teacher time spent performing the duty, Guidance, Counseling and Related Activities, Table IX indicated that student teachers and cooperating teachers were in very close agreement concerning this duty. The overall mean response of 6.47 percent recorded by student teachers related closely to the 6.44 percent recorded for the cooperating teachers. The 5.49 percent average time spent pre-measure response of student teachers indicated that initially

TABLE VIII

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF MAINTENANCE OF PHYSICAL FACILITIES OF DEPARTMENT

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Machine Repair and Upkeep	2.27	2.09	2.18	2.23
B. Building Repair and Maintenance	2.03	2.80	2.42	1.98
C. School Farm Operation	1.91	2.15	2.03	2.20
TOTALS	6.21	7.04	6.63	6.41

TABLE IX

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF GUIDANCE, COUNSELING, AND RELATED ACTIVITIES

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Individual Student counseling	2.07	3.31	2.69	2.61
B. Student Recruiting	1.60	1.53	1.57	1.57
C. Working with School Counselors, Teachers, & Administration	1.82	2.61	2.21	2.26
TOTALS	5.49	7.45	6.47	6.44

they felt less time was required for this duty. However, the post-measure following the student teaching program they perceived that more

time should be spent performing the duty, and this estimate exceeded that of their cooperating teachers. Also, note that the task, Student Recuriting, under the above duty showed that student teachers and cooperating teachers were in complete agreement in terms of mean group percentages.

Table X is a summary of percentages of time estimated for the tasks making up the duty, School Activities Other Than FFA. The 8.35 percent mean response indicated by student teachers exceeded by a good margin the 6.60 percent average response of cooperating teachers, indicating student teachers perceived that more time was spent performing the duty than did cooperating teachers. For one task, Present School Assembly, the average response of 1.29 percent recorded by student teachers was quite close to the 1.28 percent average response indicated by cooperating teachers. Student teachers moved from 9.16 percent estimate on the pre-measure to 7.54 percent on the post-measure; however, the post-measure indicated that the student teachers still perceived greater time required for performing the duty than did the older group.

Table XI indicates that student teachers perceived the time spent performing the duty, departmental and state reports, to be greater than those estimates recorded by cooperating teachers, as pointed out by the respective group mean responses of 5.24 percent and 4.75 percent. In comparing overall, however, the differences expressed were not too great.

Table XII, was developed to indicate the ranking of the total list of duties in order of the percentage of teacher time required for performance and to illustrate how both groups responded to the list on the average. By a considerable margin, the duty estimated by both groups to require a greater percentage of performance time is that of classroom

TABLE X

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF SCHOOL ACTIVITIES OTHER THAN FFA

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Class Plays	1.37	1.21	1.29	.98
B. Athletic Events	2.41	2.29	2.35	1.56
C. Class Sponsor	2.03	1.39	1.71	1.47
D. Special Committees	1.80	1.62	1.71	1.31
E. Present School Assembly	1.55	1.03	1.29	1.28
TOTALS	9.16	7.54	8.35	6.60

TABLE XI

SUMMARY OF ESTIMATES OF PERCENTAGE TIME SPENT PERFORMING TASKS UNDER DUTY OF DEPARTMENTAL AND STATE REPORTS

TASK	STUDENT TEACHER PRE-ESTIMATE n = 36	STUDENT TEACHER POST-ESTIMATE n = 36	S-T GROUP $\bar{X}$ RESPONSE	COOPERATING TEACHER ESTIMATE n = 20
A. Records and Inventories	2.74	2.66	2.70	2.41
B. Budget and Financing of Department	2.72	2.36	2.54	2.34
TOTALS	5.46	5.02	5.24	4.75

and/or farm mechanics shop instruction. The duty requiring the least estimated time was departmental and state reports.

Inspection of the table reveals that in terms of overall estimates of time, the two groups were in very close agreement as to the ranking of the various duties. Also, by comparing mean responses to each duty, it was found that the two groups were surprisingly close in the amounts of time they felt the respective duties required. Together, the two groups estimated that the duties associated with instruction, supervised training programs and FFA activities required more than 45 percent of a teacher's time.

TABLE XII

RANKINGS OF SELECTED VOCATIONAL AGRICULTURE TEACHER DUTIES ON THE BASIS OF AVERAGE PERCENTAGE OF TIME REQUIRED FOR PERFORMANCE AS ESTIMATED BY STUDENT TEACHERS AND COOPERATING TEACHERS

DUTY	n = 36 Student Teacher Average Group $\bar{X}$ Percentage	Rank	n = 20 Cooperating Teacher Average Group $\bar{X}$ Percentage	Rank
Classroom and/or Fram Mechanics Shop Instruction	18.70	1	18.99	1
Supervised Training Program	13.75	2	14.45	2
Community Activities	9.74	5	10.15	4
Professional Improvement	9.94	4	10.08	5
Young and Adult Farmer Program	7.63	7	7.69	6
FFA Activities	13.53	3	14.44	3
Maintenance of Physical Facilities of Department	6.63	8	6.41	9

TABLE XII (CONTINUED)

DUTY	n = 36 Student Teacher Average Group $\bar{X}$ Percentage	Rank	n = 20 Cooperating Teacher Average Group $\bar{X}$ Percentage	Rank
Guidance and Counseling and Related Activities	6.47	9	6.44	8
School Activities Other Than FFA	8.35	6	6.60	7
Departmental and State Reports	5.24	10	4.75	10
TOTAL	99.93		100.00	

