IDENTIFICATION AND COMPARISON OF FACTORS INFLUENCING OKLAHOMA VOCATIONAL AGRICULTURE INSTRUCTORS TO REMAIN IN THE PROFESSION

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INTRODUCTION

Oklahoma has had a tradition for many years of outstanding vocational agriculture and Future Farmers of American programs. Much of the success enjoyed by vocational agriculture in Oklahoma has been due to the long tenure of devoted teachers who were dedicated to helping the youth of Oklahoma by providing educational opportunities that would prepare them to succeed in life regardless of the occupation they entered. Also, teachers of vocational agriculture have provided continuing programs in agricultural education for adults in their local communities. The adult vocational agriculture programs provided needed educational opportunities for upgrading of skills and competencies so that young farmers would be able to face the challenges of an ever changing American agriculture. From this coveted position have come continuity and stability that provide strong programs in classroom instruction, supervised farming and community leadership.

At the present, long tenure as a vocational agriculture teacher in many Oklahoma communities seems to be a thing of the past as evidenced by the fact that more than half of the current vocational agriculture teaching corps is made up of young teachers with less than five years teaching experience. A trend toward continuing decline in the experience level of teachers has prompted concern

about why teachers leave the profession and how they might be encouraged to stay.

Several studies have revealed why teachers decide to leave the profession, however few have been done to ascertain why teachers remain in the profession. The approach this study takes is of a positive nature to determine why teachers are enticed to remain as teachers of vocational agriculture. Are there loyalties, rewards and satisfactions that entice some to remain in teaching? Are there some inducements in teaching young men and women which are important and which should be capitalized upon to encourage more "real good" teachers to remain in the profession?

Statement of the Problem

Leaders of vocational agriculture in Oklahoma recognize that programs of excellence afford many opportunities to local FFA members. Furthermore, quality programs are often recognized by business and industry as being valuable sources from which to recruit future employees who have had experiences not only in agriculture but also with public relations which provide skills and competencies needed by business. Likewise, an effort to identify the ambitions and goals teachers set for themselves and the influence teaching vocational agriculture and advising Future Farmers of America members have upon their decision to continue in the teaching profession could provide valuable information useful for recruitment and retention of career teachers.

In light of the work accomplished toward identifying factors associated with vocational agriculture teacher tenure, it is quite

evident that the major emphasis has been in identifying motives as to why teachers terminate their careers in vocational agriculture. An area that seems to have been neglected is why people choose to remain as teachers of vocational agriculture.

A study to determine the perceptions teachers have of their profession, the benefits it provides them and their personal worth as leaders in agriculture, which confirm their decisions to continue as agriculture educators may provide information potentially useful for recruitment of new teachers and encouragement of "career" teachers to remain in the profession.

Purpose of the Study

The purpose of this study was to identify and compare selected factors influencing teachers of vocational agriculture to continue their careers in the teaching profession.

Objectives of the Study

In order to accomplish the intent of this study the following objectives were established in regard to Oklahoma Vocational Agriculture teachers:

1. To determine the relative importance of selected factors influencing teachers to continue in the profession as compared by supervisory district.
2. To determine the relative importance of selected factors influencing teachers to continue in the profession as compared by years of teaching experience.

3. To compare selected tangible and intangible factors as to their influence on teachers' decisions to continue in the profession.
4. To compare major categories of selected factors influencing teachers to continue in their chosen career.
5. To identify significant differences among responses toward selected factors influencing teachers to remain in the profession by supervisory district and/or experience groups.

Rationale for the Study

The continuing teacher shortage and the expansion of multiple teacher departments point out the need for positive innovative recruitment programs. Programs designed to entice students to enter teaching as well as research studies to determine the importance of selected variables associated with the personal goals and ambitions of career teachers have relevant implications for increasing the number of students choosing to teach vocational agriculture. Professional pride of teachers about their occupation and firm convictions concerning the purpose and positive aspects of vocational agriculture for students seem to be important factors for teachers choosing to remain in the profession. Concerned educators continually strive to develop and strengthen programs because of their interest in education and their genuine concern for their students.

The esteem in which students hold their teachers provide these professionals excellent opportunities to guide and counsel them in choosing a career. The relevance of this situation is that teachers are in a position to become rather effective recruiters for their alma

maters and Agricultural Education programs. Green's (16) findings subscribe to this premise, that in terms of effectiveness teachers in the profession are considered to be the leaders in recruiting potential teachers of vocational agriculture. The involvement of teachers, teacher educators, state supervisors, and concerned alumni is necessary in maintaining an extensive carefully implemented teacher recruitment effort. Thus, it is extremely important to have "good" teachers in the profession for a long period of time. Knowing why they remain has relevant implications for teacher retention.

The teacher shortage is not the only reason "quality" teachers are needed in the profession. Changing values, social unrest and the cost-price squeeze in agriculture are important reasons for retaining "good" vocational agriculture teachers. Identifying the importance of selected variables associated with advantages, benefits and rewards of teaching vocational agriculture should assist students and teachers to reflect on life goals, define expectations and affirm their decisions to enter or remain in teaching as a profession. Teachers committed to the profession and to helping people, provide the "spirit" and intent of vocational agriculture. As a result, students have greater opportunities to develop "quality" supervised training programs as well as their leadership abilities. Development of student skills and abilities benefit both vocational agriculture education and society in general. In addition to providing a benefit to the profession by identifying pertinent factors relevant to teacher retention, the value of specific variables as perceived by teachers should assist administrators and supervisors in developing effective procedures for supervising first year teachers as well as providing adjustments or

enticements for the experienced teacher to continue teaching.

Assumptions of the Study

The following assumptions concerning the validity of the data presented in this study were formulated: (1) Teachers changing fields are more likely to do so in their first five years, furthermore those having taught five years are more likely to continue, (2) The major areas covered in the questionnaire included the more important tangible and intangible attributes of teaching vocational agriculture. (3) A combination of tangible and intangible factors influence teachers to remain in the profession. (4) Responses of teachers between experience groups and supervisory districts were representative of all teachers teaching five years or more.

Definition of Terms

For better understanding of the content presented in this study, the following definitions seemed relevant.

Vocational Agriculture: Refers to courses of instruction designed to train high school students for careers in production agriculture as well as agribusiness occupations.

Vocational Agriculture Teacher: Certified personnel employed by secondary schools to direct programs designed to meet the needs of all-day and adult-young farmer students.

"Quality" Program": Progressive, well rounded, supervised training program in vocational agriculture designed to meet the needs of high school and adult-young farmer students.

Teacher Tenure: Length of time teacher remains under contract in a specific local school district.

Certified Teacher: Teacher having met the education requirements set forth by the State Department of Vocational & Technical Education and State Department of Education.

Tangible Factor: The positive aspects of a vocational agriculture teaching career that are capable of being measured in "real" terms or reflecting observable value. e.g. salary, vacation, cooperation, support, etc.

Intangible Factor: Those aspects of a job not capable of being appraised as to actual worth or reflecting observable value, but which are of worth to the individual on a personal basis. e.g. rural environment, enjoyment of FFA activities, recognition, satisfaction, etc.

Experienced Teachers: Participants in this study having taught Oklahoma vocational agriculture for five years or more.

Supervisory Districts: Sub-divisions of Oklahoma vocational agriculture partitioned according to geography, area and population for the purpose of facilitating administrative responsibilities and improving teacher supervision.

Scope of the Study

The population of this study was limited to vocational agriculture teachers who had five or more years teaching experience. At the beginning of the 1978-79 year there were 256 of a total 448 Oklahoma teachers who met this teaching experience criterion. Of the 256 teachers with five years or more teaching experience, 35 were teaching in the northwest district, 50 in the southwest, 48 in the central, 70 in the northeast and 53 were teachers in the southeast district.

A questionnaire was developed with the approval of the author's

thesis committee and field tested with the aid of the district supervisors of vocational agriculture. After minor revisions were completed, the same questionnaire was mailed to the "experienced teachers" in the field. The teachers were asked to respond to an instrument categorized according to major areas of influence some of which were identified in earlier studies: Lamberth (31), Phelps (36), Brown (2), Knight and Dickens (29) and Dickens (8). The factors included in the seventy-four item questionnaire were classified as being tangible or intangible using the following definitions:

Tangible Factor - The positive aspects of a vocational agriculture teaching career that are capable of being measured in "real" terms or reflecting observable value, e.g. salary, vacation, cooperation, support, etc.

Intangible Factor - Those aspects of a job not capable of being appraised as to actual worth or reflecting observable value, but which are of worth to the individual on a personal basis, e.g. recognition, satisfaction, rural environment, enjoyment of FFA activities, etc.

Using these definitions the factors were categorized by the writer and approved by the thesis committee.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present an overview of related and indirectly related literature and research that identified a number of factors relevant to this study. The presentation of this review was divided into four major areas and a summary to facilitate clarity and organization. The areas were Why Teachers Leave the Profession, Occupational Choice Among Teachers, Job Satisfaction Among Teachers and Retention of Teachers in the Profession.

Until the past year few studies had been done that sought to determine why vocational agriculture teachers remain in the profession. On the other hand, several studies have looked at the problem of teachers leaving the profession, occupational choice among teachers and job satisfaction of teachers.

Why Teachers Leave The Profession

For many years, Oklahoma produced a surplus of certified vocational agriculture teachers. On numerous occasions, several had to go out of state to find employment in their profession. However, in the last few years, there has been a complete turn around in this situation where a few schools were in danger of losing programs due to a shortage of certified personnel. Therefore, due to many teachers seeking employment in related agriculture occupations and else-

where several studies have been done to ascertain why teachers exit the profession.

Whitt (60) alluded to this in an early Oklahoma study, when he indicated that almost half of the graduates had changed occupations since graduation. Whitt further pointed out that thirty-two of the one hundred graduates who were first employed as agriculture teachers had changed to other or related occupations. The thirty-two teachers indicated more opportunity for advancement, increased salary, better working conditions and work more to their line of interest as major reasons for leaving the profession. In a magazine article Vossler (59) reported that the reasons most often mentioned by North Dakota teachers changing occupations were: (1) limited opportunity for advancement, (2) salary, (3) desire for a more permanent home, (4) too many extra-curricular activities, (5) uncertainty in regard to continued employment and (6) facilities not adequate for vocational agriculture. Fenton (11) also stated that the major reasons for teachers entering new professions were: (1) limited opportunity for promotion, (2) excessive and inconsistent hours on the job, (3) insufficient salary among teachers in the profession and (4) personal conflict among teachers and school administration. Furthermore Harrison's Oklahoma study (22) found that "limited chance for promotion was the most important factor in the decision of teachers to leave vocational agriculture teaching" (p. 27). Reece's study (39) also concluded that: (1) salary was too low in comparison to job responsibilities, (2) promotional opportunities in other agricultural areas were not as limited, (3) more time with family available in other occupational areas, (4) limited promotional opportunity in the local school, (5) inadequacy of teacher

retirement system, and (6) the desire for more independence on the job.

Knight (30) reported in an Ohio study that former vocational agriculture teachers were asked to rank the first, second, and third factors that influenced their decision to leave the teaching profession. Approximately eighty-seven percent responded to the survey. Five factors based on frequency of selection and on intensity scores were cited as reasons that they left teaching including the following: (1) long-range occupational goal was something different from teaching vocational agriculture, (2) had students in class who should not have been in vocational agriculture, (3) inadequate advancement opportunities, (4) long hours, and (5) inadequate salary.

Occupational Choice Among Teachers

Unlike most educational specialities which are experiencing a surplus of teachers, the field of agricultural education has for several years been faced with a short supply. Much of this has been due to the continuing pressure of teachers leaving the profession. However, this situation is compounded due to increased demand for college-trained personnel in all fields of agriculture. In a personal interview Van Eaton (57) outlined the present enrollment trend among agricultural colleges and employment opportunities as follows:

> Even though enrollments have been increasing for the past several years, agricultural colleges are not able to meet the increased demand for agriculture graduates. Furthermore, at the present time there are approximately three jobs available for every agricultural graduate.

