

THE ATTITUDE CHANGES OF STUDENT TEACHERS IN
AGRICULTURAL EDUCATION TOWARD THE
YOUNG FARMER ORGANIZATION

By

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CHAPTER I

PURPOSE AND DESIGN OF THE STUDY

Introduction

The farmer of today is faced with the necessity of increased production for an ever-increasing population. New technical advances have provided a means of increasing production in agriculture. With the advent of such advances, a need for continued education for those engaged in farming or farm-related occupations has arisen.

The education of young men engaged in farming has long been recognized as a task of the vocational agriculture instructor in Oklahoma. The instructor may seek to provide this education through a young farmer organization. Such an organization may well be beneficial to the young or adult farmer in that he can learn of new technical advances, get the opinion of others on new or existing enterprises, and provide a further service to his community. As Bergivin (2) has stated, "Education for adults can be any kind of learning that adds to their fund of knowledge, changes their attitudes or views or opinions, broadens their perspective, or alters their behavior."

The Young Farmer Association of Oklahoma came into existence in November, 1969. Prior to that time, there were young farmer organizations within the state; but these did not exhibit unity or coordination on the district or state levels. Since the organization of the state association, there has been an increase in the number of young farmer

chapters. Not all vocational agriculture departments in Oklahoma have a young or adult farmer organization, although they are encouraged to do so. Kiesling (6) states:

The type of program offered by the vocational agriculture instructor in this area is affected by his attitude toward this duty. Those who favor young and adult farmer education generally maintain some type of program on a continuing basis in this area. Those whose attitudes are less favorable toward this duty are not apt to have a program of any great magnitude . . .

It is known that cooperating teachers tend to influence the attitudes of student teachers. Binkley (3) stated ". . . what the supervising teacher does and how he does it speaks louder than any decision arrived at in a class on campus." He has also stated that one of the areas that a cooperating teacher needs to concentrate on is that of young and adult farmer education. The combined thoughts of Kiesling and Binkley indicate that the amount of emphasis the cooperating teacher places on young farmer education will be determined by his attitude toward this area.

Need for Study

In Oklahoma it is suggested that each vocational agriculture instructor sponsor some phase of adult education. One means of providing this education is through a young farmer organization. However, at present there are only 67 Young Farmer chapters in the state association out of the 353 vocational agriculture departments within the state.

This study will hopefully let those at the university level gain insight as to why more vocational agriculture instructors do not use such a program to fulfill the local adult education needs. It will also give important information for organizing and maintaining young and

adult farmer education classes for undergraduate and graduate students as well as instructors in the field of Agricultural Education.

Statement of the Problem

This study was to investigate the attitude change of student teachers in vocational agriculture toward the Young Farmer organization. A second aspect was to determine if the student teacher's attitude change, if any, was toward or away from the expressed attitude of his cooperating teacher.

Purpose of Study

The purposes of the study were:

1. To determine whether "high" participating student teaching centers have more or less influence on the attitudes of student teachers than "medium" or "low" participating student teaching centers.
2. To determine whether the association of student teachers with cooperating teachers would produce a similarity of expressed attitudes.
3. To determine the attitudes of cooperating teachers on participation in the Young Farmer organization.

Objectives of the Study

In order to accomplish the major purpose of the study, the following specific objectives were formulated and served as guide lines for the design of the investigation:

1. To determine the prevailing attitude of student teachers toward the Young Farmer organization.
2. To measure the change in attitude toward or away from the expressed attitude of the cooperating teacher.
3. To determine if the strength of the Young Farmer organizations in the student teaching centers had relation to the attitude change of student teachers.
4. To relate the strength of the local Young Farmer organization with the attitude of the cooperating teacher.

Definition of Terms

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 teacher at the secondary level but under the supervision of a fully-qualified vocational agriculture teacher and college supervisor. (18)

Student Teacher: The student teacher is a college student who is doing student teaching. (18)

Cooperating Teacher or Supervising Teacher: The cooperating teacher is a fully-qualified, regularly employed vocational agriculture teacher who guides and supervises the observation, participation, and teaching activities of the student teacher. (17)

Student Teaching Center: A student teaching center is a public school which has been approved by Oklahoma State University for participation in the student teacher program.

Young Farmer Organization: An organized series of educational, leadership, recreational, and community service activities for young farmers. (6)

High Participators, Medium Participators, or Low Participators:

Each student teaching center was placed into one of these categories by the state Young Farmer consultant.

Pre-Test: The pre-test is the opinionnaire administered at the beginning of the student teaching experience. This opinionnaire was an attitude inventory revised and adapted from Price's (10) doctoral dissertation by the author.

Post-Test: The post-test is the opinionnaire administered at the conclusion of the student teaching experience. This test was the same as the pre-test.

Attitude: Attitude, as used in this study, refers to the ideas expressed by the student teachers toward the Young Farmer organization.

Limitations and Assumptions of Study

This study was limited to the attitude change concerning the Young Farmer organization of the 71 Oklahoma State University student teachers who did their student teaching in the fall of 1971 and the spring of 1972. There was no attempt made to determine the reasons for change except for the possible influence of the training centers and cooperating teachers. If the attitude change was toward the cooperating teacher, we assumed he had some influence.

In the conduct of this study, basic assumptions made by the author were:

1. The attitudes expressed by the student teachers and cooperating teachers were honest expressions of their feelings.
2. The state Young Farmer consultant was qualified to rate the activity of the teaching centers on the participation in the Young Farmer organization.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This study involved the attitude change of student teachers in vocational agriculture from Oklahoma State University during their student teaching. The change dealt with their expressed attitude toward the Young Farmer organization.

The review of literature has been covered in five sections. The five sections are as follows:

1. Attitudes, attitude change, and attitude measurement.
2. Student teaching purposes and educational values.
3. Cooperating teachers and student teaching centers.
4. The Young Farmer Organization.
5. Dogmatism Scale.

Attitudes, Attitude Measurement, and Attitude Change

The author believed that Kerlinger (5) and Allport's (1) definitions of attitude were most valuable for this study.

Kerlinger (5) indicated that an attitude ". . . is a predisposition to think, feel, perceive, and behave toward a cognitive object."

Allport (1) stated, "An attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic

influence upon the individual's response to all objects and situations with which it is related." The combined thoughts of Kerlinger and Allport indicate that attitudes are based on experiences.

The opinionnaire that the student teachers and cooperating teachers filled out was designed to measure the individual's opinions, which in turn reflected their attitudes. Opinion, as used in this case, is defined as a verbal expression of an attitude.

Evidence indicates that individuals do change their attitudes.

According to Thurstone (16):

When we measure a man's attitude in some certain area, we shall not declare that this is an ending condition, but we take for granted that people's attitudes are subject to change.

In drawing upon everyday experience we understand how often our opinions and attitudes are changed or swayed by those around us, especially if the approach or technique is acceptable.

Sells and Trites (12) state:

Attitude change is constantly occurring as a result of learning and to achieve some deliberate changes it appears possible to communicate directly with individuals, as by talks, classes, and workshops.

Updyke (17) says:

Since it is the cooperating teacher's responsibility to discuss and explain the local program to the student teacher, interactions are a common occurrence in helping him learn and better understand programs of vocational agriculture.

It has been agreed that individuals do have attitudes and that they are subject to change. The next step would be to measure attitude change. According to Thurstone (16):

. . . the first restriction on the problem of measuring attitudes is to specify an attitude variable and limit the measurement to that variable.

The variable to be measured in this study was attitude toward the Young Farmer organization. The opinionnaire was designed to measure this change. Murphy and Likert (7) stated:

Attitude measurement is not an end in itself. Its purpose is usually to provide information concerning motives of individuals or groups in situations or assist social planners and controllers to understand behavior dynamics.

Student Teaching Purposes and

Educational Values

Student teaching gives the prospective teacher a chance to try out many of the concepts and ideas he has learned previous to or during his college training. It is an interaction and a learning experience for all concerned. (18)

According to Thompson and BJORAKER (15):

Student teaching programs began as there existed an awareness of the gap between what the aspiring teacher can learn in his college classes and the situation he will confront as a teacher in a classroom . . . The theory learned in a college classroom is practiced, is shaped, is refined and improved during the student teaching experience.

The guidebook for student teachers in vocational agriculture from Oklahoma State University, "Student Teaching in Vocational Agriculture," (12) states the values of the student teaching experience:

Student teaching is perhaps the most dynamic and vital phase of the total curriculum for preparing teachers of vocational agriculture. In no other way can a person quite so effectively develop the competence necessary to assume his role as an agricultural leader and teacher in a local community. It is through this pre-employment teaching experience that the prospective teacher is provided the opportunity to bridge the gap between theory and practice under the expert guidance of a supervising teacher.