Importance of Duties

A summary of student and cooperating teachers as to the importance of tasks in classroom and/or farm mechanics shop instruction is presented in Table XIII. This illustrates the pre-measure, post-measure of student teachers along with the estimate of importance recorded by cooperating teachers. It is interesting to note that student teachers' rank orders of the various tasks on the post-measure was in closer agreement to the cooperating teachers' rank order than was the pre-measure. It should be noticed that in all tasks except one, the student teachers' post-measure mean response moves toward the mean response of cooperating teachers. For the task, Supervised Study and Discussion, a 6.28 mean response of student teachers on their pre-measure was less than the mean response recorded by the cooperating teachers. The student teachers' pre-measure response indicated that they felt the task was less important than the perception of importance recorded by cooperating teachers. However, the

TABLE XIII

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF CLASSROOM AND/OR FARM MECHANICS SHOP INSTRUCTION TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Supervised Study and Discussion	226	6.28	2	268	7.44	1	140	7.00	2
B. Lecture	164	4.56	8	120	3.33	9	52	2.60	9
C. Field Trip	204	5.67	4	175	4.86	7	117	5.85	6
D. Recitation, Reports and/ or Individual Study	148	4.11	9	184	5.11	6	115	5.75	7
E. Demonstration	226	6.28	2	227	6.31	3	135	6.75	3
F. Small Group Instruction	194	5.38	6	195	5.42	5	130	6.50	4
G. Panel or Resource Person	186	5.17	7	165	4.58	8	97	4.85	8
H. Project or Individual Skill Development	247	6.86	1	238	6.61	2	146	7.30	1
I. Visual Aid Development	203	5.64	5	212	5.89	4	125	6.25	5

post-measure indicated that the student teachers' perception of the importance of this task was greater than that of cooperating teachers. It should be noted that student teachers ranked the task, Project or Individual Skill Development, first in importance in the pre-measure which was in complete agreement with cooperating teachers' mean response. Following the student teaching experience, the student teachers ranked supervised study and discussion in first place which cooperating teachers ranked second as to importance.

The rankings in Table XIV of the tasks under the duty, Supervised Training Programs, indicates that student teachers and cooperating teachers were in complete agreement as to the importance of each task. Notice that student teachers' mean response under the first four tasks indicate they perceived that less importance was placed on this task as compared to cooperating teachers, even thought they were ranked alike in order of importance. On the remaining two tables, the mean response of student teachers both prior to and following the student teaching experience was of greater importance than the mean response recorded by cooperating teachers.

The information in Table XV under the duty, Community Activities, indicates that student teachers, following their student teaching experience were in closer agreement to the rank order given by cooperating teachers as to the importance of tasks in this area. It should be pointed out that the post-measure rankings of student teachers were in complete agreement as to the two tasks that were perceived to be of the most importance by cooperating teachers. It is interesting to observe that the one task which both student teachers and cooperating teachers ranked first was that of personal service for farmers and other than

TABLE XIV

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF SUPERVISED TRAINING PROGRAMS TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

TASK	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS N = 36						COOPERATING TEACHERS N = 20		
	PRE-MEASURE			POST-MEASURE					
	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Planning and Improving Supervised Farm Training Program	246	6.83	2	232	6.44	2	151	7.55	2
B. Supervisory Visits to Supervised Farms Training Programs	257	7.14	1	254	7.06	1	160	8.00	1
C. Purchasing Projects	245	6.81	3	217	6.03	3	138	6.90	3
D. Planning and Improving Supervised Training Programs in Agricultural Mechanics	230	6.39	4	216	6.00	4	130	6.50	4
E. Planning and Improving Vocational Agricultural Occupations Training Expereince Programs	214	5.94	6	162	4.50	6	71	3.55	6
F. Supervisory Vists to Experience Programs	217	6.03	5	210	5.83	5	85	4.25	5

TABLE XV

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF COMMUNITY ACTIVITIES TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

TASK	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS N = 36						COOPERATING TEACHERS N = 20		
	PRE-MEASURE			POST-MEASURE					
	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Church Related Activities	201	5.58	4	193	5.36	4	138	6.90	3
B. Civic Organizations	214	5.94	1	209	5.81	2	141	7.05	2
C. Personal Service for Farmers Other Than Members of Young Farmers and Adult Farmer Classes	210	5.83	2	214	5.94	1	142	7.10	1
D. Personal Service for Community	209	5.81	3	209	5.81	2	132	6.60	4
E. FFA Mothers Club Activities	180	5.00	5	130	3.61	5	57	2.85	5

members of young and adult farmer classes a 7.10, quite close in importance.

The data illustrated in Table XVI shows total agreement of student teachers post-measure rankings of importance compared to cooperating teachers' ranking for tasks under the duty of professional improvement. It should be brought out that the cooperating teachers consistently recorded a higher mean response on each task than did the student teachers on each of the tasks listed. Both student teachers and cooperating teachers indicated the highest mean response for the task, P.I. Group Meetings. The second most important task ranked was that of Teachers' Meetings.

Table XVII contains data concerning the importance of tasks connected with Adult Farmer Programs as perceived by the two groups. Student teachers' rankings based on mean responses indicate a change in their perceptions of the importance of tasks between the pre-measure and post-measure, with the pre-measure rating being higher on all tasks. It is interesting to note that cooperating teachers perceived the importance of the tasks, supervisory visits, and personal service to class members, to be equal in importance with 6.40 ratings. Student teachers on their post-estimate mean response perceived that all tasks under the duty, Young and Adult Farmer Program, were quite close in their importance but their responses were lower at this point than the cooperating teachers' on all tasks.