This indicates the necessity for encouraging young people to pursue careers in agricultural education as well as other areas of agriculture. Increasing total student enrollment should help meet the

needs of an ever expanding American Agriculture and also help decrease the pressure of teacher shortages across the country.

Teacher and student recruitment are both major concerns of Agriculture Education Departments and Colleges of Agriculture. Teachers continuing in the profession are in a unique position of being rather effective recruiters for their alma maters. Three Oklahoma studies by Fletcher (12), Green (16) and more recently by Robinson (43) found that Vocational Agriculture teachers were most influential in directing students to pursue a career of teaching Vocational Agriculture. In regard to this finding, teachers become a rather important asset not only in recruiting students but more important in helping alleviate the present teacher shortage. Also, it is safe to assume that their effectiveness as recruiters is even greater if they have rather positive feelings about their profession.

Several studies have revealed that past experiences of students as well as the influence of teachers were important factors in their selection of agriculture as a major. Telwar (56) indicated that most students enrolled in the College of Agriculture indicated previous experience as the major factor that influenced their decision as to the major they selected. Freeh (14) agreed with Telwar's findings that students enrolled in Colleges of Agriculture indicated they were influenced in their selection of Agriculture as a curriculum choice by their past experiences in vocational agriculture courses, FFA activities and character of their vocational agriculture teachers. The rationale for this was subscribed to by Halcomb who explained the expediency for career education:

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

Faulks (10) reported agreement concerning the importance of the Vocational Agriculture instructor as a recruiter of potential teachers in a magazine article "Who Holds the Key to Success in Recruiting Teachers?" where he stated:

> Although recruitment activities are very important, the Vocational Agriculture teacher must remember that he holds the key to the future of Agricultural Education. As the mirror on the wall reflects his image, likewise the students he works with will reflect his attitudes (p.168).

Fox's (14) findings related to "Factors Influencing the Career Choice of Prospective Teachers" coincide:

> The belief that teachers influence their students' decisions to become teachers is substantiated by the fact that 75 percent of the respondents indicated that such was the case. In fact, 48 percent of the respondents stated that former teachers had influenced them to a significant degree. This suggests that teachers should be encouraged to identify students who have the potential to become good teachers and to encourage them to consider teaching as a possible career (p. 428).

Westervelt (57) reported the results of a survey that identified factors having appeal to a majority of tenth and eleventh grade high school students. The respondents to the survey chose fifty-seven career areas based upon desirable salary, job continuity, good working relationship with fellow employees, the contingency to be of service and opportunity for success and challenge. Fox (14) further stated that the two factors influencing college students the most were very altruistic ones: the desire to work with children or adolescents and the desire to impart knowledge.

Robinson (43) also concluded in a recent Oklahoma study that "the satisfaction of helping educate students" as well as achieving a broader knowledge of agriculture is important to Agricultural Education students (p. 38).

Fox (14) also pointed out that the future secondary school teachers reported that they were influenced significantly more than the future elementary school teachers by (1) their liking for a particular subject, (2) the comparatively short school day, long summer vacation, and other school holidays, (3) the trend toward increasing salaries for teachers, (4) result of vocational interest inventories, and (5) the opportunity to use teaching as a stepping stone to other careers.

Horner and Bundy (24) were also in agreement concerning factors influencing the decision of college graduates to enter the teaching profession. The Iowa study revealed that the factors having influence on their decision to enter "their first and 1964 employment areas" were (1) area in which felt best trained, (2) working closely with people, (3) freedom and independence of the job, and (4) salaries were rated as having the most influence on their entering their first employment area (p. 130).

Fletcher (12) indicated that the opportunity to continue working with livestock and the influence of fairs, livestock shows and contests were influential in appeal to Oklahoma beginning teachers.

Eaddy (9) in a staff study of the Southern Region reported information concerning employment opportunities and career planning incentives considered essential by agricultural education students. Information concerning employment incentives were indicated by frequency of responses toward the factors as follows:

> Salary, 16.3 percent; opportunity for advanced study, 14.4 percent; professional status, 13.8 percent; opportunity for social contribution, 13.2 percent; working conditions, 12.6 percent; vacation and leave policies, 12.0 percent; retirement and pension plans, 7.6 percent; insurance options, 3.8 percent; campus life, 3.8 percent; and discount purchases, 2.5 percent (p. 30).

While a great deal of research has been accomplished concerning teacher recruitment the continuing shortange is evidence that positive and innovative recruitment programs are needed if the expansion of new programs in vocational agriculture is accomplished. Several Agriculture Education departments and state teacher organizations are becoming more involved in the recruiting process by establishing lucrative scholarship programs for Agricultural Education majors. Pritchard and Brown (38) pointed out in a personal interview that some Agricultural Education departments openly seek the assistance of teachers in the field to act as community coordinators in soliciting private funds. In addition, the AVA's 'Ag' Division has been involved at the national level in a supportive role beginning with Ralph Woodin's efforts in the middle sixties (61). Craig's 1976 report (5) which is part of the original national effort of the AVA's 'Ag' Division, indicated maintenance of an extensive, carefully implemented recruitment effort involving teachers, teacher educators, district and state supervisors are significant factors in establishing an effective recruitment program.

Job Satisfaction Among Teachers

Darley and Hagenah (7) emphasized,

> A man's working life spans forty to fifty years. During this time he usually keeps his nose to the same grindstone. Therefore, it is important to consider what makes

> grindstones attractive - what satisfactions can be found in jobs (p. 3).

Strong (53) pointed out in his early book that, "Interests are indicators of what activities bring satisfaction" (p. 3). He further stated in the same book: "The criterion of a vocational interest test should be whether or not the person will be satisfied in the career to which it directs him, other factors than interest disregarded (p. 384).

The large number of studies existing in the area of job satisfaction attest to the importance of work in American society. Roe (45) pointed out, "In our society there is no single situation which is potentially so capable of providing satisfaction at all levels of basic needs than one's occupation (p. 33). Furthermore the work one does is the primary factor which determines an individual's social status in American society.

Robinson and Connors (42) considered education as the area of current interest in job satisfaction studies. They pointed out in their study that:

> In education and in other fields there seems to be a continuing focus on the intrinsic factors related to job satisfaction. Aspirations in relation to achievement, opportunities for self expression, and interaction among members of the work group have been investigated as important correlates of job satisfaction (p. 137).

Butler (4) reported the results of a job satisfaction survey of 1958 University of Illinois graduates who entered the teaching profession. Responses to the survey were categorized into three groups: (1) most satisfied, (2) middle (3) least satisfied. The most and least satisfied groups were compared. He pointed out the comparison

of satisfaction and dissatisfaction as related to administrators:

> Satisfied teachers praised administrators while dissatisfied teachers expressed a lack of confidence in them. Degree of satisfaction was also related to feelings of freedom or lack of it in the classroom. Satisfaction was also related to tenure: satisfied teachers tended to stay in the profession while dissatisfied teachers left (p. 13).

Kirkpatrick (27) tested the hypothesis of perceptions by individual staff members concerning staff promotional policies in the local school district. The responses of individual staff members were analyzed and Guttman scale scores derived to serve as a basis for several calculations to determine scalability, reliability, validity, and coefficients of correlation. Kirkpatrick also defined job satisfaction as having the major factors of formal relations with the administration, quality of leadership, the job situation, work situation attributes, and salary satisfaction. Since four out of five factors were significantly related to staff promotional policies, his hypothesis was supported at the .001 level. There was no significant relationship between salary satisfaction and individual perceptions of staff promotional policies.

Suehr (54) developed a 100-item "Incomplete Sentence Blank" survey to measure teacher morale. Parents as well as teachers responded to the questionnaire. Parents responded to a question concerning their degree of satisfaction in relation to the job the school was accomplishing with their children. The study indicated parent satisfaction appeared to be significantly related to teacher morale irregardless of educational or socio-economic levels.

Hansen (18) reported in his study "Job Satisfaction and Job Activities of School Counselors" that:

> Research in job satisfaction has focused on the determinants of job satisfaction and on the relationship between satisfaction and job behavior. Job satisfaction results from the interaction between the worker and his job situation. The worker possesses values and needs that may or may not be fulfilled by his job activities. The degree to which his needs are met determine the level of satisfaction. Job satisfaction is not a single dimension but rather a complex set of variables (p. 790).

Hansen further indicated the interaction of the employee with his job situation affects not only his attitude concerning the job but his job behavior. Job participation and job performance are two factors of job behavior that have been investigated in relation to job satisfaction.

Katzell (27) suggested that both the extent of participation in a job organization and the amount of performance behavior varies with the extent these are associated with job satisfaction.

Studies of job participation by Rosenburg, et al. (46); Ross and Zander (47); and Harding and Bottenberg (21); using choice of entering one occupation or another, job turnover and tenure, and absenteeism generally support Katzell's proposition. People tend to choose jobs concerning their expectations to satisfy needs, and to remain employed in jobs they report as providing satisfaction.

Hansen (18) reported that "the counselors' gratifications come primarily from intrinsic aspects of the job rather than the extrinsic" (p. 793). Concurring with the premise of Hulin and Smith (25) and Miller and Muthard (34), he stated, "Men may have more personal involvement in their job and carry it over into their personal life. Men may not be satisfied with the status achieved and could later move to another job" (p. 793).

Blocker and Richardson (2) concluded the primary difference between job satisfaction and morale was the "more incompassing nature of job satisfaction, whereas morale tends to concern itself more specifically with personnel practices" (p. 200).

Harap (20) disclosed the results of a morale survey in 20 school systems over a period of several years. "A good salary scale and reasonably small classes appeared to be the most important factors in creating satisfaction among teachers" (p. 75).

Rempel and Bentley (41) described the responses to the Purdue teacher morale inventory and personal data form by 263 Indiana vocational agriculture teachers. They reported that teachers with no graduate work beyond the B.S. degree had significantly lower morale than teachers working toward advanced degrees. There was a significant rise in teacher morale after fourteen years of teaching experience while the morale of teachers having greater than thirty years experience decreased. There was a high relationship as determined by the inventory and the teachers' own expressions of satisfaction with their jobs.

Mason (32) pointed out that beginning teachers received their greatest satisfaction from association with fellow teachers, supervisors, students, and parents; salary was an area of most dissatisfaction as compared to other occupations, maximums, time to reach peak, present salary.

Redefer (40) reported that the degree of job satisfaction or level of faculty morale appears to be adequate measures "of the quality and excellence of the school's educational program" (p. 59).

Redefer further reported the results of a five year study surveying thousands of teachers. Low morale was evident in the schools surveyed. When high school teachers' morale was apparent, the following factors seemed to be determinants of it:

> Satisfied with teaching; would encourage children to teach; place profession high in community esteem; interest in research and professional study and joined more professional organizations; less fatigued at the end of the school day; less bothered by routines; have fewer problems; have more professional attitude toward colleagues (p.59).

For many years, large farms, dairies, feedlots and other agri-business firms have been looking for ways to increase job satisfaction and reduce employee turnover.

Speicher (50) reported: "Satisfied dairy employees when asked why they like to work for their employer will give many reasons. But the gist of what they say is, "He treats his employees as human beings" (p. 28). An article in Successful Farming (55) quoted John Ramsey, Cheyenne County, Kansas rancher in agreement with Speicher: "Employees want four things from their bosses, (1) an adequate income, (2) to be treated as an equal, (3) an employer who shows an interest in them, and (4) a decent place to live and raise a family" (p. 37).

Hutchinson (26) indicated "employers are becoming more acutely aware of survival forces at work within their business. Employee morale ranks highest of all in these forces" (p. 280).

Schake (49) in discussing employee development of rural workers stated:

> Many feedlot managers have found it beneficial to encourage each employee to develop skills and confidence in more than one position. This allows employees to gain more confidence which improves morale (p. 35).