Cooperating Teacher and Student

Teaching Centers

The influence exerted by the cooperating teacher and student teaching center is considered by many as the most important phase in the training of future teachers. Wiggins (18) states: "The student teacher learns from the cooperating teacher, the students, and the community."

The guidebook, "Student Teaching in Vocational Agriculture" (12), says: "The supervising teacher is the cog around which student teaching revolves. The success or failure of an effective student teacher rests largely with the supervising teacher . . ."

There are many teaching competencies conveyed to the student teacher by the cooperating teacher according to Binkley (3). He continues:

. . . Attitude toward teaching and students, what knowledge or information is most important to teach; what abilities; how to motivate and inspire students; to meet the individual needs of students; and do an all-round good job of teaching are learned to a marked degree, under the direction of a skilled supervising teacher . . . What the supervising teacher does and how he does it speaks louder than any decision arrived at in a class on campus. Thus the job of a supervising teacher is a most responsible and significant one--perhaps the most important job in teacher education.

Very careful attention is given to the selection of student teaching centers in Oklahoma. They are distributed on an approximately equal basis throughout the five supervisory districts. The following criteria are observed in the selection of those centers (14):

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.
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 Young Farmer Organization

The primary aim of the Young Farmer organization in Oklahoma is to provide educational opportunities to those employed in the area of farming and ranching or in agriculture-related occupations (12).

The activities of the Young Farmer organizations should be primarily educational in nature, but may include community service and improvement projects as determined by local needs.

According to Stevens (13):

A young adult organization is related to individual on-farm or on-the-job instruction more in terms of its contribution to improved family and community living than as a requirement of instruction that leads to advance in occupational skill and efficiency. A young farmer's organization program of work generally includes community service activities,

cooperative activities and social and recreational activities. Wives of the members participate in some of the projects, meetings and events.

In Oklahoma each vocational agriculture teacher is required to provide a minimum of 20 class hours of adult education each year. The Young Farmer organization can be used as a tool for working with young and adult farmers in providing this education (8).

According to Wolfe (19)

Adult education must be planned as a result of felt and expressed needs of farmers. Surveys, personal observation, and discussions with farmers, community leaders and personnel of community and governmental agencies should be used to establish and determine the needs of farmers. Personal contact cannot be over-emphasized in planning the program. The farmers must be convinced that the program meets their needs rather than being a program conceived by the teacher.

The Young Farmer organization not only provides an educational opportunity for those engaged in agricultural occupations but also provides advantages to the vocational agriculture teacher. According to Cunning (4):

It (the young farmer organization) offers the teacher an opportunity to familiarize himself with the agriculture problems in his district. It enables him to make personal friends and contacts. It makes friends for the school. It helps him plan his class work so that he is teaching subject matter that can be applied in home project work. It creates interest on the part of the parent in the agricultural course his boy is getting.

Dogmatism Scale

The Rokeach Dogmatism Scale is a widely-used instrument for measuring the degree of open-mindedness and close-mindedness of individuals; however, it was not used in this study. Results reported by Wiggins (18), Pritchard (11), and Updyke (17) indicated that the use of this scale did not prove to be statistically significant in their

studies of attitudes.

Summary

The review of literature revealed that attitudes can change, and the change is measurable. The student teaching experience is of great educational value, and the cooperating teacher as well as the student teaching center exert an influence on this experience.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The main purpose of this study was to measure the change in attitude of the student teachers in vocational agriculture toward the Young Farmer organization during their student teaching experience.

Design

Pre-test, post-test design involving three treatment groups was used for this study. The three groups--High, Medium, and Low Participants--were determined by the amount of participation in Young Farmer activities. Mr. Don Brown, State Young Farmer Consultant for Oklahoma, rated the student teaching center's participation in the Young Farmer organization.

The criteria for ranking the centers was left up to Mr. Brown in order to prevent any personal biases on the part of the author. The ranking was in no way to rate the total vocational agriculture program or the teacher's abilities. There are as many different reasons for the amount of participation in the Young Farmer organization as there are schools.

These ratings were to be confidential; therefore, they will not appear in this study. They will be referred to as High, Medium, and Low treatment groups.

Description of the Sample

The original subjects in this study were 71 senior agricultural education majors enrolled in Agricultural Education 4200, Student Teaching in Vocational Agriculture.

There were three cooperating centers which failed to return the tests. The author was also in the group of student teachers and did not participate in the test. This left a total of 64 subjects who completed the tests.

The author felt that the lack of returns was due to the fact that the opinionnaire was sent to the cooperating teachers during the fair and show season. This is a particularly busy time of the school year for these teachers; so it was assumed that they did not have the time to complete and return the opinionnaire.

Instrument Used

The instrument used in this study was an attitude scale which covered organizing and maintaining a Young Farmer organization. (See Appendix A.) The attitude scale developed by Price (10) was revised by the author and then submitted to the Agricultural Education staff and graduate students at Oklahoma State University for evaluation. The group was to check the statements most pertinent to this study and rank those statements checked as either a positive or negative statement. The statements used in the attitude scale were the 25 most recurring statements from a total of 40 statements on the evaluation form. (See Appendix A.)

A pilot study, using the above group, was conducted to test the validity of the opinionnaire. (See Appendix B.) The results, critiqued

by Dr. Robert Terry of the Agricultural Education staff, indicated that the attitude scale was valid.

The opinionnaire consisted of "positive" and "negative" statements concerning the Young Farmer organization. These statements were used to determine the expressed attitude of the student teachers and cooperating teachers toward or away from the Young Farmer organization.

The attitude scale was administered as a pre-test and post-test to the student teachers and as an attitude inventory to each student's cooperating teacher. The post-test contained two additional statements to help determine the amount of participation by student teachers in Young Farmer activities. (See Appendix A.)

The student teachers and cooperating teachers responded to statements on a five-point continuum of strongly agree, agree, undecided, disagree, or strongly disagree. The pre-test was compared to the post-test by analyzing each statement individually. When the responses were the same, a "no change" score was recorded. When the responses for a particular statement differed, such as a pre-test response of agree and a post-test response of disagree, the cooperating teacher's response was checked to see the direction of change. If the cooperating teacher responded with undecided, disagree, or strongly disagree, then it was a "plus change." If the cooperating teacher's response was strongly agree or agree, then the student received a "minus change."

The attitude scales, both pre-test and post-test, were administered to student teachers as a group by the author. The attitude inventory was administered to the cooperating teachers through the mail prior to the student teachers' starting of their assignments.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Data presented in this chapter were obtained from attitude opinionnaires completed by vocational agriculture teachers who served as cooperating teachers and by student teachers of vocational agriculture in Oklahoma.

The student teaching centers were divided into high and medium groups according to their participation in Young Farmer activities. There was no low participation group. It should be noted that the medium group had 22 more student teachers than did the high treatment group.

The first section of this chapter presents each statement with a table showing the average response of the cooperating teachers toward the statement and that of the student teachers on the pre-test and post-test. The responses are shown as mean agreement on a continuum from one through five in the average response section of the table. The average range for the positive statements is 1.00 - 1.99 as strongly disagree; 2.00 - 2.99, disagree; 3.00 - 3.99, undecided; 4.00 - 4.99, agree; 5.00, strongly agree. The average range for the negative statements is 1.00 - 1.99 as strongly agree; 2.00 - 2.99, agree; 3.00 - 3.99, undecided; 4.00 - 4.99, disagree; and 5.00, strongly disagree.

The changes by individual student teachers' sections of the tables indicate the number of individuals who changed their responses and the

degree of change by points. The changes by individual student teachers are indicated as change toward or away from his cooperating teacher's response to that statement and not the average response of the total cooperating teachers and do not represent average changes of the student teachers. The same response column indicates the number of student teachers who did not change their responses from pre-test to post-test. The change toward the cooperating teacher response column indicates the number of student teachers who changed their responses toward the response of their cooperating teachers from pre-test to post-test, and the total points changed is a combination of the points changed toward and away from the cooperating teacher's response.

Findings

Findings as presented in Table I indicate the cooperating teachers in the high treatment group agreed with the school having a responsibility for working with both youth and adults to make the community a better place in which to live. The high treatment group student teachers' average response moved toward their cooperating teachers' expressed response, which is also evidenced by six individuals changing toward their cooperating teachers. The total change was seven points. The medium treatment level of cooperating teachers was in agreement with the statement, and their student teachers' post-test responses changed in the same direction. Ten individuals changed a total of 12 points in the direction of the cooperating teachers. However, two students changed away from their cooperating teachers a total of three points. The pre-test response of the student teachers in the medium group was higher than the cooperating teachers', but the student teachers' post-test responses increased in the same direction.