The importance estimates for tasks under the duty of FFA Activities summarized in Table XVIII reveal that cooperating teachers perceived fairs and shows to rank first in importance, while the contests and banquets, camps, etc. ranked second, both equal in importance. Executive committee meetings and regular meetings were given equal importance ratings of fourth

TABLE XVI

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF PROFESSIONAL IMPROVEMENT TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Local Faculty Meetings	219	6.08	1	198	5.50	3	148	7.40	3
B. Teachers' Meetings (County, District, OVATA, NVATA, and State Vocational Conference)	219	6.08	1	212	5.89	2	150	7.50	2
C. P.I. Group Meetings	186	5.17	3	245	6.81	1	157	7.85	1
D. In-Service Training Classes	182	5.06	5	191	5.31	4	143	7.15	4
E. Field Days and Tours	186	5.17	3	184	5.11	5	117	5.85	5

TABLE XVII

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF YOUNG AND ADULT FARMER PROGRAMS TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Planning Programs	223	6.19	2	194	5.39	2	123	6.15	3
B. Presenting Programs	228	6.33	1	192	5.33	3	100	5.00	4
C. Supervisory Visits	220	6.11	3	199	5.53	1	128	6.40	1
D. Personal Service to Class Members	220	6.11	3	188	5.22	4	128	6.40	1

by this group. Student teacher rankings both prior to and following the student teacher experience noted a general disagreement with the older teachers as to the importance of the task of banquets, camps, parties and special programs. Overall, there was a goodly amount of diversity in the way the two groups ranked the tasks other than the first two.

The importance ratings of tasks related to the duty maintenance of physical facilities of department described in Table XIX indicates that student teachers changed their mean response from the pre-measure to the post-measure but this did not alter the rankings by the group from one measure to the other. The pre-measure mean responses were quite close in the importance placed on each task by the group at this point. However, the post-measure indicates the importance of each task was less than previously perceived. The only rank agreement between student teachers and cooperating teachers was the task, machine repair and upkeep where both groups of respondents ranked the task first as to importance in performing the duty.

The data in Table XX on the duty, Guidance, Counseling and Related Activities, reveals that student teachers and cooperating teachers were in complete agreement as to the rank order of importance of the tasks. Student teachers' mean responses on the post-measure were lower on each task as compared to the pre-measure. The post-measure was also lower in each task than the recorded mean response of cooperating teachers.

In Table XXI, describing the data gathered on the duty, School Activities Other Than FFA, it is revealed that student teachers' responses were in agreement to cooperating teachers on two tasks, Class Plays and Present School Assembly, which were ranked 5 and 4 respectively by both

TABLE XVIII

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF FFA ACTIVITIES TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE N = 36			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Fairs and Shows (Preparation and Participation)	260	7.22	2	229	6.36	2	147	7.35	1
B. Contests	264	7.33	1	234	6.50	1	145	7.25	2
C. Banquets, Camps, Parties, Special Programs, etc.	212	5.89	5	208	5.78	4	145	7.25	2
D. Executive Committee Meetings	183	5.08	6	193	5.36	6	133	6.65	4
E. Regular Meetings	218	6.06	4	228	6.33	3	133	6.65	4
F. Foundation or Advanced Degree Applications	219	6.08	3	202	5.61	5	122	6.10	6

TABLE XIX

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF MAINTENANCE OF PHYSICAL FACILITIES OF DEPARTMENT TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Machine Repair and Upkeep	246	6.83	1	210	5.83	1	130	6.50	1
B. Building Repair and Maintenance	239	6.64	3	207	5.75	3	120	6.00	2
C. School Farm Operation	244	6.78	2	209	5.81	2	113	5.65	3

TABLE XX

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF GUIDANCE AND COUNSELING AND RELATED ACTIVITIES TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Individual Student Counseling	255	7.08	1	248	6.89	1	156	7.80	1
B. Student Recruiting	208	5.78	3	172	4.78	3	110	5.50	3
C. Working with School Counselors, Teachers, and Administration	222	6.17	2	241	6.69	2	155	7.75	2

student teachers and cooperating teachers. There was a notable disagreement in the task ranked first by the student teachers each time and the cooperating teachers. Student teachers on the post-estimate record the task, Athletic Events, with a 4.92 mean response, as being more important than any other task under the above duty, whereas, cooperating teachers indicated with a mean score of 4.75 on the task, Special Committees, that it was more important than any other task.

Table XXII shows that there was complete agreement in rank order by both student teachers and cooperating teachers on their pre-estimate, recorded a 7.06 on the task, Records and Inventories, which compares quite closely to the 7.05 recorded by cooperating teachers. After the student teaching experience, student teachers lowered their mean response on both tasks. It should be noted that both student teachers and cooperating teachers indicated that the tasks were fairly equal in importance on the basis of mean responses.

TABLE XXI

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF SCHOOL ACTIVITIES OTHER THAN FFA TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Class Plays	133	3.69	5	133	3.69	5	61	3.05	5
B. Athletic Events	190	5.28	3	177	4.92	1	82	4.10	2
C. Class Sponsor	212	5.89	1	172	4.78	2	79	3.95	3
D. Special Committees	198	5.50	2	170	4.72	3	95	4.75	1
E. Present School Assembly	141	3.92	4	146	4.06	4	77	3.85	4

TABLE XXII

SUMMARY OF RESPONSES AS TO THE IMPORTANCE OF DEPARTMENTAL AND STATE REPORTS TASKS AS PERCEIVED BY STUDENT AND COOPERATING TEACHERS

	RELATIVE IMPORTANCE OF TASK BY GROUP								
	STUDENT TEACHERS						COOPERATING TEACHERS		
	PRE-MEASURE N = 36			POST-MEASURE			N = 20		
TASK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK	TOTAL RESPONSE	MEAN RESPONSE	RANK
A. Records and Inventories	254	7.06	2	231	6.42	2	141	7.05	2
B. Budget and Financing of Department	259	7.19	1	232	6.44	1	145	7.25	1

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the perceptions of Agricultural Education student teachers toward selected major duties of a vocational agriculture teacher both prior to and following the student teaching experience and to compare these perceptions to those of their cooperating teachers.