Spitzer (51) revealed that in situations where high levels of performance were important for goal attainment, the employee would tend to be a high performer. If, in fact, he reached his goals, he would have a high degree of job satisfaction. The more high performance led to goal attainment, the higher the positive correlation between satisfaction and performance. Where lower performance was found in other situation, negative relationships existed for goal attainment.

Spitzer also pointed out that:

> Job satisfaction was asserted to be inversely related to withdrawal from the job. If the employee has a negative attitude toward the job, he withdraws from the field by either leaving the job permanently or being absent frequently. The relationship is more pronounced at the lower end of the satisfaction continum (p. 2037).

Robinson (44) concluded in his study, "Personality Analysis - An Approach to Teacher Selection", that "the ultimate success of the teacher is often dependent upon his personality" (p. 227). He also indicated that:

> In general, there were highly significant differences in the personality trait mean scores attained by Vo Ag instructors as compared to Guilford - Zimmerman temperament survey (GZTS) norm group. Therefore, the inference could be made that the GZTS differentiated teachers of vocational agriculture from the adult male population (p. 228).

The scores obtained in this study could conceivably be used as a "tool" by high school and college counselors and teacher placement personnel. If the counselor's personality trait scores, as determined by the GZTS, approximate the mean scores achieved by the teachers of vocational agriculture, he should be encouraged to investigate the possibilities of a profession in teaching vocational agriculture as an occupational choice.

Robinson (44) further stated:

> If and when we are able to measure competently the personality characteristics of the more successful teachers, we will have attained an important milestone in improving the teaching profession (p. 229).

Herron (48) stated in his interview concerning special joys and problems of the "Rural Doctor" the advantages of rural practices are: "Your patients are your friends - rural people look up to their doctor. The physician - patient relationship may be just a phrase in big cities, but it means something down here" (p. 14). Dr. Herron loves country living. He and his wife Jeanne and their four children live next door to his clinic office. Just beyond their backyard fence, cattle are grazing.

Foreman (13) pointed out in his "Personal Philosophy of Teaching" that:

> I do not know if I am a successful teacher. I do know that I am happy in my work and I do not see how anyone can be successful if he is not happy (p. 983).

Commenting further, Foreman related:

> Our job is education. To be a successful educator, one must have much to say, have a burning desire to say it, present his thoughts in an attractive manner to an audience he has conditioned to be receptive. He must have personal self-discipline, expect discipline on the part of his students, but be a forgiving person with much compassion. He should be a humorist and a humanitarian. He must see in his students himself at the same stage of development. He must motivate and above all things want a successful life for his students (p. 985).

Why Teachers Remain in the Profession

As mentioned previously, much of the earlier research conducted in agricultural education has dealt with teachers leaving the profession, implication of the teacher shortage and teacher recruitment, and

the reasons graduates of Colleges of Agriculture enter vocational agriculture teaching. This section of the review of literature seeks to deal with "Why Teachers Remain in the Profession".

Lamberth (31) conducting a study of Tennessee teachers reported that "niney-eight percent of the teachers indicated that school conditions influenced their decisions to continue teaching vocational agriculture". It was further indicated that most teachers surveyed reported enjoyment from teaching and counseling high school farm boys and that FFA activities and cooperation from students' parents were also influential in their decision to continue teaching. Several teachers responding to this survey stated that owning their own home in the community and a feeling of accomplishment and success in teaching were important factors in their decision to continue teaching. Other factors of importance also mentioned by teachers were: (1) teaching Vo Ag commands respect and professional pride, (2) the feeling of security in the profession, (3) enjoyment of association with other high school teachers, (4) enjoy teaching young and adult farmers, (5) cooperation and help from high school administrators.

Other important factors cited by Lamberth (31) were associations with other professionals in agriculture as well as having a twelve-month program.

Phelps (36) reported the results of an Iowa study that was somewhat in agreement with Lamberth. Iowa teachers responding to the survey indicated that they decided to remain in the profession because: (1) teachers wished to remain with work associated with farming, (2) enjoyment of small town environment and rural living associated with farm people, (3) enjoyment of associations with fellow vocational

agriculture teachers, (4) opportunity to work outdoors, (5) opportunity and enjoyment of working with and counseling young people.

McGinnis (33) reported in an article dealing with labor management problems of dairy farmers that "a fair and competitive salary is basic in labor management". He further stated, "comfortable housing or an adequate housing allowance is essential to keep the wife and family content", as important factors in retaining "quality" employees on the dairy farm (p. 544).

Heathcott (23) reported in his summary of factors that influenced Murray State graduates to remain employed were: (1) freedom and independence of the job, (2) area in which they felt best trained, (3) security. In addition, other factors having some influence were: (1) working closely with people, (2) salary, (3) opportunity for advancement, (4) wife happy with line of work, (5) good hours, (6) farming, (7) prestige of position, (8) educational facilities, (9) close to parental home, (10) own my own home, (11) evenings free.

Hansen (19) commenting in a magazine article interview of Grover Miehe, 1973 recipient of Ciba-Geigy's Agricultural Recognition Award that:

> Recognition from one's peers incicates a job well done and the satisfaction that goes with it. Miehe says he's found plenty of satisfaction in teaching. Seeing students accomplish something for themselves, whether it's recognition for an outstanding project or just settling in the community and rearing a good family, is what means the most, he says (p. 185).

Green (16) recommended in his study:

> Recognition given teachers for having their own former high school students teaching vocational agriculture is a valuable practice which should be encouraged and continued at all levels (p. 97).

Crewdson (6) commenting in another magazine article on students' respect of their former teachers stated:

> Ever's students are quite aware of his reputation among the local farmers. 'They're in and out of here all the time', notes one. 'They need advice.' Former student, Lester Eaton, 39, is one who comes around often. Eaton was in Ever's first class and credits him with his success as a farmer. 'I saw the light in that class', Eaton recalls. He now owns a 1300 acre wheat farm with over $80,000 in machinery alone and says, 'I started out with only the skills Marv gave me.' He says, 'Evers is still teaching us old farmers. He's as important as our combines or tractors, one of the tools of the trade' (p. 184).

Moody (35) pointed out the importance and need of recognizing, rewarding and encouraging good college teachers. The increasing demand of state regents, legislators and the people they represent are becoming more insistent on some recognizable form of teacher appraisal not only for teacher improvement but also to provide a basis for retention, promotion, and salary adjustments.

Knight and Dickens (29) stated that teachers remaining in the profession rated teaching and working with high school students as important in their decisions to remain in the profession. Furthermore, associations with agriculture and farm people along with twelve-month employment were important factors.

Dickens (8) pointed out that the technical aspects of the instructional area of teaching high school students were consistently among the top five factors that Ohio teachers indicated as having influence on their decisions to remain in teaching.

Harrison (22) in an early Oklahoma study cited feelings of accomplishment and the advantages of year round employment as major factors given by teachers remaining in the profession. In addition, the desire to stay settled in a rural environment and pride in the

vocational agriculture profession were rated as important factors of teachers staying in teaching. While teachers indicated many factors as important, those teachers continuing in the profession indicated the teaching situation as the single most important reason to continue as a teacher of vocational agriculture.

Brown (3) reporting the following results of a thirteen state survey found five major factors influencing teachers to continue teaching: (1) desire of rural life situation, (2) enjoyment of FFA activities and teaching high school students, (3) feelings of accomplishment and success, (4) opportunities to develop own program and (5) pride in the profession as major factors having "much" influence on teachers' decisions to continue teaching.

Summary

This review of literature presented background information with emphasis on four areas: teachers leaving the profession, occupational choice among teachers, job satisfaction of agri-educators and teachers continuing in the profession.

Although much research has been done concerning teachers leaving the profession, it may be rather frustrating for the reader to acknowledge little has changed in regard to teachers departing the profession. Recent research indicates teachers are resigning for many of the same reasons earlier studies indicated. However, recent studies seem to be using the same types of research as earlier efforts. These types of instruments may not be accomplishing the intended function of determining the real reasons teachers leave teaching.

It was the opinion of many researchers concerning occupational choice that students choose teaching as an occupation because of past experiences and the influence of their former teachers. Recent studies and recruitment efforts declare the importance of a total recruitment effort on the part of teachers, teacher educators, and state supervisors in solving the present teacher shortage.

In regard to job satisfaction of teachers, there seems to be a focus on the intrinsic factors related to teacher satisfaction. Teacher aspirations in relation to achievement, opportunities for self-expression, development of their own program, community environment and enjoyment of working with young people were mentioned frequently as important factors of teacher satisfaction.

The researcher found most of the earlier studies dealt with identifying factors as to why teachers leave the profession. However, as of late, there seems to be more research interest as to why teachers continue teaching. The respondents to recent surveys indicate teaching situation, desire for rural environment, feelings of accomplishment and success, enjoyment of teaching high school students and FFA activities as attributes of importance in their decision to remain in the profession. The review of literature further revealed that teacher recognition and pride in their profession were essential aspects of the teaching profession as well as salary adjustments.

As a result of the review of literature the writer concluded that there are areas which need clarification and further research. For the most part, earlier studies have dealt with the reason teachers left the field rather than the positive aspects of career teachers continuing in the profession. However, several recent studies have

sought to determine why teachers remain in their chosen occupations. It appeared that the literature was lacking a study which compared specific tangible and intangible aspects of teaching vocational agriculture as motives for continuing in the profession. Also, there had been few, if any, comparisons among teachers possessing various experience levels or from various geographic locations.

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this chapter is to describe the methods and procedures followed in conducting this study. In order to acquire data which would provide information relating to the intent and objectives of the study, a population was determined and instruments developed for data collection. Procedures were established to facilitate data collection and methods of data analysis were selected. Data were collected during the Fall of 1978. Specific objectives of the study were utilized to provide direction for the conduct and design of the research. The specific objectives were:

1. To determine the relative importance of selected factors influencing teachers to continue in the profession as compared by supervisory district.
2. To determine the relative importance of selected factors influencing teachers to continue in the profession as compared by years of teaching experience.
3. To compare selected tangible and intangible factors as to their influence on teachers' decisions to continue in the profession.
4. To compare major categories of selected factors influencing teachers to continue in their chosen career.

5. To identify significant differences among responses toward selected factors influencing teachers to remain in the profession by supervisory district and/or experience groups.

The Population

The population for this study consisted of all Oklahoma teachers with five or more years of teaching experience. The population was defined by reviewing the "Teacher Information System" files of the State Department of Vocational Agriculture to determine the tenure of current teachers.

A total of 256 questionnaires were mailed in late August, 1978. Teachers with at least five years teaching experience made up fifty-seven percent of a total of 448 teachers under contract. Approximately eighty-four percent or 216 "experienced teachers" participated in the survey.

The population distributed by districts was as follows: 35-Northwest district, 70-Northeast, 48-Central, 53-Southeast and 50-Southwest district teachers (Figure 1). The two hundred sixteen teachers returning questionnaires represented one hundred thirty-five single teacher departments and forty-four multiple teacher departments.

The respondents when broken down by years of teaching experience were categorized into six experience groups as follows: 81 - 5 to 9 years experience, 40 - 10 to 14 years experience, 19 - 15 to 19 years experience, 28 - 20 to 24 years experience, 33 - 25 to 29 and 15 - 30 to 39 years of teaching experience. The 30-39 year experience group covered a ten year period due to the small number of teachers in the group.

A follow-up of non-respondents consisted of a second mailing during late November. The second follow-up to non-respondents was conducted by telephone. Nine or 22.5% of the forty non-respondents were interviewed by phone during the second follow-up. A comparison between the respondents and non-respondents revealed little difference according to age, years of teaching experience and number of schools taught.