TABLE I

AVERAGE RESPONSE AND CHANGE IN STUDENT-TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE SCHOOL HAS A RESPONSIBILITY FOR WORKING WITH BOTH YOUTH AND ADULTS
 TO MAKE THE COMMUNITY A BETTER PLACE IN WHICH TO LIVE"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.637	4.382	4.667	15	6	7	0	0	6	7
Medium	4.238	4.419	4.628	31	10	12	2	3	12	15

Data in Table II indicate that both treatment groups of cooperating teachers disagree that the agriculture instructor's job is to teach only high school pupils and that he should not become involved in other community activities for farmers. The statement was a negative one.

Five student teachers in the high treatment groups changed toward their cooperating teachers by a sum of nine points. Only one individual changed away from the cooperating teacher, and that was by one point. The total change in the high treatment group was six individuals changing for a total of ten points. Fifteen individuals in that group had the same response.

In the medium treatment group, seven individuals changed in the direction of their cooperating teacher for a total of ten points. In that same group, six individuals changed away from their cooperating teachers in the amount of eight points. Thirteen individuals in that group either changed toward or away from their cooperating teachers by a total of 18 points. In that same treatment group, 30 individuals had the same response.

As shown in Table III, the cooperating teachers of both treatment groups agreed with the statement "technological changes greatly increase the need for training young adult farmers." The high treatment group of cooperating teachers' average response was 4.455, while the medium treatment group of cooperating teachers was 4.334. This was a positive statement.

Six student teachers in the high treatment group changed toward their cooperating teachers a total of six points. Three student teachers changed away from their cooperating teachers by the sum of four points. Nine individuals within that same group changed a total of ten

TABLE II

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE AGRICULTURE INSTRUCTOR'S JOB IS TO TEACH HIGH SCHOOL PUPILS, AND HE
 SHOULD NOT BECOME INVOLVED IN OTHER COMMUNITY ACTIVITIES FOR FARMERS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.819	4.334	4.715	15	5	9	1	1	6	10
Medium	4.477	4.535	4.535	30	7	10	6	8	13	18

TABLE III

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "TECHNOLOGICAL CHANGES GREATLY INCREASE THE NEED FOR TRAINING
 YOUNG ADULT FARMERS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.455	4.571	4.429	12	6	6	3	4	9	10
Medium	4.334	4.326	4.303	32	7	9	4	4	11	13

points. The average response on the student teacher pre-test was 4.571, whereas the average response on the post-test was 4.429. This indicated that the one student who changed away from his cooperating teacher more than one point did not greatly change the average response. Twelve individuals in the high treatment group had the same pre-test and post-test responses.

In the medium treatment group the average response from the cooperating teacher was 4.334. The average response from the student teachers' pre-test was 4.326. The post-test response from that same group was 4.303. Thirty-two individuals in that same group had the same pre-test and post-test responses. Seven individuals in that group changed toward the cooperating teachers' responses a total of nine points. Two individuals in that group changed toward their cooperating teachers more than one point. Four individuals in that group changed away from their cooperating teachers a total of four points. A total of 11 individuals in that group changed either their pre-test or post-test response 13 points.

The statement "considering the time involved it is hard for a vocational agriculture teacher to serve as a good high school teacher and at the same time sponsor a successful Young Farmer or adult group" was a negative one. Data presented in Table IV indicated that the cooperating teachers in the high treatment group were undecided about that statement; their average response was 3.910.

The student teachers in the high treatment group changed from 2.953 on the pre-test to 3.525 on the post-test. That was a change from agreement with that statement to undecided on that same statement. That indicated a change toward the cooperating teacher by 0.6 points. Eleven

TABLE IV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "CONSIDERING THE TIME INVOLVED, IT IS HARD FOR A VOCATIONAL AGRICULTURE
 TEACHER TO SERVE AS A GOOD HIGH SCHOOL TEACHER AND AT THE SAME TIME
 SPONSOR A SUCCESSFUL YOUNG FARMER OR ADULT GROUP"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.910	2.953	3.525	11	7	13	3	5	10	18
Medium	2.953	3.535	3.489	19	12	15	12	23	24	38

individuals in the high treatment group had the same response. The individual change section showed that more points were changed toward than away from the cooperating teacher.

In the medium treatment group, the cooperating teachers' average response was 2.953. That indicated that although the teachers agreed with the statement that they were close to being undecided. The student teacher response, for the most part, was undecided on both pre-test and post-test. They did change 0.1 points toward their cooperating teachers. The same number of individuals changed away from their cooperating teachers as changed toward them. There were more points changed away from the cooperating teachers' average response.

Data presented in Table V indicates the high and medium treatment groups of cooperating teachers were undecided about the vocational agriculture teacher having less influence with a young man after he leaves high school. The average response for the cooperating teachers in the high treatment group was 3.728 and for the medium treatment group, 3.572.

The student teachers in the high treatment group pre-test response was 3.477, and their post-test response was 3.525. Ten individuals in that group had the same response. Eight student teachers changed ten points toward their cooperating teachers. Three individuals changed away from their cooperating teachers by four points.

Student teachers in the medium treatment group, like their cooperating teachers, remained neutral on the statement from pre-test to the post-test. They did change toward the cooperating teacher's average response by 0.1 points. That change was not significant. Nineteen individuals in that same group had the same response. In the individual

TABLE V

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE VOCATIONAL AGRICULTURE TEACHER HAS MUCH LESS INFLUENCE WITH
 A YOUNG MAN AFTER HE LEAVES HIGH SCHOOL"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.728	3.477	3.525	10	8	10	3	4	11	14
Medium	3.572	3.791	3.652	19	9	11	15	20	24	31

change section, eight of the medium treatment group student teachers changed toward their cooperating teachers by the sum of 11 points. Fifteen individuals changed away from their cooperating teachers by 20 points. That change did not affect the average response on the post-test.

The statement "responsibility for Young Farmer instruction is a function of vocational agriculture" was rated as positive. Data in Table VI indicates that the cooperating teachers in both treatment groups remained neutral on that statement.

There was no significant change between the pre-test and post-test responses by the student teachers in the high treatment group. That group, like their cooperating teachers, remained neutral. In that same group, eight student teachers changed a total of 14 points toward their cooperating teachers, and six individuals moved 11 points away from their cooperating teachers in terms of responses to this statement.

The student teachers in the medium treatment group, like their cooperating teachers, remained neutral on that statement on both the pre-test and post-test. Nineteen individuals in that same treatment group had the same response. In the individual change section, 15 student teachers changed 26 points toward their cooperating teachers. Nine student teachers changed away from their cooperating teachers by the sum of 15 points. The post-response did not change significantly from the pre-test response in the medium treatment group, although a total of 24 individuals changed 41 points.

Table VII contains the summary of the statement "A Young Farmer program facilitates more effective public relations for the agricultural program at a local high school." Both the high and medium treatment groups of cooperating teachers agreed with that statement.

TABLE VI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "RESPONSIBILITY FOR YOUNG FARMER INSTRUCTION IS A FUNCTION OF
 VOCATIONAL AGRICULTURE TEACHERS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.819	3.191	3.143	7	8	14	6	11	14	25
Medium	3.524	3.024	3.093	19	15	26	9	15	24	41

TABLE VII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "A YOUNG FARMER PROGRAM FACILITATES MORE EFFECTIVE PUBLIC RELATIONS FOR
 THE AGRICULTURE PROGRAM AT A LOCAL HIGH SCHOOL"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.001	3.096	4.525	15	5	7	1	1	7	8
Medium	4.191	4.419	4.349	23	14	14	6	8	20	22

Student teachers in the high treatment group changed toward their cooperating teachers from the pre-test average 3.096 to the post-test average of 4.525, as reflected in Table VII. This was indicated by the individual change section showing them changing two more points in that direction.

The student teachers in the medium group agreed with the statement and showed no significant change between the pre-test and post-test.

Inspection of Table VIII reveals the high treatment group of cooperating teachers disagreed with the statement, "Teachers today are less effective in their role as high school teachers because they are often involved with too much adult education," while the medium treatment group of teachers remained neutral.

The student teachers in the high treatment group registered no change between the pre-test and post-test.

The student teachers in the medium treatment group did not change significantly between the pre-test and post-test. Their responses remained neutral.

It is shown in Table IX that cooperating teachers in both the high and medium treatment groups agreed with the statement, "Working with adults can give a teacher a sense of accomplishment."

Student teachers in the high treatment group were neutral on that statement on the pre-test. Their post-test response indicated a change toward their cooperating teachers, with an average response of 4.144. That was further indicated in the individual change section. Five individuals changed toward their cooperating teachers a total of seven points. Two individuals changed away from their cooperating teachers a total of two points.