In achieving the purpose of this study, data were gathered and analyzed in order to realize the following objectives:

1. To determine the perceptions of cooperating teachers regarding major duties performed, time spent on performance and the relative importance of these duties.

2. To determine how student teachers perceived the duties performed and time spent performing each duty as well as the importance of that duty prior to their student teaching experience.

3. To determine how student teachers perceived the duties performed and time spent performing each duty as well as the importance of that duty following their student teaching experience.

The data were collected by the use of two instruments, one indicated the relative time spent performing ten selected vocational agriculture teacher duties, the second indicated the relative importance of the identical ten selected duties as perceived by the two groups of respondents.

Percentages were used to compare the student teacher responses to the responses of cooperating teachers in regard to time spent performing duties. The percentages were formulated by the use of an adopted job description procedure described in Chapter III of this study. The comparison between groups relating to the importance of the ten selected duties was based on mean group responses.

Summary of the Findings

Findings of this study were related to the time spent performing and importance of ten selected vocational agriculture teacher duties in Oklahoma. The following is a summary of the findings on the ten selected duties studied by this researcher.

Relative Time Spent Performing

Classroom and/or Farm Mechanics Shop Instruction. It was found relative to the duty, classroom, and/or farm shop instruction, that the student teachers' percent mean response (18.70) was quite close to the 18.99 percent mean response indicated by cooperating teachers. Following the student teaching experience, prospective teachers raised their estimates of the percentage of time needed to perform this duty.

Supervised Training Program. Student teachers' post-estimate of 14.69 percent following the student teaching experience showed close harmony to the 14.45 estimate recorded by cooperating teachers for the duty associated with supervised training programs. It was also found that the movement from the 12.99 total percent response on the pre-estimate to the 14.69 response on the post-estimate was a positive movement in the direction of cooperating teacher responses. However, their mean response of 13.75 percent was somewhat below that of experien-

Community Activities. In the examination of the duty, Community Activities, the 10.17 total estimate of percent time spent performing recorded by student teachers was in near perfect agreement to the 10.15 response indicated by cooperating teachers. All tasks within the duty emphasized nearly the same extent of agreement shown in these total responses of both groups.

Professional Improvement. In the time spent performing estimates, findings recorded for student teachers on the duty Professional Improvement indicated disagreement in the two tasks, in-service training classes, and field days and tours, showing a movement downward from the estimates recorded by cooperating teachers. However, the two groups total estimated percentage of time spent performing this duty shows fairly close agreement overall.

Young and Adult Farmer Programs. The accumulative percentage time spent for all tasks under the duty Young and Adult Farmer Programs showed student teachers in general agreement to the perception estimates of cooperating teachers as was determined by the 7.63 percent and 7.69 percent respective group mean responses. Prior to student teaching the students felt the duty would require more time than they estimated upon their return from the experience.

FFA Activities. It was found that student teachers under the FFA Activity duty expressed movement in the direction of cooperating teachers; however, their pre-estimate exceeded that indicated by cooperating teachers. The cooperating teacher total percentage response of 14.44 was less than the pre-estimate total of 14.84 precent recorded by student teachers; but following the student teaching experience the student teachers perceived that even less time, a mean percentage response of 12.24,

was spent in this area. The overall student teacher mean response was 13.53 percent.

Maintenance of Physical Facilities of Department. Student teachers, on the duty Maintenance of Physical Facilities, indicated that more time was spent performing in this area than was indicated by cooperating teachers. Student teachers estimated a percentage time of 7.04 following the student teaching experience as compared to a 6.41 percentage indicated by their cooperating teachers. The student teachers increased their estimates from the pre- to the post-measure.

Guidance and Counseling and Related Activities. Very close agreement was found between student teachers and cooperating teachers on the duty, guidance counseling and related activities. The average percentage response of 6.47 by student teachers compared to the 6.44 percent response by cooperating teachers illustrated in this finding.

School Activities Other Than FFA. From the pre-measure to the post-measure, the student teacher time estimates for the duty School Activities Other Than FFA moved toward the cooperating teacher response. However, in spite of this, all student teacher estimates were well above those supplied by in-service teachers. The respective mean group responses were 8.35 percent and 6.60 percent respectively.

Departmental and State Reports. On examination of findings relative to the duty, Departmental and State Reports, it was found that student teachers perceived more time was spent on each task as compared to the perceptions of their cooperating teachers.

It was also found that by taking the ten selected duties on the bases of percentage of time spent estimates by the two groups that there was complete agreement in four duties: Classroom and/or Farm Mechanics

Instruction, Supervised Training Prgrams, FFA Activities, and Departmental and State Reports, which ranked first, second, third, and tenth, respectively. All other duties, though not in agreement were separated by only one ranking when compared between the two groups.

Relative Importance of Duty Performed

Classroom and/or Farm Mechanics Shop Instruction. In terms of importance, both groups ranked the tasks, supervised study and discussion, demonstrations and project or individual skill development as the top three under the duty. Also, they generally agreed that the lecture was of least importance.