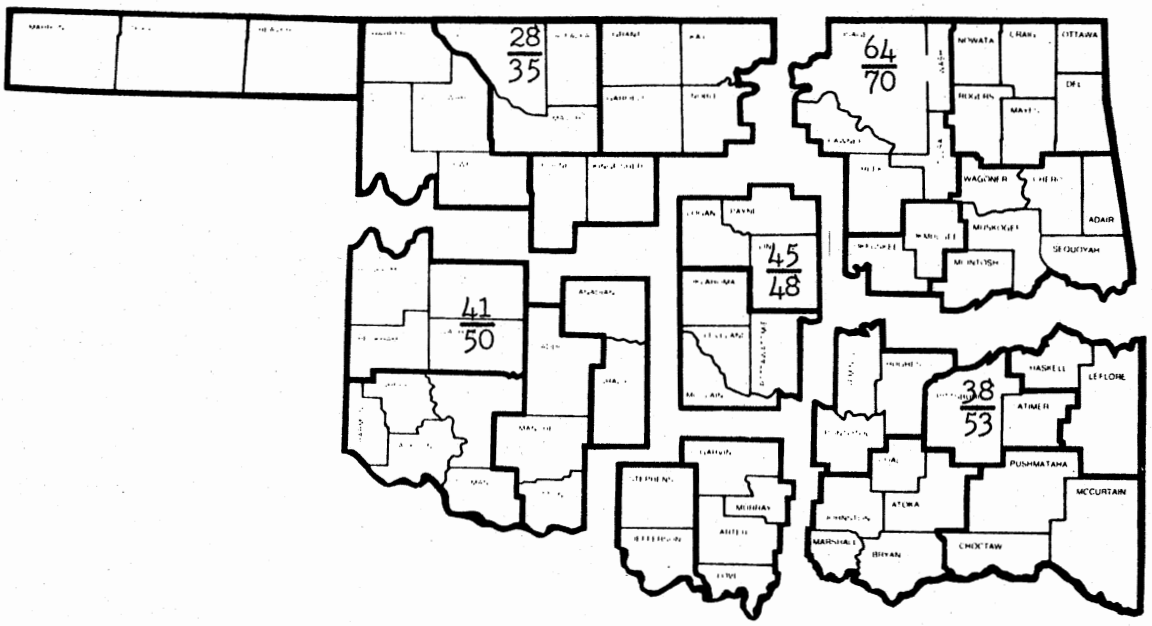

Figure 1. Distribution of "Experienced" Oklahoma Vocational Agriculture Teachers by District

The Instrument

In order to gather information concerning teacher retention in Oklahoma, a closed or restricted form questionnaire was developed (Appendix A). A list of selected variables included a number of those commonly used in recent studies by Harrison (22), Brown (3), and Dickens (8) as well as earlier studies by Lamberth (31) and Phelps (36) and joint efforts by Knight and Dickens (29) provided an extensive list of possible variables that respondents participating in these previous studies perceived as important in their decision regarding continuing in the teaching profession.

The format of the questionnaire included a five point "Likert-type" scale of selected categories for teachers to indicate their responses. The selected categories were used to describe the statements teachers perceived as influential in their decisions to remain as teachers of vocational agriculture.

The factors included in the seventy-four item questionnaire were classified as being tangible or intangible using the following definitions:

Tangible Factor - The positive aspects of a vocational agriculture teaching career that are capable of being measured in "real" terms or reflecting observable value, e.g. salary, vacation, cooperation, support, etc.

Intangible Factor - The aspects of a job not capable of being appraised as to actual worth or reflecting observable value, but which are of worth to the individual on a personal basis, e.g. recognition, satisfaction, rural environment, enjoyment of FFA activities, etc.

Using these definitions the factors were categorized by the writer and approved by the thesis committee.

Nine major areas of influence incorporated in the survey instrument contained the following: monetary considerations, facilities and equipment, administration and supervision, family and personal opportunities, community support, teaching situation, FFA and adult farmer activities, professionalism and advancement and security.

The graduate students in the Agricultural Education department conducted a preliminary test on the following areas of the instrument: selected categories which indicated degree of influence and selected factors contained in major areas of importance.

Members of the thesis committee and state vocational agriculture supervisory staff were instrumental in refinement of the survey instrument prior to mailing to teachers in the field. A cover letter accompanied the "mail questionnaire" along with a stamped, self-addressed return envelope (Appendix B).

Analysis of the Data

The population of this study included all Oklahoma vocational agriculture teachers with five or more years teaching experience. Information obtained from the questionnaire provided a procedure for identifying factors, identifying statements within factors and determining the relative degree of influence these groups of statements, as perceived by teachers, had on their decisions to continue in the profession. The questionnaire contained short answer items and statements requiring answers provided on an interval scale. Major topics included background of teacher respondents, monetary

considerations, facilities and equipment, administration and supervision, community support, teaching situation, FFA and adult farmer organization activities, professionalism, advancement and security, and the influence of tangible and intangible factors.

The information collected was key punched on I.B.M. (International Business Machine) cards and a S.A.S. (Statistical Analysis System) program was utilized in deriving statistical calculations by the I.B.M. System 370, Model 158 computer. Frequency distribution and means were the descriptive statistics used to describe the data collected.

For each of the statements listed under "selected categories" a frequency count of responses for degree of influence on the five point scale was determined. Mean responses for each statement listed under general areas of influence were calculated on a district basis as well as by experience groups. Overall means or weighted means were also calculated for each statement.

The analysis of variance was used to determine significant differences among teacher responses by supervisory district and by years of teaching experience. According to Steele and Torrie (52):

> The analysis of variance was introduced by Sir Ronald A. Fisher and is essentially an arithmetic process for partitioning a total sum of squares into components associated with recognized sources of variation (p. 99).

In instances where the analysis of variance revealed significant differences, the Duncan's multiple range test was also used to identify specifically sources of significant differences within districts and experience groups. Steele and Torrie (52) further summarize:

> The new multiple range test is easy to apply; it takes into account the number of treatments in the experiment whereas the lsd does not; it permits decisions as to which differences are significant and which are not whereas the F test permits no such decision when F is significant; it uses a set of significant ranges, each range depending upon the number of means in each comparison (p. 109).

The "t" test was used to determine significant differences between tangible and intangible factors influencing teachers to remain in the profession. In regard to the difference between two means, Popham (37) stated:

> ...We test the null hypothesis that two group means are not significantly different, that is, the means are so similar that the sample groups can be considered to have been drawn from the same population. Putting it in symbols, we test the ststistical hypothesis Ho: $\mu_1 = \mu_2$ where μ_1 and μ_2 are the two hypothetical population means. The null hypothesis then states that the two population means are really one and the same. We wish to reject this hypothesis at some level of significance. In other words, we wish to state with some degree of confidence that our obtained sample difference $\bar{X}_1 - \bar{X}_2$ is too great to be a chance event under the assumption of our null hypothesis.

Barr et al; (1) further stated in their manual, A User's Guide to SAS 76 that:

> A t statistic is computed assuming the variances are equal in each group. An approximate t is also computed which assumes that the variances in the two groups are unequal. The degrees of freedom and probability are given with each t.

The five point "Likert-type" scale used in securing teacher responses according to the degree of influence they perceived as being important in their decisions to remain in the profession were assigned the following numerical values: very great influence = 4, great influence = 3, moderate influence = 2, some influence = 1, none or no influence = 0.

Real limits were set at 3.5 and above for "very great" influence; 2.5 to 3.49 for "great" influence; 1.5 to 2.49 for "moderate" influence; .5 to 1.49 for "some" influence and 0 to .49 for "no" influence.

It is important to note that significance levels reported in this study are considered statistically significant at the .05 level.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to identify and compare selected factors influencing teachers of vocational agriculture to continue their careers in the teaching profession. In addition, it was the purpose of this study to identify and determine the extent of significant differences among teacher responses by supervisory district and years of teaching experience.

Data collected involved the responses of 216 Oklahoma vocational agriculture teachers with five years or more teaching experience. The purpose of this chapter is to describe factual information revealed by the analysis of data compiled in this research effort.

Background of the Population

The population of this study included 256 teachers with five years or more teaching experience employed in Oklahoma vocational agriculture programs as of August 15, 1978. The 256 teachers were dispersed among five supervisory districts as follows: 35-Northwest district, 70-Northeast district, 48-Central district, 50-Southeast district and 53-Southwest district. However, the major source of data for this study was the seventy-four item questionnaire completed by 216 teachers returning survey instruments. Of this number, 28 were

teaching in the Northwest district, 64-Northeast district, 45-Central district, 38-Southeast district and 41 in the Southwest district. These 216 respondents represented one hundred thirty-five single teacher departments and forty-four multiple teacher departments.

Selected Characteristics of the Teachers Participating in the Study

Tables I, II and III summarize selected characteristics of participating teachers from each of the five supervisory districts by years of teaching experience, age and number of schools in which they taught. Ninety-four percent of the teachers employed in the Central district participated in the study. The largest number of teachers participating in the study (sixty-four) taught in the Northeast district.

Two hundred sixteen (216) teachers comprising 84.38% of 256 experienced teachers participated in the study. Experienced teachers with five or more years of teaching experience make up less than half (47.88%) of the 448 Oklahoma teachers under contract August 15, 1978. The "experienced" teachers have taught an average of 15.72 years. Over thirty-seven percent of the teachers participating in this study had less than ten years teaching experience.

The average age of "experienced" teachers teaching Oklahoma vocational agriculture was slightly over 40 years of age. Forty-two percent of the respondents in this study were under 35 years of age while 9 teachers were between 60 and 64 years of age.

"Experienced" teachers participating in this study had taught in an average of 2.24 schools during their vocational agriculture teaching careers. Sixty-two teachers have continually taught in the same school in which they started their careers while 72 teachers have been

TABLE I

TEACHING EXPERIENCE OF RESPONDENTS BY DISTRICT

No. Years Experience	Northwest (N=28)		Northeast (N=64)		Central (N=45)		Southeast (N=38)		Southwest (N=41)		Total (N=216)	
	n	%	n	%	n	%	n	%	n	%	n	%
5-9	11	39.29	19	29.69	13	28.89	16	42.11	22	53.66	81	37.50
10-14	4	14.29	16	25.00	7	15.55	8	21.05	5	12.19	40	18.52
15-19	3	10.71	5	7.81	5	11.11	2	5.26	4	9.76	19	8.80
20-24	5	17.86	8	12.5	8	17.78	4	10.53	3	7.32	28	12.96
25-29	3	10.71	11	17.19	7	15.56	6	15.79	6	14.63	33	15.28
30-39	2	7.14	5	7.81	5	11.11	2	5.26	1	2.44	15	6.94

* Mean = 15.72

TABLE II

AGE DISTRIBUTION OF RESPONDENTS BY DISTRICT

Age Group	Northwest (N=28)		Northeast (N=64)		Central (N=45)		Southeast (N=38)		Southwest (N=41)		Total (N=216)	
	n	%	n	%	n	%	n	%	n	%	n	%
25-29	7	25.0	10	15.63	4	8.89	6	15.78	8	19.51	35	16.20
30.34	5	17.86	13	20.3	10	22.22	13	34.21	15	36.59	56	25.93
35-39	4	14.29	13	20.3	8	17.78	4	10.53	7	17.07	36	16.67
40-44	3	10.7	8	12.5	3	6.67	1	5.26	2	4.88	17	8.33
45-49	2	7.1	2	3.13	5	11.11	4	10.53	1	2.44	14	6.48
50-54	5	17.86	8	12.5	5	11.11	5	13.16	3	7.32	26	12.04
55-59	1	3.57	6	9.38	8	17.78	4	10.53	3	7.32	22	10.18
60-64	1	3.57	4	6.25	2	4.44			2	4.88	9	4.17

* Mean Age = 40.25

TABLE III

EMPLOYMENT RECORD OF RESPONDENTS BY DISTRICT

No. Schools Taught	Northwest (N=28) n	%	Northeast (N=64) n	%	Central (N=45) n	%	Southeast (N=38) n	%	Southwest (N=41) n	%	Total (N=216) n	%
1	9	32.14	21	32.8	11	24.44	12	31.59	9	21.95	62	28.70
2	8	28.57	19	29.69	17	37.78	14	36.84	14	34.15	72	33.33
3	8	28.57	19	29.69	12	26.67	9	23.68	14	34.15	62	28.70
4	3	10.71	3	4.69	3	6.67	1	2.63	2	4.88	12	5.56
5			1	1.56	1	2.22	2	5.26	2	4.88	6	2.78
6					1	2.22					1	.46
7			1	1.56							1	.46

* Mean = 2.24

employed by only two school districts. One experienced teacher had served patrons in six school districts, whereas another teacher had served constituents in seven districts.