TABLE VIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "TEACHERS TODAY ARE LESS EFFECTIVE IN THEIR ROLE AS HIGH SCHOOL TEACHERS
 BECAUSE THEY ARE OFTEN INVOLVED WITH TOO MUCH ADULT EDUCATION"

Treatment Group	Group Average Responses				Change by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.245	4.191	4.191	13	6	6	2	2	8	8
Medium	3.858	3.977	3.721	24	10	14	9	10	19	24

TABLE IX

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "WORKING WITH ADULTS CAN GIVE A TEACHER A SENSE OF ACCOMPLISHMENT"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.365	3.524	4.144	14	5	7	2	2	7	9
Medium	4.048	3.977	4.024	28	9	12	6	7	15	19

Table IX also shows that in the medium treatment group the student teachers changed from a neutral response of 3.977 on the pre-test to a post-test response of 4.024. That change was in the direction of their cooperating teachers. Twenty-eight individuals in that group had the same response. In the individual change section, nine student teachers of the medium treatment group changed toward their cooperating teachers 12 points; whereas six individuals changed 19 points either toward or away from their cooperating teachers.

Cooperating teachers in the high treatment group disagreed with the statement, "The Young Farmer program should not be affiliated with the local school or local Vo-Ag department." That statement was rated as negative. Student teachers in the high treatment group remained neutral on both the pre-test and post-test, with average responses of 3.715 and 3.953, respectively. These results are reported in Table X.

In the individual change section, 12 student teachers changed toward their cooperating teachers for a total response change of 16 points. In that same section, four individuals changed away from their cooperating teachers a total of 7 points. That change did not affect the post-test average response.

The cooperating teachers in the medium treatment group remained neutral on the statement, with an average response of 3.855. Student teachers within that same treatment group remained neutral on both the pre-test and post-test, which indicated no change in either direction. They did, however, have the same response as that of the cooperating teachers.

According to the data presented in Table XI, teachers of the two treatment groups remained neutral with regard to vocational teachers'

TABLE X

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE YOUNG FARMER PROGRAM SHOULD NOT BE AFFILIATED WITH THE LOCAL
 SCHOOL OR LOCAL VO-AG DEPARTMENT "

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.819	3.715	3.953	5	12	16	4	7	16	23
Medium	3.858	3.721	3.745	18	17	24	8	17	25	41

TABLE XI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "TEACHERS OF VOCATIONAL AGRICULTURE SHOULD RECEIVE EXTRA PAY
 FOR SUPERVISING ADULT FARMER PROGRAMS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.637	4.381	4.430	12	7	7	2	2	9	9
Medium	3.762	4.233	4.326	22	17	17	4	4	21	21

receiving extra pay for supervising adult farmer programs. That statement was rated as positive.

Student teachers in the high treatment group agreed with the statement on the pre-test and again on the post-test. There was no significant change in their two responses. They did not agree with their cooperating teachers on that statement.

Likewise, student teachers in the medium treatment group agreed with the statement on both responses and did not change in either direction.

Data presented in Table XII indicates that teachers in both treatments groups remained neutral with the statement, "Wives of farmers should be included in Young Farmer programs." That statement was rated as positive.

Student teachers in the high treatment group remained neutral on the pre-test as well as the post-test. In the individual change section the changes recorded were the same for, toward, and away from the cooperating teachers' responses.

The student teachers in the medium treatment group, like those in the high treatment group, remained neutral on both the pre-test and post-test responses. They did register a 0.1 point difference in pre-test and post-test responses. That change was toward the average response of their cooperating teachers. In the individual change section, 12 student teachers in the medium treatment group changed toward their cooperating teachers by a total of 12 points; and four student teachers changed away from their cooperating teachers a total of nine points. That indicated more student teachers changed toward their cooperating teachers' response and not the average response.

TABLE XII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "WIVES OF FARMERS SHOULD BE INCLUDED IN YOUNG FARMER PROGRAMS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.819	3.953	3.609	11	5	6	5	6	10	12
Medium	3.524	3.907	3.861	27	12	12	4	9	16	21

Table XIII contains the summary of responses to the statement, "Farmers today are too busy to participate in Young Farmer programs." That statement was rated as negative, and the cooperating teachers in the high treatment group disagreed with it. Their average response was 4.000. The teachers in the medium group remained neutral on the statement with a 3.286 average response.

Student teachers in the high treatment group disagreed with that statement on both the pre-test and post-test, with average responses of 4.096 and 4.286, respectively. Twelve individuals in that same group had the same responses.

In the individual change section, the student teachers changed more points toward their cooperating teachers than away from their cooperating teachers. Seven individuals changed toward their cooperating teachers by the sum of eight points. Two individuals changed away from their cooperating teachers a total of two points. A total of nine individuals changed either toward or away from their cooperating teachers. The total change in responses was ten points.

Student teachers in the medium treatment group disagreed with the statement on both the pre-test and post-test, while the cooperating teachers remained neutral on that statement. The student teachers did change 0.047 points between the pre-test and post-test toward their cooperating teachers. That change was not considered significant. Thirty-two individuals in the medium treatment group had the same pre-test and post-test responses.

One more student teacher changed toward his cooperating teacher than away in the individual change section. More individuals changed either toward or away from their cooperating teachers in the medium treatment group than did in the high treatment group of student teachers.

TABLE XIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "FARMERS TODAY ARE TOO BUSY TO PARTICIPATE IN YOUNG FARMER PROGRAMS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.000	4.096	4.286	12	7	8	2	2	9	10
Medium	3.286	4.047	4.000	32	6	6	5	5	11	11

The statement, "It is hardly fair to high school students when their vocational agriculture teacher spends time with adult farmer programs," was rated negative by the Agricultural Education staff and graduate students. Data presented in Table XIV indicates both treatment groups of cooperating teachers remained neutral in their average responses.

Student teachers in the high treatment group had a pre-test average response of 4.048 and a post-test average response of 4.191. That indicated that they disagreed with the statement on both testings. That same group of student teachers did change 0.143 points from the pre-test to the post-test, which indicated a small change away from their cooperating teachers. That change was not considered significant.

Eight student teachers changed toward their cooperating teachers for a total of nine points in the individual change section. None of the student teachers in that group changed away from their cooperating teachers. Thirteen student teachers in the high treatment group had the same pre-test and post-test responses.

Student teachers in the medium treatment group remained neutral on that statement during both tests. The average response increased 0.053 on the post-test. That was away from their cooperating teachers and was not considered significant. In the individual change section, the student teachers changed more points toward their cooperating teachers than away from them. Twenty-five student teachers had the same pre-test and post-test responses.

Data in Table XV indicates the high treatment group agreed that "vocational agriculture teachers should not limit their teaching to high school students alone." The average response of the cooperating teachers in the high treatment group was 4.091.

TABLE XIV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "IT IS HARDLY FAIR TO HIGH SCHOOL STUDENTS WHEN THEIR VOCATIONAL AGRICULTURE
 TEACHER SPENDS TIME WITH ADULT FARMER PROGRAMS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.819	4.048	4.191	13	8	9	0	0	8	9
Medium	3.715	3.907	3.954	25	14	15	4	5	18	20

TABLE XV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "A VOCATIONAL AGRICULTURE TEACHER SHOULD NOT LIMIT HIS TEACHING
 ACTIVITIES TO HIGH SCHOOL STUDENTS ALONE"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.091	4.286	4.191	13	6	6	2	2	8	8
Medium	3.905	4.256	4.024	24	12	13	7	8	19	21

The average response of the student teachers in that same treatment group was 4.286 on the pre-test. Their average post-test response was 4.191. That indicated a change of 0.095 points toward their cooperating teachers. That change was not considered significant since all three responses did not vary over 0.28 within the same range. (Table XV)

In the individual change section, six student teachers changed six points toward their cooperating teachers from pre- to post-testing. Two student teachers moved two points away from their cooperating teachers. Thirteen student teachers had the same pre-test and post-test responses.

The average response of the cooperating teachers in the medium treatment group was 3.905. That was in the neutral or undecided range. The student teachers' pre-test average response was .4256, which was in the agree range of the scale. The average response on the post-test was 4.024. That indicated a change of 0.232 toward the average response of the cooperating teachers.

Twelve student teachers changed toward their cooperating teachers a total of 13 points in the individual change section. Seven student teachers changed away from their cooperating teachers in the amount of eight points. Nineteen individuals changed either toward or away from their cooperating teachers by a total of 21 points. There were 24 student teachers who had the same pre-test and post-test responses.

The responses recorded in Table XVI indicate the cooperating teachers of both treatment groups were undecided about the statement, "The adult farmer program should also be open to those who are engaged in major activities outside the area of production agriculture." That statement was rated positive.