Supervised Training Program. Importance ratings of the six tasks under the supervised training programs indicated that student teachers and cooperating teachers were in complete agreement as to the rank order assigned the total list. The data revealed that the pre-measure and post-measure ranking of student teachers did not change; however the mean numerical response did change in general but not to a great degree.

Community Activities. In the findings relative to community activities both the student teachers and the cooperating teachers felt that civic organizations and personal service to farmers were the two most important on the list. Also, they agreed that FFA Mother's Club activities were least important on the list.

Professional Improvement. The data on tasks within the duty Professional Improvement points out there was a degree of disagreement between student teachers and cooperating teachers as to the importance of the tasks. However, both groups indicated local faculty meetings, teachers' meetings and P.I. Group meetings were the three of most importance.

Young and Adult Farmer Program. For the duty Young and Adult Farmer Programs, both student teachers, post-measure and cooperating teachers ranked the task supervisory visits number one in importance. It should be pointed out that cooperating teachers indicated supervisory visits and personal service to class members to be exactly equal in importance where student teachers ranked personal service to class members third and fourth in importance on the pre and post-measures respectively.

FFA Activities. For the duty, FFA Activities, the two groups ranked the tasks shows and fairs and contests as either first or second in importance. Suprisingly, the student teachers did not consider social activity related tasks to be of as much importance as did the cooperating teachers.

Maintenance of Physical Facilities of Department. Analysis of findings related to importance of tasks under the duty Maintenance of Facilities, revealed that both groups ranked machine repair and upkeep as of utmost importance. Cooperating teachers rated building repair second and school farm operation third. The student teachers reversed these two tasks.

Guidance and Counseling and Related Activities. Cooperating teachers rankings were found to be identical to student teachers ranking, pre- and post-measure on the tasks in the duty of Guidance and Counseling. Cooperating teachers recorded two tasks almost equal in importance as did the student teachers, the tasks were, individual student counseling and wroking with school counselors, teachers, and administration.

School Activities Other Than FFA. The findings recorded under the duty, School Activities Other Than FFA revealed disagreement between

both groups on the first three rankings. The only agreement found was on rankings of presenting school assemblies and class plays as fourth and fifth respectively. The student teachers post-measure indicates the task athletic events ranked first and cooperating teachers ranked special committees first in importance.

Departmental and State Reports. It was found that complete agreement existed between both groups on tasks of this duty. It was noted that the mean response on student teachers' pre-measure were almost identical to those of their cooperating teachrs. Budget and financing of the department was considered of most importance by both groups.

Conclusions

The data from the study provided for reaching a series of conclusions on the perceptions of student teachers prior to and following the student teaching experience to the perceptions of cooperating teachers in relation to selected duties of vocational agriculture teachers in Oklahoma. As perceived by this researcher, it can be concluded:

1. That, in general, student teachers indicate a positive movement toward the perceptions of cooperating teachers following the student teaching experience.

2. That student teachers and cooperating teachers are in full agreement that classroom and/or farm mechanics shop instruction, supervised training program, and FFA activities are the three major duties, ranked one through three respectively, which require the greatest amount of time for performing. Also, that both groups considered that the least amount of time was spent in the area of departmental and state reports.

3. That student teacher perceptions of performance time required

for all other major duties are quite close to those of cooperating teachers.

4. That the student teaching experience has a favorable effect on the perceptions of student teachers in regard to both time spent performing and the importance of duties required of vocational agriculture teachers.

5. That the student teaching experience is a helpful tool in preparing prospective teachers for their role as a vocational agriculture teacher in Oklahoma in relation to those duties required of them.

6. That agricultural education student teachers are basically well informed about the tasks and duties of vocational agriculture teachers.

Recommendations

The following recommendations are offered by this researcher for consideration by teachers who are responsible for training prospective teachers in vocational agriculture and the student teaching experience program.

1. That cooperating teachers should continue to play a large role in developing the student teaching experience.

2. That teacher trainers should re-evaluate the duties of vocational agriculture teachers in the state of Oklahoma at periodic times as to importance and time spent performing these duties.

3. There should be increased mean emphasis given to the duties of instruction, supervised training, and FFA in vocational agriculture by teacher trainers and cooperating teachers.

4. There should be a continuing effort to inform prospective tea-

chers of the duties that may be required of them in teaching vocational agriculture.

5. There should be continued cooperation between student teacher trainers and cooperating teachers to broaden the horizons of prospective teachers in vocational agriculture.

6. Because the study indicates some disagreement in the importance of some duties of vocational agriculture teachers, it would seem appropriate to recommend that additional research be carried on in this area.

7. The study indicates general agreement between student teachers and cooperating teachers in regard to time spent performing ten selected duties. However, it would seem appropriate that more research in this area be conducted to determine if any additional duties are required of teachers in vocational agriculture.