As explained in Chapter III, a five-point "Likert-type" scale was used to secure teacher perceptions as to the influence each selected variable had on their decision to continue teaching vocational agriculture. A copy of the instrument used to secure the data is included in Appendix A. The frequency of responses in each selected category was determined and means obtained on each individual factor by district and experience group as well as an overall mean.

Findings of the Study

The purpose of this chapter is to present and analyze the data collected relative to the perceptions of the teachers participating in this research effort. Findings of the study are presented within major categories containing factors influencing teachers' decisions to remain in the profession. The respondents were grouped by district and experience level to facilitate comparisons and determine differences associated with tenure and geographical location. The following scale was used in assigning absolute limits to degrees of influence:

TABLE IV

ABSOLUTE TERMS ARRANGED IN A "LIKERT-TYPE" SCALE

Very Great Influence	Great Influence	Moderate Influence	Some Influence	No Influence
3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	.5 - 1.49	0 - .49

Analysis of the Data

Monetary Considerations by District

Table V presents a summary of responses toward the selected variables included within the major category of Monetary Considerations which might influence teachers to remain in teaching. As a result of this summary, it was revealed that none of the variables examined was rated higher on the average as having more than a "moderate" level of influence on teachers' decisions to remain in teaching. Standard of living provided by salary level was the most influential of the selected variables as exemplified by an overall mean of 1.80. Analysis of variance indicated no significant differences across districts. However, significant differenc was revealed in regard to "reimbursement of away-from-home expenses" particularly when the southwest district was compared to the southeast, northeast and central districts. In contrast, additional income provided by conducting young and adult farmer classes was of "no" influence with respect to teachers remaining in the profession. However, all other mean responses calculated for the variables (reimbursement of away-from-home expenses, annual salary increases, retirement benefits, allowances for personal and/or sick leave, advantages of group purchase plans, vacation with pay and fringe benefits provided by local districts) fit the area of "some" influence defined by the real limits in the previous chapter. Furthermore an analysis variance calculated on each selected variable yielded no significant differences across districts except for reimbursement of away-from-home expenses.

In order to compare similarity of responses among districts,

TABLE V

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF MONETARY CONSIDERATION BY DISTRICT

Monetary Considerations	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Standard of living provided by salary level (T)	1.64	1.73	1.73	2.06	1.88	1.80	1.40
Reimbursement of away-from-home expenses (T)	1.27^{a}_{b}	$.70^{c}$	$.61^{c}$	$.88^{b}_{c}$	1.53^{a}	.95	5.32*
Amount of annual salary increases (T)	1.18	1.41	1.33	1.49	1.61	1.41	1.12
Retirement benefits (T)	.79	.90	.91	1.31	.97	.97	1.63
Additional income from conducting young and adult farmer classes (T)	.29	.37	.24	.45	.16	.32	0.90
Allowance for personal and/or sick leave (T)	.92	.95	.98	1.37	1.22	1.08	1.63
Opportunity to take advantage of group purchase plans (T)	.63	.58	.63	.72	.55	.62	0.20
Two-week vacation (T)	.75	.87	1.02	1.00	1.05	.94	0.55
Fringe benefits provided by local district (T)	.63	.88	.87	.36	1.03	.81	1.19

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P (<.05)

T = Tangible

Duncan's multiple range test was computed. The Duncan's test suggests there is a basis for similarity among the southwest and northwest districts concerning reimbursement of away-from-home expenses. While on the other hand no similarities were found among the other districts when compared to the southwest. However, there were similarities among the southeast, northeast and central districts.

No significant difference exists among responses across districts concerning retirement benefits, however, significant differences do exist among districts and district groups as computed by the Duncan's multiple range test. The Duncan's test reveals similarities between the southeast district when compared to northeast, central and southwest districts, while significant differences exist between the southeast and northwest districts. On the other hand, the northwest fits a similar grouping when compared to the northeast, central and southwest districts.

Facilities and Equipment by District

Data presented in Table VI summarized the mean responses toward selected variables included within the major category of Facilities and Equipment which would likely entice teachers to continue in the profession. As a result of this summary it was observed that none of the variables reviewed was rated higher on the average as having more than a "moderate" level of influence toward teachers' staying in the profession. While on the other hand it was also found that none of the selected variables were rated lower on the average than having "some" influence on teachers' decisions to remain in teaching. Transportation provided by the local school district was the most influential of the selected variables typified by an overall mean of 2.08.

The analysis of variance computed on transportation provided by local school districts and availability of other facilities indicated there were significant differences across the districts concerning these two variables. However, to determine the significant differences between districts the Duncan's multiple range test was used. The Duncan's revealed in this table that there was no significant differences among the southwest, central, northwest and northeast districts, whereas there was a significant difference between the southwest (2.33) and southeast districts (1.92). However, the Duncan's multiple range test indicates no existing differences between the central, northwest, northeast and southeast districts when compared as a group. Using the Duncan's to evaluate the "availability of other facilities" points out a significant difference in the influence of additional facilities enticing teachers to continue teaching when comparing the southwest (1.97) district to the northeast (1.02) and southeast districts, whereas there are no significant differences among the southwest, central and northwest when compared together. In addition there are no significant differences among the central, northwest, northeast and southeast districts.

While the analysis of variance indicated no significant difference across districts concerning the availability of livestock equipment, the Duncan's range test revealed a significant difference among teachers teaching in the southwest district versus those teaching in the northeast district. However, no significant differences exist among the southwest, central, northwest and southeast districts. Furthermore, resembling characteristics were found when the central, northwest, southeast and northeast districts were compared.

TABLE VI

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF FACILITIES AND EQUIPMENT BY DISTRICT

Facilities and Equipment	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Transportation provided by local school district (T)	2.04$^{a}_{b}$	2.00$^{a}_{b}$	2.44^{a}	1.92^{b}	2.33^{a}	2.08	3.27*
Shop size and storage (T)	1.33	1.63	1.43	2.00	2.00	1.73	0.43
Classroom and/or lab space (T)	1.68	1.69	1.82	1.84	1.69	1.74	0.22
Shop equipment and tools (T)	1.68	1.67	1.78	1.76	1.61	1.70	0.21
Livestock equipment (T)	1.81	1.47	1.84	1.54	2.07	1.72	2.34
Availability of other facilities (T)	1.52$^{a}_{b}$	1.02^{b}	1.59$^{a}_{b}$	1.00^{b}	1.97^{a}	1.39	3.59*
Reward of occupying new facilities (I)	1.61	1.40	1.48	1.71	1.49	1.52	0.35
Maintenance and care of facilities and equipment (T)	1.52	1.31	1.50	1.50	1.49	1.45	0.33
Comfort and appearance of facilities (I)	1.50	1.44	1.77	1.71	1.40	1.56	0.92

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P ($<$ .05)

T = Tangible

I = Intangible

Administration and Supervision by District

A review of the mean responses presented in Table VII reflects the influence perceived by teachers of the importance of a working relationship with school administrators and supervisors. As a result of this analysis it was determined that the overall means ranged from a low of 1.29 indicating that adequate janitorial services were of "some" influence for teachers remaining in the profession, to a high of 2.97 signifying the "great" influence that district supervisors have with their teachers.

Other factors having mean responses indicating ratings of "great" influence were "freedom to plan and direct my own program" (2.78) and "accessibility to the local administration" (2.51). The analysis of variance revealed significant differences between districts relative to the perceptions teachers have toward their "working relation with their district supervisors". The mean response of the northeast district (3.25) was significantly different from the central district (2.53) as well as the northwest district (2.68). There was a significant difference between the central district (2.53) when compared to the southwest (3.12) and southeast districts (3.05).

The mean responses computed for the other selected variables with major category of teacher relationships toward "Administration and Supervision" reveal no significant differences.

Family and Personal Opportunities by District

The data in Table VIII presents a summary of mean responses of selected variables included in the major category of "Family and Personal Opportunities" which might persuade teachers to continue

TABLE VII

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF ADMINISTRATION AND SUPERVISION BY DISTRICT

Administration and Supervision	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Opportunity for developing my own departmental budget (I)	1.82	1.92	1.91	1.70	1.85	1.85	0.25
Freedom to plan and direct my own program (I)	2.68	2.88	2.73	2.74	2.80	2.78	0.33
Freedom to purchase "needed" instructional materials and shop supplies (I)	2.43	2.19	2.2	2.11	2.24	2.22	0.44
Interest, appreciation and support expressed by local administration for VoAg program (I)	2.32	2.39	2.62	2.45	2.32	2.43	0.51
Accessibility to the local administration (I)	2.25	2.43	2.78	2.74	2.34	2.51	1.61
Working relationship with district supervisor (I)	2.68^{b}_{c}	3.25^{a}	2.53^{c}	3.05^{a}_{b}	3.12^{a}_{b}	2.97	5.22*
Promise of future improvement of facilities (I)	1.89	1.87	1.78	1.91	2.02	1.89	0.23
Administrator's recognition of my ability as a leader among the local faculty (I)	2.07	2.25	2.31	2.47	2.24	2.28	0.59
Benefits of adequate janitorial services (T)	1.21	1.13	1.37	1.33	1.41	1.29	0.55

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P (< .05) T = Tangible I = Intangible

teaching. Two factors, "close family ties in the community" (1.49) and "advantages of owning a business interest in the community" (1.40) were ranked as having "some" influence. "Appreciation for living conditions in a rural environment" (2.85) and "opportunity for my family to feel a part of the community" (2.67) were the most influential factors in regard to family and personal opportunities. All other factors were accessed as having a "moderate" level of influence. The F value 2.48 computed by the analysis of variance indicates there was a statistically significant difference among the districts concerning "benefits of spouse employment" (1.79), however the mean responses of teachers indicated it was only of "moderate" influence.

Community Support by District

The mean responses of selected variables summarized by Table IX regarding the major category of "community support" for vocational agriculture ranged from a "moderate" level of influence (2.38) for "progressive community climate" to "great" influence for "community's cooperation and support for agricultural activities" (2.92) and "appreciation and recognition for VoAg teacher's service to school and community" (2.64). Computing the analysis of variance did not disclose any significant difference among overall means for community support.