TABLE XVI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE ADULT FARMER PROGRAM SHOULD ALSO BE OPEN TO THOSE WHO ARE ENGAGED IN
 MAJOR ACTIVITIES OUTSIDE THE AREA OF PRODUCTION AGRICULTURE"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.909	4.191	4.239	12	9	10	0	0	9	10
Medium	3.953	3.861	3.791	25	10	11	8	11	18	22

The student teachers in the high treatment group agreed with that statement (Table XVI) on both the pre-test and post-test. The average response of the student teachers on the pre-test was 4.191; their average post-test response was 4.239. That indicated a change of 0.048 away from the cooperating teachers' average responses.

In the individual change section, nine student teachers changed a total of ten points toward their cooperating teachers. None of the student teachers changed away from their cooperating teachers. There were 12 student teachers who had the same pre-test and post-test responses.

Student teachers in the medium treatment group remained undecided on both pre-test and post-test responses. The pre-test average response was 3.861. The post-test average response was 3.791, which indicated a change of 0.070 away from the cooperating teachers' responses. That change was considered insignificant in that both test responses remained in the undecided range.

Ten student teachers in the medium treatment group had a total response change of 11 points toward their cooperating teachers, whereas eight student teachers change 11 points away from their cooperating teachers. The points changed away from the cooperating teachers were responsible for the change in the post-test average response. There were 25 student teachers in the medium treatment group who had the same pre-test and post-test responses.

As evidenced in Table XVII, the cooperating teachers in the high treatment group disagreed that the Young Farmer program does not provide useful instruction, but serves only as a social gathering. That was rated as a negative statement. The cooperating teachers' average response in the high treatment group was 4.364.

TABLE XVII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE YOUNG FARMER PROGRAM OFTEN DOES NOT PROVIDE ANY USEFUL
 INSTRUCTION, BUT SERVES ONLY AS A SOCIAL GATHERING"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.364	3.619	3.762	10	8	11	3	6	11	17
Medium	3.429	3.931	3.861	28	12	14	3	3	15	17

The student teachers in the high treatment group remained undecided on both the pre-test and post-test with responses of 3.619 and 3.762, respectively. They did change 0.143 points toward their cooperating teachers from the pre-test to the post-test. That change was considered insignificant in that it was still in the undecided or neutral range.

Eight student teachers changed 11 points from pre- to post-measurement toward their cooperating teachers in the individual change section. That change was toward the cooperating teachers and not the average response. Three student teachers changed six points away from their cooperating teachers; ten student teachers in that same group had the same response.

The medium treatment group of cooperating teachers were undecided on that statement with an average response of 3.429. The student teachers within that same group remained neutral on both average responses with a pre-test response of 3.931 and a post-test response of 3.861. They did change 0.070 points toward their cooperating teachers, but that change was insignificant.

In the individual change section, 12 student teachers moved a total of 14 points toward their cooperating teachers. Three student teachers in that same group changed three points away from their cooperating teachers.

The findings presented in Table XVIII indicate that the two groups of cooperating teachers disagreed with the statement, "Vocational agriculture teachers are trained to teach; therefore, they are the logical ones to teach adult farmers." That statement was rated as positive. The cooperating teachers in the high treatment group had an average response of 2.637, and those teachers in the medium treatment group had a response of 2.905.

TABLE XVIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "VOCATIONAL AGRICULTURE TEACHERS ARE TRAINED TO TEACH; THEREFORE, THEY
 ARE THE LOGICAL ONES TO TEACH ADULT FARMERS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	2.637	2.477	2.144	7	9	13	5	7	14	20
Medium	2.905	2.838	2.419	22	9	12	12	21	21	33

Student teachers in the high treatment group had a pre-test average response of 2.477 and a post-test response of 2.144, as shown in Table XVIII with regard to the question. That indicated a change away from the cooperating teachers, but it was not considered significant since all three responses remained within the same range, which was disagree.

Nine student teachers changed 13 points toward their cooperating teachers, and five student teachers within that same group changed seven points away from the teachers during the testing period.

The student teachers in the medium treatment group disagreed with the statement on both responses. Their pre-test response was 2.838, while their post-test response was 2.419. That indicated a change of 0.419 away from their cooperating teachers. This was evidenced in the individual change section, where 12 student teachers changed 21 points away from their cooperating teachers. Nine student teachers changed 12 points toward their cooperating teachers. The change away from the cooperating teachers was nine points greater than the change toward them.

Data presented in Table XIX indicates that both groups of cooperating teachers disagreed with the statement, "If teachers would concentrate on doing a better job a teaching high school youth, we would not hear so much about adult education needs." That statement was rated as being negative.

The average response of the cooperating teachers in the high treatment group was 4.455. The response of the student teachers in that same group changed toward their cooperating teachers from a pre-test average response of 3.905 to a post-test response of 4.191. That indicated a change of 0.286, which was significant in that their average response changed from the undecided range to the disagreement range. This is

TABLE XIX

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "IF TEACHERS WOULD CONCENTRATE ON DOING A BETTER JOB OF TEACHING HIGH
 SCHOOL YOUTH, WE WOULD NOT HEAR SO MUCH ABOUT ADULT EDUCATION NEEDS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.455	3.905	4.191	12	8	9	1	1	9	10
Medium	4.048	4.117	4.070	24	14	16	5	6	19	22

further evidenced in the individual change section, where eight student teachers changed nine points toward their cooperating teachers and one student teacher changed one point away from his cooperating teacher. Twelve student teachers had the same pre-test and post-test responses.

The student teachers in the medium treatment group changed 0.047 toward their cooperating teachers. That change was not significant because both the pre-test and post-test responses were in the disagree range. Student teachers in the medium treatment group changed more points toward their cooperating teachers than away from them in the individual change section.

According to the responses in Table XX, the cooperating teachers in the high treatment group agreed with the statement, "Vocational agriculture teachers have a definite role in adult education." Their average response on that positive statement was 4.546. The average response of the cooperating teachers in the medium treatment group was 3.953. That was in the undecided range.

The average pre-test response for student teachers in the high treatment group was 4.143, and their post-test average response was 4.286. That indicated a change of 0.143 toward their cooperating teachers. The change was not considered significant in that both responses lay within the agreement range. The cooperating teachers' responses were also in that same range.

The change in the average response is further evidenced in the individual change section. There were five student teachers who changed a total of five points toward their cooperating teachers, and one student teacher who moved two points away from his cooperating teacher. Fifteen student teachers had the same pre- and post-test responses.

TABLE XX

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "VOCATIONAL AGRICULTURE TEACHERS HAVE A DEFINITE ROLE
 IN ADULT EDUCATION"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	4.546	4.143	4.286	15	5	5	1	2	6	7
Medium	3.953	4.163	4.047	33	5	5	5	6	10	11

Table XX also shows that student teachers in the medium treatment group had a pre-test response of 4.163 and a post-test response of 4.047. This was a change of 0.116. That change was not significant since both responses lay within the agreement range. The student teachers in the medium treatment group were not in agreement with their cooperating teachers on that statement. The cooperating teachers' responses were in the undecided range, while the student teachers' pre-test and post-test responses were both in the agree range.

At the end of the study period it was found that five student teachers in the medium treatment group had changed five points toward their cooperating teachers and five student teachers had changed six points away from their cooperating teachers. Thirty-three individuals in that same treatment group had the same pre-test and post-test responses.

Findings presented in Table XXI indicated both groups of cooperating teachers were undecided about the statement, "Programs of instruction to be most effective need not be provided on a year-round basis for young adult farmers." That statement was rated negative.

The average response of the cooperating teachers in the high treatment group was 3.273. The average response of the student teachers of that same treatment group on the pre-test was 3.096, which was in the neutral or undecided range. The average post-test response was 2.239, which was in the range of agreement. That indicated a change of 0.857 points away from the cooperating teachers. The change was significant in that the student teachers changed from the undecided range to the range of agree.

TABLE XXI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "PROGRAMS OF INSTRUCTION, TO BE MOST EFFECTIVE, NEED NOT BE PROVIDED ON
 A YEAR ROUND BASIS FOR YOUNG ADULT FARMERS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.273	3.096	2.239	4	6	10	11	16	17	26
Medium	3.191	2.512	3.070	21	11	16	11	17	22	33

This was further evidenced in the individual change section in Table XXI. Six student teachers changed ten points toward their cooperating teachers, whereas 11 student teachers changed 16 points away from their cooperating teachers. Four student teachers in the high treatment group had the same pre-test and post-test responses.

The average response of the cooperating teachers in the medium treatment group to that same statement was 3.191, which lies in the undecided range. The average pre-test response of the student teachers in that same group was 2.512, which was in the agreement range. Their post-test response was 3.070, which is in the neutral or undecided range. Student teachers in the medium treatment group changed 0.558 toward their cooperating teachers.