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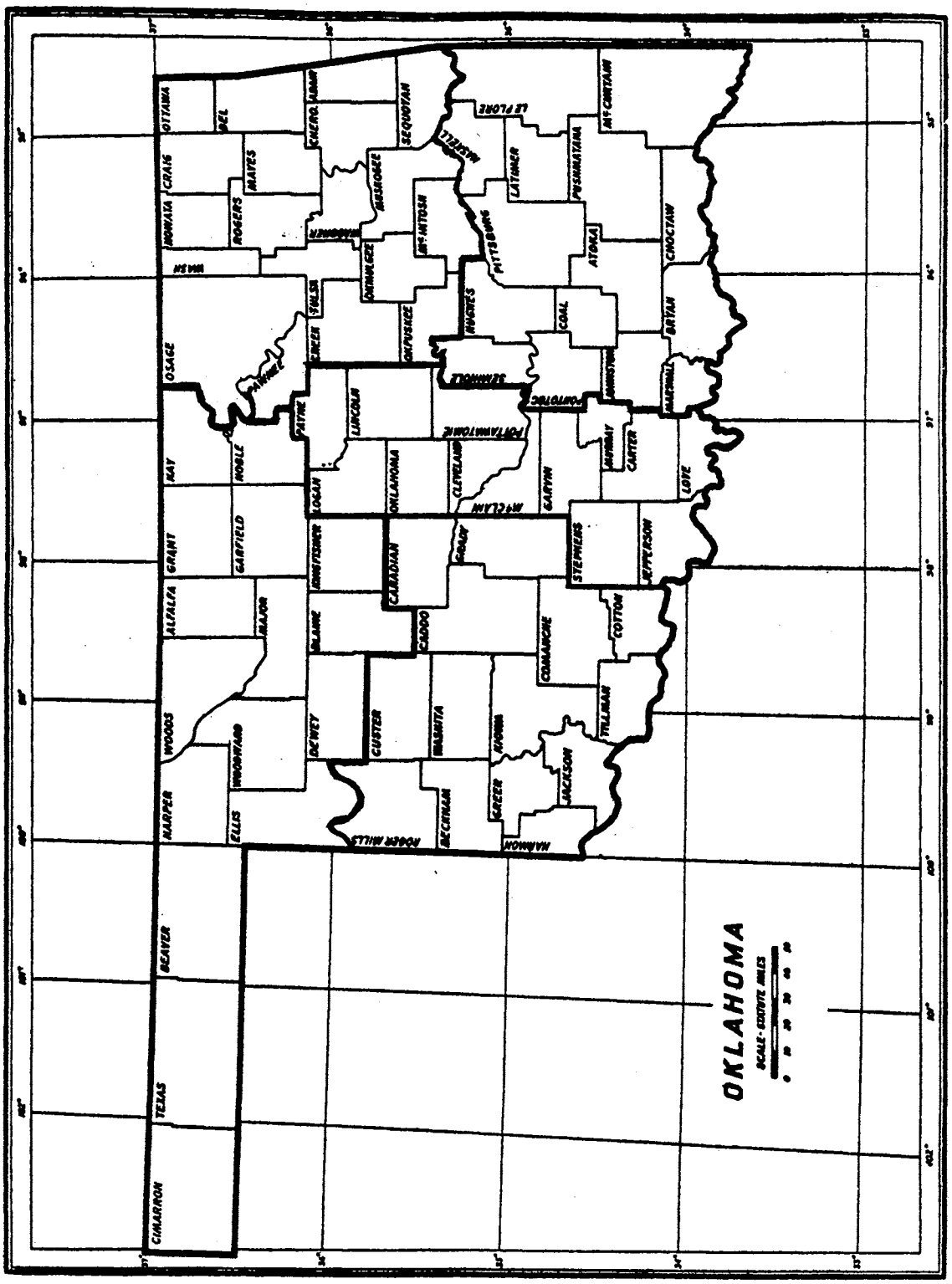
APPENDIX A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COAL
HUGHES
SEMINOLE
POTTAWATOMIE
CLEVELAND
PONTOTOC
JOHNSTON
MURRAY

APPENDIX B

Name_____ S T Center_____ Date_____

DUTY	RELATIVE TIME SPENT PERFORMING DUTY Least Most (1 = very little time spent) (9 = great deal of time spent)
I. CLASSROOM AND/OR FARM MECHANICS SHOP INSTRUCTION	
A. Supervised Study and Discussion	1 2 3 4 5 6 7 8 9
B. Lecture	1 2 3 4 5 6 7 8 9
C. Field Trip	1 2 3 4 5 6 7 8 9
D. Recitation, Reports and/or Individual Study	1 2 3 4 5 6 7 8 9
E. Demonstration	1 2 3 4 5 6 7 8 9
F. Small Group Instruction	1 2 3 4 5 6 7 8 9
G. Panel or Resource Person	1 2 3 4 5 6 7 8 9
H. Project or Individual Skill Development in Agricultural Mechanics	1 2 3 4 5 6 7 8 9
I. Visual Aid Development	1 2 3 4 5 6 7 8 9
J. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9
II. SUPERVISED TRAINING PROGRAM	
A. Planning and Improving Supervised Farm Training Program	1 2 3 4 5 6 7 8 9
B. Supervisory Visits to Supervised Farm Training Programs	1 2 3 4 5 6 7 8 9
C. Purchasing Projects	1 2 3 4 5 6 7 8 9
D. Planning and Improving Supervised Training Programs in Agricultural Mechanics	1 2 3 4 5 6 7 8 9
E. Planning and Improving Vocational Agricultural Occupations Training Experience Programs	1 2 3 4 5 6 7 8 9
F. Supervisory Visits to Experience Programs	1 2 3 4 5 6 7 8 9
G. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9