Teaching Situation by District

According to the data presented in Table X ten factors were of "great" influence ranging from (3.20) to (2.64) while only three were of "moderate" influence ranging from (2.25) to (2.39). The "satisfaction experienced from helping others" was reported as having the

TABLE VIII

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF FAMILY AND PERSONAL OPPORTUNITIES BY DISTRICT

Family and Personal Opportunities	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Adequate housing opportunities (T)	1.73	1.89	1.93	1.89	1.89	1.88	0.16
Advantages of home ownership (T)	2.04	2.61	2.56	2.31	2.16	2.39	1.98
Farming operation I conduct in community (T)	1.78	1.87	2.00	1.82	2.00	1.90	0.14
Advantages of owning a business interest in community (T)	1.58	1.35	1.50	1.44	1.18	1.40	0.27
Benefits of spouse employment (T)	1.65[a b]	2.04[a]	1.89[a]	1.10[b]	1.97[a]	1.79	2.48*
Opportunity for my family to feel a part of community (I)	2.67	2.66	2.77	2.73	2.53	2.67	0.35
Involvement and commitment of my family to the local church and its mission within the community (I)	2.15	2.32	2.50	2.51	2.30	2.37	0.61
Special "ties" of children and their satisfaction with school environment (I)	2.48	2.50	2.55	2.53	2.33	2.48	0.19
Satisfaction of my wife toward the potential for opportunities and recognition that teaching vocational agriculture offers (I)	1.48	1.98	1.90	2.26	1.89	1.93	1.60
Close family ties to relatives in the community (I)	1.58	1.38	1.31	1.74	1.59	1.49	0.50
Appreciation for living conditions in a rural environment (I)	3.07	2.67	2.86	3.00	2.67	2.85	1.05

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P ($< .05$)

T = Tangible

I = Intangible

TABLE IX

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF COMMUNITY SUPPORT BY DISTRICT

Community Support	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Community's cooperation and support for agricultural activities (FFA, Young Farmers, Community Fairs, Field Days, etc.) (T)	3.04	3.00	3.02	2.81	2.68	2.92	1.12
Appreciation and recognition for VoAg teacher's service to school and community (I)	2.86	2.70	2.75	2.63	2.30	2.64	1.99
Progressive community "climate" (T)	2.21	2.54	2.42	2.22	2.38	2.38	0.81

T = Tangible
I = Intangible

largest mean response (3.20), followed by "feeling of accomplishment and success" (3.07), "opportunity to work with livestock" (2.99), "enjoyment and satisfaction received from teaching a variety of subject matter areas" (2.83), "opportunity to conduct a 12-month program" (2.77), "good working relationship between school and community" (2.73), "opportunity to work with other professionals in the field of agriculture" (2.73), "flexibility in my work schedule offered by school holiday recesses" (2.70), "student interest" (2.66) and "opportunity to plan summer work load" (2.64). In contrast, "class size" (2.25) was rated as having the least influence among factors related to teaching situation.

The F value computed by the analysis of variance shows a significant difference between districts regarding "opportunity to conduct a year round program" (2.95*). Furthermore, the Duncan's multiple range test indicated specific differences among the mean responses of the northeast district (3.00) in comparison to the southwest (2.49) and northwest districts (2.44).

FFA and Adult Farmer Organizational Activities by District

The data summarized by Table XI included the mean responses of selected factors within the major category - FFA and adult farmer activities. All of the overall mean responses were rated as being of "great" influence and ranged from 3.18 for "satisfaction and pride in student accomplishment" to 2.63 for "satisfaction of providing educational opportunities for young farmers and adults to help themselves". The F values obtained by the analysis of variance indicated no

TABLE X

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF THE TEACHING SITUATION BY DISTRICT

Teaching Situation	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Class size (T)	2.15	2.18	2.44	2.39	2.10	2.25	1.04
Parental cooperation (T)	2.67	2.48	2.38	2.32	2.15	2.39	1.38
Student interest (T)	2.81	2.78	2.71	2.42	2.54	2.66	1.82
Opportunity to conduct 12-month program (T)	2.44^{b}	3.00^{a}	2.84^{a}_{b}	2.81^{a}_{b}	2.49^{b}	2.77	2.59*
Opportunity to work with livestock (T)	2.89	3.13	3.05	2.82	2.93	2.99	0.96
Recognition as a leader among other teachers in the local system (I)	2.41	2.45	2.22	2.54	2.27	2.38	0.85
Enjoyment and satisfaction received from teaching a variety of subject matter areas (I)	2.48	2.97	2.93	2.97	2.61	2.83	2.42
Good working relationship between school and community (I)	2.56	2.89	2.67	2.66	2.71	2.73	0.79
Opportunity to work with other professionals in the field of agriculture (I)	2.63	2.83	2.71	2.61	2.71	2.73	0.50
Satisfaction experienced in helping others (I)	3.04	3.28	3.02	3.26	3.32	3.20	1.29
Feeling of accomplishment and success (I)	3.19	3.08	2.87	3.03	3.22	3.07	1.26
Opportunity to plan summer work load (T)	2.44	2.78	2.53	2.82	2.51	2.64	1.10
Flexibility in my work schedule offered by school "holiday recesses" (T)	2.48	2.73	2.64	2.82	2.76	2.70	0.48

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P ($<$ .05)

T = Tangible

I = Intangible

significant differences among the districts relative to FFA and adult farmer activities. It is interesting to note the "great" amount of influence perceived by teachers concerning the importance and satisfaction brought about by being involved with FFA and adult farmer organizational activities.

Professionalism by District

Summarized in Table XII are the results derived from the mean responses of selected factors pertaining to Professionalism among vocational agriculture supervisory districts. Overall mean responses for the selected factors ranged from a high of "great" influence (2.87) for "common bond and mutual concern among fellow VoAg teachers" to a "moderate" level of influence (2.13) for "recognition as a leader among your peers in the profession". Significant differences between districts were revealed by the calculated F value (2.49*). Duncan's multiple range test indicated that the specific differences lie between the mean responses of the northeast district (3.09) and the central district (2.58). In addition, no significant difference was observed among the districts relative to the other selected factors pertaining to Professionalism.

Advancement and Security by District

Table XIII presents a summary of mean responses relative to selected factors within the major category of Advancement and security which might influence teachers to continue teaching. It was revealed that none of the factors examined were rated higher than "personal satisfaction and feeling of accomplishment in teaching vocational agriculture as a career" (2.97), while "potential advancement in the

TABLE XI

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF FFA AND ADULT FARMER ORGANIZATIONAL ACTIVITIES BY DISTRICT

FFA & Adult Farmer Organizational Activities	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Satisfaction and pride in student accomplishment (I)	3.1	3.39	3.09	3.16	3.05	3.18	1.45
Enjoyment received from involvement with FFA activities (I)	3.07	3.24	3.07	3.24	3.13	3.16	0.45
Satisfaction of providing educational opportunities for young farmers and adults to help themselves (I)	2.42	2.64	2.63	2.86	2.51	2.63	1.11
Opportunities to help young people with problems of "life" (I)	3.1	3.08	3.00	3.13	3.18	3.09	0.28
Recognition of teaching competencies by students and former students (I)	2.81	2.76	2.77	2.84	2.78	2.79	0.06
Satisfaction of seeing students take advantage of leadership opportunities (I)	3.07	3.21	3.11	3.13	3.05	3.13	0.29
Recognition received from student accomplishments through competitive activities (I)	3.07	3.05	2.89	3.03	2.88	2.98	0.49

I = Intangible

TABLE XII

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF PROFESSIONALISM BY DISTRICT

Professionalism	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Commitment to the profession (I)	2.89	2.81	2.84	2.76	2.76	2.81	0.13
Financial security and mutual support provided by co-workers under $10-$20 "Pete Gailey" Plan (T)	1.89	2.32	2.14	2.33	2.24	2.21	0.91
Recognition as a leader among peers in the profession (I)	2.33	2.21	1.82	2.13	2.20	2.13	1.47
"Air" of trust and respect carried by teaching vocational agriculture (I)	2.63	2.75	2.64	2.66	2.56	2.66	0.29
Common bond and mutual concern among fellow VoAg teachers (I)	2.89^{a}_{b}	3.09^{a}	2.58^{b}	2.97^{a}_{b}	2.73^{a}_{b}	2.87	2.49*
Opportunity for professional improvement (T)	2.46	2.41	2.34	2.55	2.35	2.42	0.27
Opportunity to encourage outstanding students to enter the VoAg teaching profession (I)	2.39	2.51	2.14	2.65	2.32	2.40	1.29

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P (< .05)

T = Tangible

I = Intangible

local school system" (1.29) was rated as being the least influential factor concering advancement and security by district. F values associated with the selected variables relative to advancement and security were not considered significant at the .05 level.

Monetary Considerations by Experience Group

The data presented in Table XIV provides a summary of monetary considerations by experience group which might prompt teachers to continue teaching. The findings of the selected factors examined revealed that none were rated higher than a "moderate" level of influence for "standard of living provided by salary level" (1.80) while "additional income from conducting young and adult farmer classes" (.32) was of "no" influence. The results obtained from the summary reveal relatively small F values, indicating no significant difference among experience groups.

Facilities and Equipment by Experience Group

The results of Table XV show that the overall mean responses of selected factors included within the major area of Facilities and Equipment range from a "moderate" level of influence for "transportation provided by local school district" (2.08) to "some" influence for "availability of other facilities (1.39). Table XV further illustrates significant F values obtained by the analysis of variance technique. Significant difference was particularly noted between experience groups regarding "availability of other facilities" (2.46*) and "maintenance of facilities and equipment" (2.28*). Duncan's multiple range test indicates that significant differences exist between the 30-39 years experience group (1.77), 25-29 years exper-

TABLE XIII

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF ADVANCEMENT AND SECURITY BY DISTRICT

Advancement and Security	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
Security of tenure (T)	1.96	2.17	2.11	2.08	1.78	2.04	0.87
Potential for advancement in the local school system (T)	1.46	1.20	1.23	1.35	1.32	1.29	0.32
Potential for advancement in the vocational agriculture profession (T)	1.78	1.56	1.39	1.72	1.72	1.61	0.71
Potential for advancement in related agricultural professions (T)	2.11	2.07	1.89	2.00	2.29	2.07	0.68
Talents and skills that I possess which are better utilized in teaching than in other occupational areas (I)	2.46	2.45	2.02	2.24	2.32	2.30	1.45
Personal satisfaction and feeling of accomplishment in teaching vocational agriculture as a career (I)	3.04	2.97	2.78	3.03	3.07	2.97	0.72

T = Tangible
I = Intangible

TABLE XIV

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF MONETARY CONSIDERATIONS BY EXPERIENCE GROUP

Monetary Considerations	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Standard of living provided by the salary level (T)	1.69	1.83	1.78	1.65	2.12	1.93	1.80	1.55
Reimbursement of away-from-home expenses (T)	.99	1.32	.74	.52	.93	.86	.95	1.74
Amount of annual salary increases (T)	1.46	1.49	1.26	1.04	1.59	1.47	1.41	1.56
Retirement benefits (T)	.84	.97	1.00	.86	1.10	1.53	.97	1.66
Additional income from conducting young and adult farmer classes (T)	.41	.36	.24	.13	.17	.50	.32	1.26
Allowance for personal and/or sick leave (T)	1.13	1.24	.95	.68	1.06	1.27	1.08	1.34
Opportunity to take advantage of group purchase plans (health insurance, tax shelters, credit union, tires, batteries, etc.) (T)	.57	.75	.59	.48	.52	1.07	.62	1.14
Two-week vacation with pay (T)	.99	.83	.89	.82	.88	1.40	.94	0.87
Fringe benefits provided by local school district (T)	.67	.89	.87	.59	.94	1.31	.81	0.81

T = Tangible

ience group (1.70), 10-14 years experience group (1.60) and the 5-9 years experience group (1.44) when compared to the 20-24 years experience group (.68) concerning "availability of other facilities". In addition, the Duncan's test pointed out significant differences when comparing the mean responses of the 25-29 years experience group (1.81) and 30-39 years experience group (1.71) to the mean response of the 20-24 years experience group (.93) regarding "maintenance of facilities and equipment". It is interesting to note that teachers indicated facilities and equipment were for the most part only of "moderate" influence in persuading them to remain in the profession.

Administration and Supervision by Experience Group

The summary presented in Table XVI regarding Administration and Supervision by Experience Group revealed that all of the selected factors except "benefits of adequate janitorial services" (1.29) were either "moderate" in influence or "great" influence. The three selected factors having mean responses indicating "great" influence were "working relationship with district supervisors" (2.97), "freedom to plan and direct my own program" (2.78) and "accessibility to the local administration" (2.51). "Working relationship with district supervisor" was more influential among the 30-39 years experience group (3.27), 10-14 years experience group (3.18) and 25-29 years experience groups (3.00) than the other two experience groups. However, no significant difference was observed due in part to a large overall mean score (2.97) and relatively small differences among experience group means.