Changes in the individual change section indicated that the same number of student teachers changed toward and away from their cooperating teachers. The change away from the cooperating teachers was greater by one point.

In order to assess the participants' opinions regarding the statement, "Too many adult group meetings turn into bull sessions," Table XXII was developed. The cooperating teachers of both treatment groups were undecided in their responses to that negative statement.

The average response of the cooperating teachers in the high treatment group was 3.637. The average pre-test response of the student teachers in that same group was 3.000, and their post-test response was 3.477. The change was 0.477 toward their cooperating teachers. That was further evidenced by the points changed toward the cooperating teachers in the individual change section. That change was not largely significant in that both the pre- and post-test responses lay within the undecided range.

TABLE XXII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "TOO MANY ADULT GROUP MEETINGS TURN INTO BULL SESSIONS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.637	3.000	3.477	10	6	10	5	6	11	16
Medium	3.286	3.024	2.907	22	13	16	8	12	21	28

Student teachers in the medium treatment group changed 0.117 points away from their cooperating teachers, as seen in Table XXII. Their average pre-test and post-test responses were 3.024 and 2.907, respectively. The average response of the cooperating teachers in that treatment group was 3.286. That change, as further evidenced in the individual change section, was significant in that the student teachers changed from undecided to agree.

Data presented in Table XXIII indicate the two groups of cooperating teachers agreed with the negative statement, "The teaching of adult farmers often requires skills the vocational agriculture teacher does not possess."

The average response of the teachers in the high treatment group was 2.455. Student teachers in the high treatment group had an average pre-test response of 2.512 and a post-test response of 1.811. That represented a change of 0.332 away from the cooperating teachers. The change was significant in that the student teachers changed from the range of agree to strongly agree.

In the individual change section, five student teachers moved nine points toward their cooperating teachers; and seven individuals moved eight points away from their cooperating teachers. Nine individuals in the high treatment group had the same pre-test and post-test responses.

Student teachers in the medium treatment group agreed with the statement on both the pre-test and post-test. Their average responses on the pre-test were 2.512 and on the post-test were 2.466. That was a change of 0.046 toward the average response of the cooperating teachers, which was 2.381. That change was not significant since both responses lay in the same range as the cooperating teachers' responses.

TABLE XXIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE TEACHING OF ADULT FARMERS OFTEN REQUIRES SKILLS THE VOCATIONAL
 AGRICULTURE TEACHER DOES NOT POSSESS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	2.455	2.143	1.811	9	5	9	7	8	12	17
Medium	2.381	2.512	2.466	24	12	18	7	10	19	28

The individual change section in Table XXIII indicates that 12 student teachers changed 18 points toward their cooperating teachers from pre-test to post-test, while seven individuals changed ten points away from their cooperating teachers. Twenty-four individuals had the same response on the pre-test and post-test.

Table XXIV indicates that the cooperating teachers in the medium treatment group agreed with Young Farmer programs being designed with more in mind than developing leadership and cooperation. Cooperating teachers in the high treatment group were undecided about that statement.

The average response of the cooperating teachers in the high treatment group was 3.909, which is in the neutral or undecided range. The pre-test average response of the student teachers in that same group was 4.096. Their post-test response average was 4.001. That indicated a change of 0.095. This change was not significant in that the range in which that score lay did not change. The change is evidenced in the individual change section, where six individuals' responses changed eight points toward their cooperating teachers. None of the student teachers in the high treatment group changed away from their cooperating teachers.

Cooperating teachers in the medium treatment group had an average response of 4.143. The student teachers in the medium treatment group had the same pre-test and post-test responses, which were 4.047. That indicated no change between the pre-test and post-test. The student teachers in that group were in agreement with the statement, as were their cooperating teachers.

Findings in Table XXV indicate that both groups of cooperating teachers agreed that more prestige comes to the teacher who places high

TABLE XXIV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "YOUNG FARMER PROGRAMS SHOULD BE DESIGNED WITH MORE IN MIND THAN
 DEVELOPING LEADERSHIP AND COOPERATION"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	3.909	4.096	4.001	15	6	8	0	0	6	8
Medium	4.143	4.047	4.047	27	12	12	4	6	16	18

TABLE XXV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "MORE PRESTIGE COMES TO THE TEACHER WHO CONSISTENTLY MAINTAINS A HIGH
 PLACING FFA EXHIBIT, JUDGING AND DEMONSTRATION TEAM THAN TO
 THE TEACHER WHO ORGANIZES AND SUCCESSFULLY MAINTAINS
 A YOUNG FARMER CLASS"

Treatment Group	Group Average Responses				Changes by Individual Student Teachers					
	Coop. Teacher	Student Teacher Pre-Test	Student Teacher Post-Test	Same Response	Change Toward Coop. Teacher Response		Change Away From Coop. Teacher Response		Total Change	
					No. Chng.	Points Chng.	No. Chng.	Points Chng.	Number Changed	Points Changed
High	2.909	3.191	2.763	9	7	11	5	8	12	19
Medium	2.953	2.861	2.698	23	9	11	11	16	20	27

in FFA exhibits, judging, and demonstration teams than does to the teachers who successfully organizes and maintains a Young Farmer class. That statement was rated as being negative by the Agricultural Education staff and graduate students.

Teachers in the high treatment group had an average response of 2.909. The student teachers in that same treatment group had an average pre-test response of 3.191 and an average post-test response of 2.763. That indicated a 0.428 change toward their cooperating teachers. That change was significant in that the student teachers changed from the undecided range to the range of agree. That was further evidenced by the change toward the cooperating teachers' responses in the individual change section.

Cooperating teachers in the medium treatment group had an average response of 2.953. The student teachers in that group agreed with the statement on both the pre-test and post-test, with average responses of 2.861 and 2.698, respectively. There was a change of 0.163 away from the cooperating teachers, which was not significant. Both the pre-test and post-test responses lay in the same range of agree, as did the cooperating teachers. More individuals changed away from their cooperating teachers with more points than changed toward their cooperating teachers. Twenty-three student teachers in the medium treatment group did not change their responses from the pre-test to the post-test.

The post-test contained two additional statements to determine the amount of participation in Young Farmer programs that each student teacher had during his student teaching experience. Table XXVI contains the findings of these two statements.

TABLE XXVI
STUDENT TEACHING CENTERS HAVING YOUNG FARMER
PROGRAMS AND PARTICIPATION IN PROGRAMS
BY STUDENT TEACHERS

Treatment Group	Student Teaching Centers Having Young Farmer Programs		Student Teachers Participating in Young Farmer Programs	
	% Yes	% No	% Yes	% No
High	90	10	71	29
Medium	7	93	5	95

Responses by the participants indicated that 93 percent of the student teaching centers did not have a Young Farmer's program, while seven student teaching centers had such a program. Ninety-five percent of the student teachers in the medium treatment group, in response to statement 27, indicated that they did not participate in or visit a Young Farmer program during their student teaching experience.

In response to the statement, "The cooperating center at which I did my student teaching had a Young Farmer's organization," student teachers in the high treatment group indicated that 90 percent of their student teaching centers had a Young Farmer organization. Ten percent indicated the teaching centers did not have a Young Farmers' program.

Seventy-one percent of the student teachers in that same treatment group indicated they had visited or participated in a Young Farmer program during their student teaching. Twenty-nine percent indicated they did not participate in a Young Farmer program.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

The main purpose of this study was to measure the change in attitude of the 71 student teachers of vocational agriculture toward the Young Farmer organization during their student teaching experience.

Summary

The student teachers were administered a 25-statement attitude scale prior to their student teaching. The 25-statement scale was designed to cover the organization and the maintaining of a Young Farmer organization. After the student teachers returned to campus, they were administered the same attitude scale, plus two additional questions, as a post-test. Their change in response from pre-test to post-test was considered their attitude change. The cooperating teachers were sent the same attitude scale before the student teachers did their student teaching.

A chart was set up in which the change in student teacher responses could be compared to their cooperating teachers' responses. From this chart the amount and direction of change was derived.

The teaching centers were categorized into two activity levels--high and medium--by the state Young Farmer consultant for Oklahoma.

The individual statements were presented and discussed in Chapter

IV to give an overall view of each group's opinion toward each statement and the amount, number, and direction of the student teacher change.

In order to present an overall view of each group's responses, Table XXVII was developed. This table details the average pre-test and post-test responses of the student teacher group and also the average responses of the cooperating teacher group to the entire list of 25 statements contained on the opinionnaire. By comparing the student teacher pre- and post-measurements, it can be determined that for 13 of the 25 statements, the average post-test response was higher than was the pre-test response. Conversely, for the remaining 12 statements, the pre-test average response was greater. Combined, these indicated several attitude changes among this group during the student teaching interim. For the majority of statements from the pre- to post- assessments, the average student teacher response became more closely aligned with the cooperating teacher's responses.