Name_____ S T Center_____ Date_____

DUTY	RELATIVE TIME SPENT PERFORMING DUTY
III. COMMUNITY ACTIVITIES	
A. Church Related Activities	1 2 3 4 5 6 7 8 9
B. Civic Organizations	1 2 3 4 5 6 7 8 9
C. Personal Service for Farmers and Adult Farmer Classes	1 2 3 4 5 6 7 8 9
D. Personal Service for Community	1 2 3 4 5 6 7 8 9
E. FFA Mothers Club Activities	1 2 3 4 5 6 7 8 9
F. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9
IV. PROFESSIONAL IMPROVEMENT	
A. Local Faculty Meetings	1 2 3 4 5 6 7 8 9
B. Teachers' Meetings (County, District, OVATA, NVATA, and State Vocational Conference)	1 2 3 4 5 6 7 8 9
C. P.I. Group Meetings	1 2 3 4 5 6 7 8 9
D. In-Service Training Classes	1 2 3 4 5 6 7 8 9
E. Field Days and Tours	1 2 3 4 5 6 7 8 9
F. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9
V. YOUNG AND ADULT FARMER PROGRAM	
A. Planning Programs	1 2 3 4 5 6 7 8 9
B. Presenting Programs	1 2 3 4 5 6 7 8 9
C. Supervisory Visits	1 2 3 4 5 6 7 8 9
D. Personal Service to Class Members	1 2 3 4 5 6 7 8 9
E. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9
VI. FFA ACTIVITIES	
A. Fairs and Shows (Preparation and Participation)	1 2 3 4 5 6 7 8 9
B. Contests	1 2 3 4 5 6 7 8 9
C. Banquets, Camps, Parties, Special Programs, etc.	1 2 3 4 5 6 7 8 9
D. Executive Committee Meetings	1 2 3 4 5 6 7 8 9
E. Regular Meetings	1 2 3 4 5 6 7 8 9
F. Foundation or Advanced Degree Applications	1 2 3 4 5 6 7 8 9
G. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9

Name_____ S T Center_____ Date_____

DUTY	RELATIVE TIME SPENT PERFORMING DUTY
VII. MAINTENANCE OF PHYSICAL FACILITIES OF DEPARTMENT	
A. Machine Repair and Upkeep	1 2 3 4 5 6 7 8 9
B. Building Repair and Maintenance	1 2 3 4 5 6 7 8 9
C. School Farm Operation	1 2 3 4 5 6 7 8 9
D. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9
VIII. GUIDANCE AND COUNSELING AND RELATED ACTIVITIES	
A. Individual Student Counseling	1 2 3 4 5 6 7 8 9
B. Student Recruiting	1 2 3 4 5 6 7 8 9
C. Working with School Counselors, Teachers, and Administrators	1 2 3 4 5 6 7 8 9
D. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9
IX. SCHOOL ACTIVITIES OTHER THAN FFA	
A. Class Plays	1 2 3 4 5 6 7 8 9
B. Athletic Events	1 2 3 4 5 6 7 8 9
C. Class Sponsor	1 2 3 4 5 6 7 8 9
D. Special Committees	1 2 3 4 5 6 7 8 9
E. Present School Assembly	1 2 3 4 5 6 7 8 9
F. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9
X. DEPARTMENTAL AND STATE REPORTS	
A. Records and Inventories	1 2 3 4 5 6 7 8 9
B. Budget and Financing of Department	1 2 3 4 5 6 7 8 9
C. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9

Name_____S T Center_____Date_____

DUTY	RELATIVE IMPORTANCE OF DUTY PERFORMED Least Most (1 = very little importance) (9 = great deal of importance)
I. CLASSROOM AND/OR FARM MECHANICS SHOP INSTRUCTION	
A. Supervised Study and Discussion	1 2 3 4 5 6 7 8 9
B. Lecture	1 2 3 4 5 6 7 8 9
C. Field Trip	1 2 3 4 5 6 7 8 9
D. Recitation, Reports and/or Individual Study	1 2 3 4 5 6 7 8 9
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G. Panel or Resource Person	1 2 3 4 5 6 7 8 9
H. Project or Individual Skill Development in Agricultural Mechanics	1 2 3 4 5 6 7 8 9
I. Visual Aid Development	1 2 3 4 5 6 7 8 9
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II. SUPERVISED TRAINING PROGRAM	
A. Planning and Improving Supervised Farm Training Program	1 2 3 4 5 6 7 8 9
B. Supervisory Visits to Supervised Farm Training Programs	1 2 3 4 5 6 7 8 9
C. Purchasing Projects	1 2 3 4 5 6 7 8 9
D. Planning and Improving Supervised Training Programs in Agricultural Mechanics	1 2 3 4 5 6 7 8 9
E. Planning and Improving Vocational Agricultural Occupational Training Experience Programs	1 2 3 4 5 6 7 8 9
F. Supervisory Visits to Experience Programs	1 2 3 4 5 6 7 8 9
G. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9

Name_____ S T Center_____ Date_____

DUTY	RELATIVE IMPORTANCE OF DUTY PERFORMED
III. COMMUNITY ACTIVITIES	
A. Church Related Activities	1 2 3 4 5 6 7 8 9
B. Civic Organizations	1 2 3 4 5 6 7 8 9
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E. Field Days and Tours	1 2 3 4 5 6 7 8 9
F. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
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A. Planning Programs	1 2 3 4 5 6 7 8 9
B. Presenting Programs	1 2 3 4 5 6 7 8 9
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D. Personal Service to Class Members	1 2 3 4 5 6 7 8 9
E. Other Duties Not Covered Above	
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C. Banquets, Camps, Parties, Special Programs, etc.	1 2 3 4 5 6 7 8 9
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E. Regular Meetings	1 2 3 4 5 6 7 8 9
F. Foundation or Advanced Degree Applciations	1 2 3 4 5 6 7 8 9
G. Other Duties Not Covered Above	
1.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9