The analysis of variance yielded F values significant at the .05

TABLE XV

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF FACILITIES AND EQUIPMENT BY EXPERIENCE GROUP

Facilities and Equipment	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Transportation provided by local school district (T)	2.05	2.36	2.21	1.71	2.15	1.93	2.08	1.13
Shop size and storage space (T)	1.70	1.80	2.00	2.00	1.17	2.00	1.74	0.41
Classroom and/or lab space (T)	1.73	2.00	1.95	1.18	1.82	1.73	1.74	2.22
Shop equipment and tools (T)	1.69	1.80	1.95	1.18	1.85	1.80	1.70	2.12
Livestock equipment (T)	1.83	1.85	1.84	1.26	1.68	1.60	1.72	1.32
Availability of other facilities (T)	1.44^{a}	1.60^{a}	$.82^{a}_{b}$	$.68^{b}$	1.70^{a}	1.77^{a}	1.39	2.46*
Reward of occupying new facilities (I)	1.55	1.53	1.72	1.15	1.60	1.57	1.52	0.52
Maintenance and care of facilities and equipment (T)	1.41^{a}_{b}	1.46^{a}_{b}	1.53^{a}_{b}	$.93^{b}$	1.81^{a}	1.71^{a}	1.45	2.28*
Comfort and appearance of facilities (I)	1.49	1.68	1.44	1.14	1.91	1.67	1.56	1.63

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* $P (< .05)$

T = Tangible

I = Intangible

level for the selected factors - "administrator's recognition of my ability as a leader among local faculty" (3.19**) and "freedom to plan and direct my own program" (2.40*). The Duncan's multiple range test was used to ascertain the location of significance among the various experience groups. In regard to "administrator's recognition of the teacher's ability as a leader among the local faculty", significance was observed between the 30-39 years experience group (3.00) and all of the other experience groups except the 25-29 years group (2.58). In addition, the 25-29 years experience group (2.58) was significantly different than the 20-24 years group (1.79). "Administrator's recognition of the teacher's ability as a leader among local faculty" was only of "moderate" influence (2.28) in influencing teachers to continue in the profession.

"Freedom to plan and direct my own program" was of "great" influence among all experience groups as expressed with an overall mean of 2.78. Significant differences were indicated by Duncan's test among the 30-39 years experience group (3.33) relative to the mean responses of the 5-9 years experience group (2.65) and 20-24 years experience group (2.54) The teachers indicated that "accessibility to the local administration" was of "great" influence (2.51) particularly among the more experienced teachers, the 30-39 years experience group (2.93) and the 25-29 years experience group (2.70). However, no significant difference was revealed among the experience groups.

Family and Personal Opportunities by Experience Group

Data presented in Table XVII summarized the mean responses of

TABLE XVI

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF ADMINISTRATION AND SUPERVISION BY EXPERIENCE GROUP

Administration and Supervision	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Opportunity for developing my own departmental budget (I)	1.72	1.97	2.00	1.59	1.91	2.40	1.85	1.46
Freedom to plan and direct my own program (I)	2.65^{b}	2.83^{a}_{b}	2.79^{a}_{b}	2.54^{b}	3.00^{a}_{b}	3.33^{a}	2.78	2.40*
Freedom to purchase "needed" instructional materials and shop supplies (I)	2.09	2.45	2.32	1.82	2.48	2.33	2.22	2.16
Interest, appreciation and support expressed by local administration for VoAg program (I)	2.37	2.55	2.37	2.14	2.58	2.67	2.43	0.75
Accessibility to the local administration (I)	2.46	2.64	2.42	2.11	2.70	2.93	2.51	1.49
Working relationship with district supervisor (I)	2.95	3.18	2.84	2.61	3.00	3.27	2.97	1.61
Promise of future improvement of facilities (I)	1.86	2.08	1.72	1.37	2.16	2.21	1.89	1.91
Administrator's recognition of my ability as a leader among the local faculty (I)	2.22^{b}_{c}	2.25^{b}_{c}	2.21^{b}_{c}	1.79^{c}	2.58^{a}_{b}	3.00^{a}	2.28	3.19*
Benefits of adequate janitorial services (T)	1.44	1.29	1.11	.96	1.19	1.47	1.29	0.90

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P ($<$ .05)

T = Tangible

I = Intangible

selected factors included in the major category of family and personal opportunities which might entice teachers to continue in the profession. It was observed that the mean responses ranged in vlaue and degree of influence from (2.85) a "great" influence for "appreciation for rural living conditions" to (1.40), "some" influence for "advantages of owning a business interest in the community". It is interesting to note that only two of the factors pertaining to family and personal opportunities were rated as being of "great" influence - "appreciation for rural living conditions" (2.85) and "opportunity for my family to feel a part of the community" (2.67). In addition, seven of the factors were of a "moderate" influence ranging from (1.79) to (2.48) while two were only of "some" influence, (1.40) and (1.49) respectfully.

The analysis of variance revealed significant differences among experience groups relative to "advantages of home ownership" (5.46**), "farming operation I conduct in the community" (3.83**) and "specialties of our children and their satisfaction with the school environment" (5.16**). The Duncan's multiple range test indicated a significant difference existed in regard to "advantages of home ownership" between the 30-39 years experience group (3.46) and all other experience groups. Furthermore, significance was also observed when comparing the mean responses of the 25-29 years experience group (2.68), 15-19 years experience group (2.67) and 10-14 years experience group (2.51) to the 5-9 years experience group (2.01). Concerning the farming operation conducted in the community, significant differences were revealed when comparing the mean responses of the 30-39 years experience group (2.92), 15-19 years experience group (2.40) and

10-14 years experience group (2.51 to experience group 5-9 years (1.49) and 20-24 years (1.35). The Duncan's range test further revealed that all of the experience group responses were significantly different from the 5-9 years group (1.98).

Community Support by Experience Group

Table XVIII illustrates that "community's cooperation and support of agricultural activities" (2.92) and "appreciation and recognition for the VoAg teacher's service to the community" (2.64) were both of "great" influence to teachers continuing in the profession. All experience groups indicated that "community cooperation and support of agricultural activities" was of "great" influence, while all but the 5-9 years experience group (2.48) indicated that "appreciation and recognition for the VoAg teacher's service to the school and community" was of "great" influence.

The F values determined by the analysis of variance were not of significance.

Teaching Situation by Experience Group

Data presented in Table XIX summarized the mean responses of selected factors included in the teaching situation. The overall mean responses observed ranged from a "moderate" level of influence (2.25) for "class size" to a "great" influence (3.20) for "satisfaction experienced in helping others". Ten of the thirteen selected factors related to the teaching situation were rated as being of "great" influence to teachers continuing in the profession.

According to the analysis of variance F values calculated, significant differences were observed among the experience groups for

TABLE XVII

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF FAMILY AND PERSONAL OPPORTUNITIES BY EXPERIENCE GROUP

Family and Personal Opportunities	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Adequate housing opportunities (T)	1.71	2.05	2.00	1.61	2.00	2.38	1.89	1.70
Advantages of home ownership (T)	2.01[c]	2.51[b]	2.67[b]	2.23[b c]	2.68[b]	3.46[a]	2.39	5.46**
Farming operation I conduct in the community (T)	1.49[b]	2.17[a]	2.40[a]	1.35[b]	2.07[a b]	2.92[a]	1.90	3.83**
Advantages of owning a business interest in the community (T)	1.13	1.73	1.54	1.17	1.42	1.91	1.40	1.16
Benefits of spouse employment (T)	1.74	1.71	2.00	1.74	1.68	2.45	1.79	0.64
Opportunity for my family to feel a part of the community (I)	2.56	2.63	2.94	2.63	2.75	3.00	2.67	0.79
Involvement and commitment of my family to the local church and its mission within the community (I)	2.08	2.46	2.50	2.56	2.59	2.64	2.37	1.70
Special "ties" of our children and their satisfaction with the school environment (I)	1.98[b]	2.68[a]	3.25[a]	2.52[a]	2.69[a]	2.85[a]	2.48	5.16**
Satisfaction of my wife toward the potential for opportunities and recognition that teaching vocational agriculture offers (I)	1.85	1.92	2.24	1.78	2.00	2.21	1.93	0.55
Close family ties to relatives in the community (I)	1.35	1.82	2.06	.90	1.69	1.00	1.49	2.07
Appreciation for living conditions in a rural environment (I)	2.67	2.92	3.11	3.07	2.75	3.07	2.85	1.35

Different superscripts in the same tow indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P (< .05) ** P (< .01) T = Tangible I = Intangible

TABLE XVIII

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF COMMUNITY SUPPORT BY EXPERIENCE GROUP

Community Support	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Community's cooperation and support for agricultural activities (FFA, Young Farmers, community fairs, field days, etc.) (T)	2.86	2.95	3.05	2.71	2.91	3.33	2.92	0.98
Appreciation and recognition for the VoAg teacher's service to the school and community (I)	2.48	2.83	2.58	2.50	2.76	3.13	2.64	1.92
Progressive community climate (I)	2.29	2.58	2.37	2.04	2.44	2.93	2.38	1.96

T = Tangible
I = Intangible

the following - "class size" (F=2.65*), "satisfaction experienced in helping others" (F=2.56*) and "flexibility of the work schedule offered by school holidays" (F=2.58*).

Duncan's range test indicated that significant differences were observed when the most experienced group (2.60) and the least experienced group (2.46) were compared to 20-24 years experience group (1.86) in regard to "class size". Significant difference was observed between the 30-39 years experience group (3.73) and all other experience groups concerning "satisfaction experienced in helping others". It is interesting to note that the most experienced teachers indicated that "satisfaction experienced in helping others" was of a "very great" influence on their staying in the profession. Significance was revealed when comparing the 30-39 years experience group (3.00), the 10-14 years experience group (2.85), the 5-9 years experience group (2.79) and 25-29 years experience group (2.78) to the 20-24 years group (2.11) regarding "flexibility with work schedule offered by school holidays". Furthermore all experience groups indicated that the flexibility of the work schedule was of "great" influence except the 20-24 years experience group.

Table XIX further illustrates the influence of the teaching situation on teachers' decisions to remain in the profession. Six selected factors relevant to teaching situation were rated as being of "great" influence by all experience groups. The six factors were "satisfaction experienced in helping others" (3.20), "feeling of accomplishment and success" (3.07), "opportunity to work with livestock" (2.99), "enjoyment and satisfaction received from teaching a variety of subject matter areas" (2.83), "good working relationship

TABLE XIX

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF THE TEACHING SITUATION BY EXPERIENCE GROUP

Teaching Situation	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Class size (T)	2.46[a]	2.13[a]	1.95[a,b]	1.86[b]	2.25[a,b]	2.60[a]	2.25	2.65*
Parental Cooperation (T)	2.35	2.38	2.21	2.36	2.38	2.93	2.39	1.11
Student Interest (T)	2.66	2.65	2.53	2.64	2.64	2.93	2.66	0.47
Opportunity to conduct a 12-month program (T)	2.73	2.74	2.47	2.61	2.91	3.40	2.77	1.92
Opportunity to work with livestock (T)	3.04	2.87	3.05	2.89	2.97	3.13	2.99	0.36
Recognition as a leader among other teachers in the local system (I)	2.47	2.20	2.37	2.11	2.36	2.93	2.38	2.04
Enjoyment and satisfaction received from teaching a variety of subject matter areas (I)	2.86	2.75	2.68	2.68	2.91	3.20	2.83	0.88
Good working relationship between school and community (I)	2.63	2.68	2.58	2.64	3.00	3.13	2.73	1.46
Opportunities to work with other professionals in the field of agriculture (I)	2.81	2.50	2.42	2.75	2.67	3.20	2.72	2.20
Satisfaction experienced in helping others (I)	3.28[b]	3.08[b]	2.84[b]	3.18[b]	3.15[b]	3.73[a]	3.20	2.56*
Feeling of accomplishment and success (I)	3.16	2.98	2.74	3.04	2.97	3.47	3.07	1.87
Opportunity to plan the summer work load (T)	2.61	2.73	2.63	2.29	2.66	3.20	2.64	1.66
Flexibility in my work schedule offered by school holiday recesses (T)	2.79[a]	2.85[a]	2.53[a,b]	2.11[b]	2.78[a]	3.00[a]	2.70	2.58*

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P (<.05)
T = Tangible
I = Intangible

between school and community" (2.73) and "student interest" (2.66).