TABLE XXVII

OVERALL SUMMARY OF STUDENT TEACHER PRE-TEST,
POST-TEST RESPONSES AS COMPARED TO
COOPERATING TEACHER RESPONSES
BY STATEMENT

Statement Number*	Average Response		
	Student Teacher Pre-Test	Student Teacher Post-Test	Cooperating Teacher
1	4.407	4.641	4.375
2	4.469	4.594	4.594
3	4.422	4.344	4.375
4	3.313	3.500	3.281

TABLE XXVII--(CONTINUED)

Statement Number*	Average Response		
	Student Teacher Pre-Test	Student Teacher Post-Test	Cooperating Teacher
5	3.579	3.688	3.625
6	3.079	3.110	3.563
7	4.438	4.391	4.250
8	4.000	3.969	4.000
9	3.954	4.063	4.156
10	3.735	3.813	4.188
11	4.282	4.360	3.719
12	3.922	3.782	3.625
13	4.063	4.110	3.532
14	3.891	4.032	3.875
15	4.266	4.094	3.907
16	3.969	3.907	3.938
17	3.829	3.797	3.782
18	2.735	2.344	2.813
19	4.063	4.094	4.188
20	4.157	4.094	4.157
21	2.704	2.797	3.219
22	3.032	3.157	3.407
23	2.375	2.250	2.407
24	4.063	4.032	4.063
25	2.969	2.719	2.938

*See Appendix A for complete questions.

Conclusions

Based upon an analysis of the data collated, analyzed, and presented in this study, certain conclusions can be suggested about the attitude change that took place during the student teaching experience. The major conclusions obtained in this study are presented as follow:

1. There was a measured change in attitude during the student teaching experience.

2. The cooperating teachers did exert an influence on the student teachers.
3. The attitude changes that occurred were more toward than away from the expressed attitudes of the cooperating teachers. This indicates that the student teachers' attitudes were influenced by their cooperating teachers enough to change their attitudes toward them.
4. The greater amount of change in attitude was registered by the high treatment group. This indicated the cooperating teachers in the high treatment group exerted more influence on their student teachers than those of the medium treatment group.

Recommendations

The author feels that more studies need to be made concerning the attitude change of student teachers. This study has shown that student teachers do change their attitudes about the Young Farmer organization.

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APPENDIXES

APPENDIX A

January 20, 1972

Mr.
Vocational Agriculture Instructor
Oklahoma

Dear

The Young Farmer program is a relatively new program on the state level in Oklahoma. Since it is suggested that each vocational agriculture department have an adult education program, I have initiated my master's research on attitudes toward the Young Farmer program. The findings of this study should be beneficial to those associated with the Young Farmer program on the state, and more importantly, the local level, therefore benefitting you in your teaching situation. Results from this opinionnaire will be available to you at your request.

The opinionnaire enclosed is to get your views on the Young Farmer program. Your answers will be confidential, and I will be the only one to see them. In no way will your answers reflect back to you or your community. I have assigned numbers to each community and each testing center; so your name is not necessary on this opinionnaire.

Please fill out the opinionnaire and return it as soon as possible. An addressed enveloped is provided for your convenience. Thank you for your cooperation.

Sincerely,

Paul Young
Graduate Student, OSU

OPINIONNAIRE

Name _____

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
 U--Undecided
 D--Disagree
 SD--Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. The school has a responsibility for working with both youth and adults to make the community a better place in which to live. | SA | A | U | D | SD |
| 2. The agriculture instructor's job is to teach high school pupils, and he should not become involved in other community activities for farmers. | SA | A | U | D | SD |
| 3. Technological changes greatly increase the need for training young adult farmers. | SA | A | U | D | SD |
| 4. Considering the time involved, it is hard for a vocational agriculture teacher to serve as a good high school teacher, and at the same time sponsor a successful young farmer or adult group. | SA | A | U | D | SD |
| 5. The vocational agriculture teacher has much less influence with a young man after he leaves high school. | SA | A | U | D | SD |
| 6. Responsibility for young farmer program instruction is a function of vocational agriculture teachers. | SA | A | U | D | SD |
| 7. A young farmer program facilitates more effective public relations for the agriculture program at a local high school. | SA | A | U | D | SD |
| 8. Teachers today are less effective in their roles as high school teachers because they are often involved with too much adult education. | SA | A | U | D | SD |
| 9. Working with adult groups can give a teacher a sense of accomplishment. | SA | A | U | D | SD |
| 10. The young farmer program should not be affiliated with the local school or local Vo-Ag department. | SA | A | U | D | SD |

- | | |
|---|-------------|
| 11. Teachers of vocational agriculture should receive extra pay for supervising adult farmer programs. | SA A U D SD |
| 12. Wives of farmers should be included in young farmer programs. | SA A U D SD |
| 13. Farmers today are too busy to participate in young farmer programs. | SA A U D SD |
| 14. It is hardly fair to high school students when their vocational agriculture teacher spends time with adult farmer programs. | SA A U D SD |
| 15. A vocational agriculture teacher should not limit his teaching activities to high school students alone. | SA A U D SD |
| 16. The adult farmer program should also be open to those who are engaged in major activities outside the area of production agriculture. | SA A U D SD |
| 17. The young farmer program often does not provide any useful instruction, but serves only as a social gathering. | SA A U D SD |
| 18. Vocational agriculture teachers are trained to teach; therefore, they are the logical ones to teach adult farmers. | SA A U D SD |
| 19. If teachers would concentrate on doing a better job of teaching high school youth, we would not hear so much about adult education needs. | SA A U D SD |
| 20. Vocational agriculture teachers have a definite role in adult education. | SA A U D SD |
| 21. Programs of instruction, to be most effective, need not be provided on a year-round basis for young adult farmers. | SA A U D SD |
| 22. Too many adult group meetings turn into "bull sessions." | SA A U D SD |
| 23. The teaching of adult farmers often requires skills the vocational agriculture teacher does not possess. | SA A U D SD |
| 24. Young farmer programs should be designed with more in mind than developing leadership and cooperation. | SA A U D SD |

25. More prestige comes to the teacher who consistently maintains a high-placing FFA exhibit, judging and demonstration team than to the teacher who organizes and successfully maintains a young farmer class.

SA A U D SD

OPINIONNAIRE

Name _____

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
 U--Undecided
 D--Disagree
 SD--Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. The school has a responsibility for working with both youth and adults to make the community a better place in which to live. | SA | A | U | D | SD |
| 2. The agriculture instructor's job is to teach high school pupils, and he should not become involved in other community activities for farmers. | SA | A | U | D | SD |
| 3. Technological changes greatly increase the need for training young adult farmers. | SA | A | U | D | SD |
| 4. Considering the time involved, it is hard for a vocational agriculture teacher to serve as a good high school teacher, and at the same time sponsor a successful young farmer or adult group. | SA | A | U | D | SD |
| 5. The vocational agriculture teacher has much less influence with a young man after he leaves high school. | SA | A | U | D | SD |
| 6. Responsibility for young farmer program instruction is a function of vocational agriculture teachers. | SA | A | U | D | SD |
| 7. A young farmer program facilitates more effective public relations for the agriculture program at a local high school. | SA | A | U | D | SD |
| 8. Teachers today are less effective in their roles as high school teachers because they are often involved with too much adult education. | SA | A | U | D | SD |
| 9. Working with adult groups can give a teacher a sense of accomplishment. | SA | A | U | D | SD |
| 10. The young farmer program should not be affiliated with the local school or local Vo-Ag department. | SA | A | U | D | SD |

- | | |
|---|-------------|
| 11. Teachers of vocational agriculture should receive extra pay for supervising adult farmer programs. | SA A U D SD |
| 12. Wives of farmers should be included in young farmer programs. | SA A U D SD |
| 13. Farmers today are too busy to participate in young farmer programs. | SA A U D SD |
| 14. It is hardly fair to high school students when their vocational agriculture teacher spends time with adult farmer programs. | SA A U D SD |
| 15. A vocational agriculture teacher should not limit his teaching activities to high school students alone. | SA A U D SD |
| 16. The adult farmer program should also be open to those who are engaged in major activities outside the area of production agriculture. | SA A U D SD |
| 17. The young farmer program often does not provide any useful instruction, but serves only as a social gathering. | SA A U D SD |
| 18. Vocational agriculture teachers are trained to teach; therefore, they are the logical ones to teach adult farmers. | SA A U D SD |
| 19. If teachers would concentrate on doing a better job of teaching high school youth, we would not hear so much about adult education needs. | SA A U D SD |
| 20. Vocational agriculture teachers have a definite role in adult education. | SA A U D SD |
| 21. Programs of instruction, to be most effective, need not be provided on a year-round basis for young adult farmers. | SA A U D SD |
| 22. Too many adult group meetings turn into "bull sessions." | SA A U D SD |
| 23. The teaching of adult farmers often requires skills the vocational agriculture teacher does not possess. | SA A U D SD |
| 24. Young farmer programs should be designed with more in mind than developing leadership and cooperation. | SA A U D SD |

25. More prestige comes to the teacher who consistently maintains a high-placing FFA exhibit, judging and demonstration team than to the teacher who organizes and successfully maintains a young farmer class. SA A U D SD
26. The cooperating center at which I did my student teaching had a young farmer's organization. SA A U D SD
27. I visited a young farmer organization while doing my student teaching. SA A U D SD

APPENDIX B

TO: AGED Staff and Graduate Students--

The following questions are for my proposed study, "Attitude Changes of Student Teachers Toward the Young Farmers Program During Their Student Teaching Performance." I would like for you to evaluate these statements and check the ones you feel are relative to such a study, and at the same time indicate if the statement is positive or negative, with a plus or minus sign. Further question suggestions will be greatly appreciated.