Name_____ S T Center_____ Date_____

DUTY	RELATIVE IMPORTANCE OF DUTY PERFORMED
VII. MAINTENANCE OF PHYSICAL FACILITIES OF DEPARTMENT	
A. Machine Repair and Upkeep	1 2 3 4 5 6 7 8 9
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D. Special Committees	1 2 3 4 5 6 7 8 9
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A. Records and Inventories	1 2 3 4 5 6 7 8 9
B. Budget and Financing of Department	1 2 3 4 5 6 7 8 9
C. Other Duties Not Covered Above	
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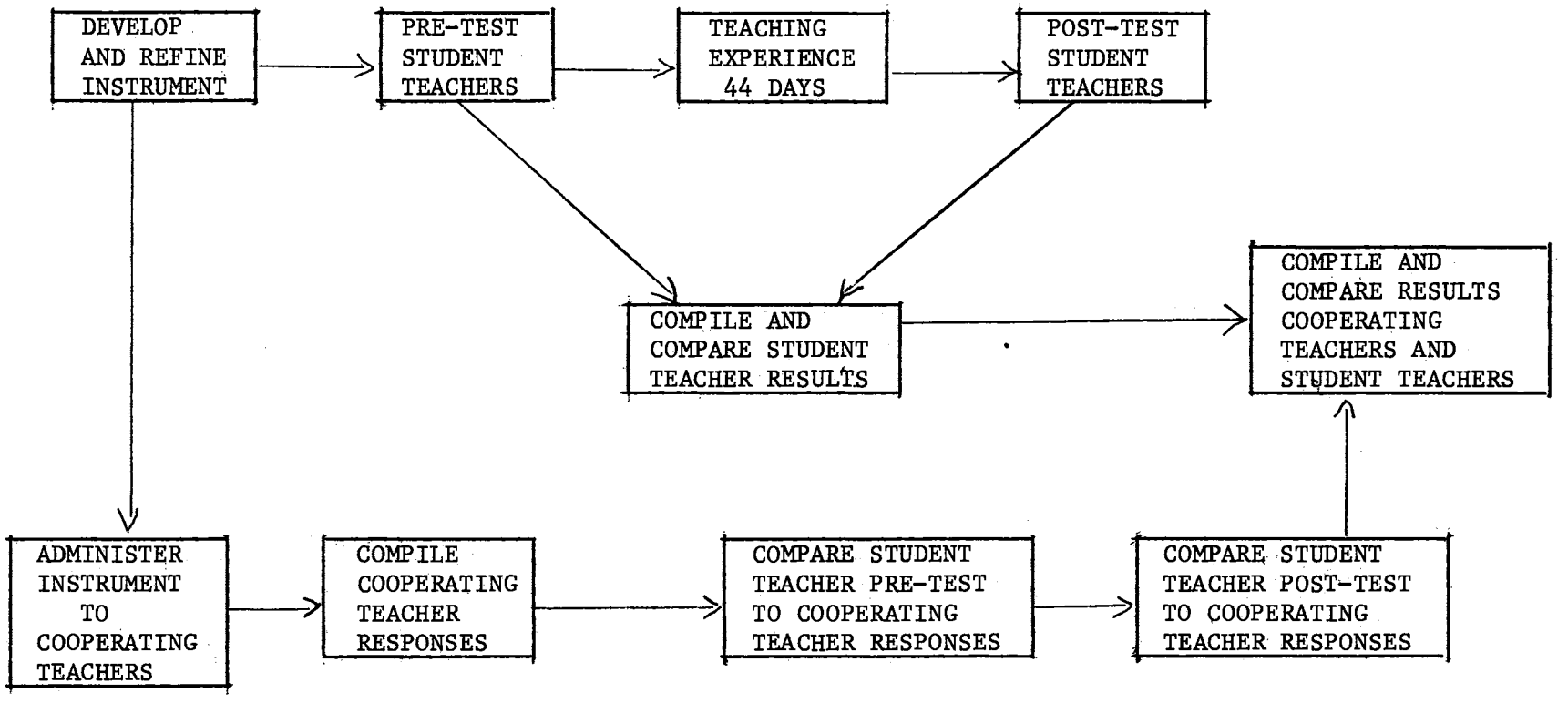
APPENDIX C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COMPILE AND COMPARE RESULTS COOPERATING TEACHERS AND STUDENT TEACHERS
ADMINISTER INSTRUMENT TO COOPERATING TEACHERS
COMPILE COOPERATING TEACHER RESPONSES
COMPARE STUDENT TEACHER PRE-TEST TO COOPERATING TEACHER RESPONSES
COMPARE STUDENT TEACHER POST-TEST TO COOPERATING TEACHER RESPONSES

VITA

Calvin Wesley Holley III

Candidate for the Degree of

Master of Science

Thesis: PERCEPTIONS OF THE DUTIES OF VOCATIONAL AGRICULTURE TEACHERS BY STUDENT TEACHERS BEFORE AND AFTER STUDENT TEACHING AS COMPARED TO PERCEPTIONS BY COOPERATING TEACHERS

Major Field: Agricultural Education

Biographical:

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Education: Graduated from Lawton Senior High School, Lawton, Oklahoma in May, 1965; received the Bachelor of Science degree from Oklahoma State University in 1970 with a major in Agricultural Education.

Professional Experience: Stilwell Public Schools, Instructor 1971 to present.

Leadership Activities: Deans and Presidents honor roll, Outstanding graduate student agricultural education, student member of the Oklahoma State University Academic Appeals Board 1970.