It is my plan to administer a questionnaire of 25 questions to this year's student teachers prior to and after their student teaching experience. In order to administer it to this semester's students, I will need your evaluation back as soon as possible. Thank you for your cooperation.

Paul Young

1. The less adults are involved in adult classes in the school, the smoother the progress of the school will be.
2. The school has a responsibility for working with both youth and adults to make the community a better place in which to live.
3. Programs of instruction, to be most effective, should not be provided on a year-round basis for young adult farmers.
4. The agriculture instructor's job is to teach high school pupils, and he should not become involved in other community activities for farmers.
5. Considering the time involved, it is hard for a vocational agriculture teacher to serve as a good high school teacher and at the same time sponsor a successful young farmer group.
6. The public is prone to be critical of the school system if the agriculture teacher is seen out on farms during the school day advising young farmers.
7. The vocational agriculture teacher has less influence with a young man after he leaves high school.
8. Farmer's problems are not the responsibility of the local school.
9. Too many adult group meetings turn into "bull sessions."
10. Technological changes greatly increase the need for training young adult farmers.
11. Instruction for young farmers is not a function of vocational agriculture teachers.
12. Teachers today are failing in their roles as high school teachers because they are involved with too much adult education.
13. A young farmer program facilitates more effective public relations for the agriculture program at a local high school.
14. Working with adult groups cannot give a teacher a sense of accomplishment.
15. Most services performed by teachers for adults are "thankless tasks."
16. The public views the school as their most effective means of improving society in general, including adult society.
17. Farmers today are too busy to participate in young farmer programs.
18. Wives of farmers should not be included in young farmer programs.

19. Teachers of vocational agriculture should receive extra pay for supervising adult farmer programs.
20. The young farmer program should not be affiliated with the local school or the local Vo-Ag chapter.
21. The vocational agriculture teacher should act as more than an advisor for the adult farmer programs.
22. Vocational agriculture teachers are trained to teach; therefore, they are the logical ones to teach adult farmers.
23. The adult farmer program should not be open to those who are outside the occupation of production agriculture.
24. The vocational agriculture teacher should limit his teaching activities to high school students alone.
25. It is not fair to high school students when their vocational agriculture teacher spends time with adult farmer programs.
26. The local school should employ extra instructors to teach adult classes.
27. The young farmer program does not provide any useful instruction but serves only as a social gathering.
28. Most community service activities are not oriented toward adult education.
29. Adults who are receiving instruction in agriculture tend to hear only what they want to hear.
30. Young farmer meetings should be conducted in a formal manner.
31. Young farmer meetings should consist mainly of guest lectures by extension specialists.
32. Vocational agriculture teachers have a definite role in adult education.
33. Young farmer programs should be designed with more in mind than developing leadership and cooperation.
34. Most adult farmers, having completed a good course in high school vocational agriculture, have not reached a high degree of proficiency in farm management.
35. Young farmer programs are not necessary for urban areas.
36. If teachers would concentrate on doing a better job of teaching high school youth, we would not hear so much about adult education.

37. Young farmer programs should concentrate primarily on community service.
38. The teaching of adult farmers requires skills the vocational agriculture teacher does not possess.
39. More prestige comes to the teacher who consistently maintains a high-placing FFA exhibit, judging and demonstration team than to the teacher who organizes and successfully maintains a young farmer class.
40. Young farmer programs are necessary for every chapter in the state.

To AGED Staff and Graduate Students-----

The following opinionnaire is the one I plan to use in my study, "Attitude Changes of Student Teachers Toward the Young Farmer Program During Their Practice Teaching." In order to administer this test to this semester's student teachers, I need your reply no later than Wednesday, October 13. Please respond to each of the following statements by circling the response that most nearly expresses your feelings on each individual statement. Thank you for your cooperation.

SA--Strongly Agree
 A--Agree
 U--Undecided
 D--Disagree
 SD--Strongly Disagree

- | | | | | | |
|---|----|---|---|---|----|
| 1. The school has a responsibility for working with both youth and adults to make the community a better place in which to live. | SA | A | U | D | SD |
| 2. The agriculture instructor's job is to teach high school pupils, and he should not become involved in other community activities for farmers. | SA | A | U | D | SD |
| 3. Technological changes greatly increase the need for training your adult farmers. | SA | A | U | D | SD |
| 4. Considering the time involved, it is hard for a vocational agriculture teacher to serve as a good high school teacher and at the same time sponsor a successful young farmer or adult group. | SA | A | U | D | SD |
| 5. The vocational agriculture teacher has much less influence with a young man after he leaves high school. | SA | A | U | D | SD |
| 6. Instruction for young farmers is a function of vocational agriculture teachers. | SA | A | U | D | SD |
| 7. A young farmer program facilitates more effective public relations for the agriculture program at a local high school. | SA | A | U | D | SD |
| 8. Teachers today are less effective in their roles as high school teachers because they are often involved with too much adult education. | SA | A | U | D | SD |
| 9. Working with adult groups can give a teacher a sense of accomplishment. | SA | A | U | D | SD |
| 10. The young farmer program should not be affiliated with the local school or local Vo-Ag chapter. | SA | A | U | D | SD |

11. Teachers of vocational agriculture should receive extra pay for supervising adult farmer programs. SA A U D SD
12. Wives of farmers should be included in young farmer programs. SA A U D SD
13. Farmers today are too busy to participate in young farmer programs. SA A U D SD
14. It is hardly fair to high school students when their vocational agriculture teacher spends time with adult farmer programs. SA A U D SD
15. A vocational agriculture teacher should not limit his teaching activities to high school students alone. SA A U D SD
16. The adult farmer program should be open to those who are engaged in major activities outside the area of production agriculture. SA A U D SD
17. Vocational agriculture teachers are trained to teach; therefore, they are the logical ones to teach adult farmers. SA A U D SD
18. The young farmer program often does not provide any useful instruction but serves only as a social gathering. SA A U D SD
19. If teachers would concentrate on doing a better job of teaching high school youth, we would not hear so much about adult education needs. SA A U D SD
20. Vocational agriculture teachers have a definite role in adult education. SA A U D SD
21. Programs of instruction to be most effective need not be provided on a year-round basis for young adult farmers. SA A U D SD
22. Too many adult group meetings turn into "bull sessions." SA A U D SD
23. The teaching of adult farmers often requires skills the vocational agriculture teacher does not possess. SA A U D SD
24. Young farmer programs should be designed with more in mind than developing leadership and cooperation. SA A U D SD

25. More prestige comes to the teacher who consistently maintains a high-placing FFA exhibit, judging and demonstration team than to the teacher who organizes and successfully maintains a young farmer class.

SA A U D SD

VITA²

Paul Curtis Young

Candidate for the Degree of

Master of Science

Thesis: THE ATTITUDE CHANGES OF STUDENT TEACHERS IN AGRICULTURAL EDUCATION TOWARD THE YOUNG FARMER ORGANIZATION

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Dalhart, Texas, July 7, 1945, the second of three sons of K. V. and Willie Ethyl Young.

Education: Graduated from Dalhart High School, Dalhart, Texas, in May, 1963; attended West Texas State University, Canyon, Texas, from September, 1963, to May, 1964; attended Panhandle State College from September, 1967, to May, 1971; received Bachelor of Science degree from Panhandle State College in May, 1971, with a major in animal science; completed the requirements for the Master of Science degree in May, 1973.

Professional Experience: Presently teaching vocational agriculture at Clay Center, Kansas.

Organizations: Member of Kansas Vocational Teachers' Association, National Vocational Agriculture Teachers Association, and Alpha Tau Alpha.