FFA and Adult Farmer Organizational Activities by Experience Group

Table XX illustrates the mean responses of the selected factors within the major category of FFA and adult farmer activities which might influence teachers to continue in the profession. It was observed that all of the overall mean responses concerning FFA and adult farmer activities were of "great" influence ranging from (3.18) for "satisfaction and pride in student accomplishment" to (2.63) for "satisfaction or providing educational opportunities for young and adult farmers to help themselves". It is interesting to note that the 30-39 years experience group considered "satisfaction and pride in student accomplishment" (3.60), "opportunities to help young people with problems of life" (3.60) and "satisfaction of seeing students take advantage of leadership opportunities" (3.50) all to be of "very great" influence in their decisions to continue in the profession.

According to the analysis of variance, only one F value (2.64*) was considered to be of significant difference among experience groups, although Table XX revealed "satisfaction of providing educational opportunities for young and adult farmers to help themselves" had the lowest mean response (2.63) among the selected factors. In addition, the significant difference among experience groups alluded to by the Duncan's test was revealed to be the 30-39 years experience group (3.07) and 20-24 years experience group (2.89) in comparison to the 10-14 years experience group (2.39) and 15-19 years experience group (2.32). It was also found that the 30-39 years experience group

TABLE XX

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF FFA AND ADULT FARMER ORGANIZATIONAL ACTIVITIES BY EXPERIENCE GROUP

FFA & Adult Farmer Activities	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Satisfaction and pride in student accomplishment (I)	3.32	2.97	3.00	3.14	3.06	3.60	3.18	2.14
Enjoyment received from involvement with FFA activities (I)	3.31	3.08	3.05	3.11	2.91	3.40	3.16	1.51
Satisfaction of providing educational opportunities for young farmers and adults to help themselves (I)	2.55^{a}_{b}	2.39^{b}	2.32^{b}	2.89^{a}	2.84^{a}_{b}	3.07^{a}	2.63	2.64*
Opportunities to help young people with problems of "life" (I)	3.13	3.00	2.84	3.21	2.94	3.60	3.09	2.09
Recognition of teaching competencies by students and former students (I)	2.82	2.63	2.58	2.68	2.88	3.27	2.79	1.49
Satisfaction of seeing students take advantage of leadership opportunities (I)	3.22	2.92	3.11	3.18	2.97	3.50	3.13	1.62
Recognition received from student accomplishment through competitive activities (I)	3.06	2.89	3.00	2.86	2.85	3.27	2.98	0.83

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P ($< .05$)

I = Intangible

(3.07) and 20-24 year group (2.89), 25-29 years group (2.84) and the 5-9 years experience group (2.55) all considered young and adult farmer educational activities as being a "great" influence.

Professionalism by Experience Group

The overall mean responses illustrated by Table XXI range from "great" influence for "common bond and mutual concern among fellow VoAg teachers (2.87) to a "moderate" level of influence for "recognition among peers in the profession (2.13). "Common bond and mutual concern among fellow VoAg teachers" was considered to be of "great" influence by all experience groups.

According to the analysis of variance, significant differences were revealed among experience groups for "recognition as a leader among peers in the profession (F=3.78**) and "opportunity for professional improvement" (F=2.68*). The Duncan's test indicates that significant difference is between the 30-39 years experience group and all the other experience groups. It is interesting to note here the extreme range in mean responses - (3.00) for the 30-39 years experience group to (1.71) for the 20-24 years experience group. The same kind of extreme range is also observed among the responses for "opportunity for professional improvement". The extreme range is from (3.21), a "great" influence among teachers with 30-39 years experience to (2.04), a "moderate" level of influence among teachers with 20-24 years experience. The Duncan's range test in this case indicates that the 30-39 years experience groups' responses are significantly different from all the other experience groups.

TABLE XXI

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF PROFESSIONALISM BY EXPERIENCE GROUP

Professionalism	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Commitment to the profession (I)	2.65	2.85	2.68	2.82	2.97	3.33	2.81	1.95
Financial security and the mutual support provided by co-workers under $10-$20 "Pete Gailey" Plan (T)	2.27	2.15	2.42	1.74	2.16	2.80	2.21	2.16
Recognition as a leader among peers in the profession (I)	2.14^{b}	2.20^{b}	1.84^{b}	1.71^{b}	2.13^{b}	3.00^{a}	2.13	3.78**
"Air" of trust and respect carried by teaching vocational agriculture (I)	2.60	2.73	2.89	2.46	2.52	3.20	2.66	1.94
Common bond and mutual concern among fellow VoAg teachers (I)	2.93	2.75	2.79	2.68	2.88	3.33	2.87	1.22
Opportunity for professional improvement (T)	2.48^{b}	2.43^{b}	2.32^{b}	2.04^{b}	2.30^{b}	3.21^{a}	2.42	2.62*
Opportunity to encourage outstanding students to enter the VoAg teaching profession (I)	2.50	2.45	2.32	2.11	2.34	2.57	2.40	0.63

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

* P ($<$ .05)

** P ($<$ .01)

T = Tangible

I = Intangible

Advancement and Security by Experience Group

The data in Table XXII revealed a range in overall mean responses from "great" influence for "personal satisfaction and feeling of accomplishment in teaching vocational agriculture as a career" (2.97) to "some" influence for "potential advancement in the local school system" (1.29). All experience groups indicated that "personal satisfaction and feeling of accomplishment in teaching vocational agriculture as a career" was of "great" influence in their decisions to remain in the profession. The data further reveals that four of the other factors were only of "moderate" influence while one was of only "some" influence.

The F values derived by the analysis of variance were highly significant at the .05 level of significance. The F values relevant to mean values for the following selected factors were: "security of tenure" (4.39**), "potential for advancement in the local school system (3.70**) and "potential for advancement in related agricultural professions" (7.77**).

Duncan's multiple range test indicated that the mean responses of teachers with 30-39 years experience (3.07) was significantly different than all other experience groups. "Potential for advancement within the local school system" has a wide range of mean responses among experience groups, ranging from a "moderate" influence for the 30-39 years experience group (2.08) to "some" influence for the teachers with 20-24 years experience (.88). The Duncan's test in this case indicates significant differences between the 30-39 years experience group (2.08) and the 25-29 years experience group (1.19), 5-9

years experience group (1.10) and the 20-24 years experience group (.88). Significance was further revealed when observing the mean scores of the 10-14 years experience group (1.70) in comparison to the 5-9 years group (1.10) and the 20-24 years experience group (.88). "Potential for advancement in related agricultural professions" was of "great" influence among those teachers with 5-9 years of teaching experience (2.56) while other experience groups indicated it to be of only "moderate" influence. The Duncan's range test indicated significant differences existed between the mean responses of the 5-9 years experience group (2.56) relative to the mean responses of the 30-39 years experience group (1.85), 15-19 years group (1.68), 25-29 years group (1.50) and the 20-24 years experience group (1.43). Excluding the 30-39 years experience group, the mean responses of teachers with 10-14 years of teaching experience (2.25) were found to be significantly different from the 25-29 years experience group (1.50) and the 20-24 years experience group (1.43).

Tangible and Intangible Factors by District

The data surveyed in Table XXIII reveals little difference between districts in regard to the range of mean responses. Furthermore, the mean responses reported indicate that tangible variables are of only "moderate" influence in retaining teachers. Likewise, the overall mean confirms this speculation. In addition, the small calculated F value indicated no significant differences for tangible variables among districts at the .05 level of significance.

Mean responses reported for intangible variables between districts also show little dispersion among the reported means. In

TABLE XXII

SUMMARY OF RESPONSES WITH REFERENCE TO THE INFLUENCE OF ADVANCEMENT AND SECURITY BY EXPERIENCE GROUP

Advancement and Security	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
Security of tenure (T)	1.75^{b}	2.13^{b}	2.32^{b}	1.89^{b}	2.15^{b}	3.07^{a}	2.04	4.39**
Potential for advancement in the local school system (T)	1.10^{c}	1.70^{a}_{b}	1.39^{a}_{c}	$.88^{c}$	1.19^{b}_{c}	2.08^{a}	1.29	3.70**
Potential for advancement in the vocational agriculture profession (T)	1.71	1.74	1.63	1.22	1.38	1.92	1.61	1.23
Potential for advancement in related agricultural professions (T)	2.56^{a}	2.25^{a}_{b}	1.68^{b}_{c}	1.43^{c}	1.50^{c}	1.85^{b}_{c}	2.07	7.77**
Talents and skills I possess which are better utilized in teaching than in other occupational areas (I)	2.16	2.43	2.32	2.22	2.33	2.80	2.30	1.22
Personal satisfaction and feeling of accomplishment in teaching vocational agriculture as a career (I)	2.89	2.98	2.74	2.86	3.18	3.40	2.97	1.56

Different superscripts in the same row indicate specific significant differences at the .05 level between those means as identified by the Duncan's multiple range test.

*P ($<$.05)

**P ($<$.01)

T = Tangible

I = Intangible

contrast to the tangible variables, the intangible variables are all of "great" influence among the districts. The overall mean response reflects the "great" influence perceived by teachers in regard to the importance of intangible factors enticing them to continue in the profession. The small F value computed by the analysis of variance indicates no significance at the .05 level for intangible variables.

Tangible and Intangible Factors by Experience Group

The data reported in Table XXIV shows a wide range of differences for tangible variables among mean responses of the various experience groups. The mean responses range from "some" influence (1.49) for the 20-24 years experience group to "moderate" influence (2.17) among the teachers with 30-39 years experience. The overall mean responses (1.81) among "experienced" teachers reveals a "moderate" influence in retaining teachers in the profession. The large F value (7.19**) determined by the analysis of variance indicates a highly significant difference between the experience groups. The Duncan's multiple range test illustrated in Table XXIV reveals that the 30-39 years experience group (2.17) is significantly different from all of the other experience groups in their perceptions of value placed on tangible factors influencing them to remain in teaching. Whereas, the 10-14 years experience (1.92), 25-29 years group (1.86), 15-19 years group (1.80) and 5-9 years experience group (1.79) are not significantly different from each other but differ significantly from the 20-24 years experience group (1.49) in the value placed on the influence of tangible items retaining teachers in the profession.

TABLE XXIII

SUMMARY OF MEAN RESPONSES WITH REFERENCE TO THE INFLUENCE OF TANGIBLE AND INTANGIBLE FACTORS BY DISTRICT

Variable Description	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
TANGIBLE	1.75	1.81	1.83	1.79	1.87	1.81	0.44
INTANGIBLE	2.53	2.61	2.50	2.62	2.52	2.56	0.75

Table XXIV also illustrates quite a wide range in influence of intangible factors, specifically the range of mean responses from the 20-24 years experience group (2.40 - "moderate" influence) to the 30-39 years group (2.94 - "great" influence). In addition, the overall mean response (2.56) indicates "great" influence among intangible items across all experience groups enticing teachers to continue teaching. The F value (3.88) is highly significant at the .05 level of significance, indicating significant difference between experience groups toward the value of intangible factors influencing vocational agriculture teachers to stay in teaching.

The Duncan's multiple range test illustrates a significant difference in the value of intangible factors in Table XXIV between the 30-39 years experience group (2.94) and all other experience groups, whereas no significant difference was observed between the other groups.

Tangible Factors of "Great" Influence

The data in Table XXV reveals the six tangible factors of the study with a "great" influence. The mean responses of these six tangible factors range from 2.99 for "opportunity to work with livestock" to 2.64 for "opportunity to plan summer work load". Significant differences were observed among mean responses for "opportunity to conduct a 12-month program" (2.77) by district while significance was revealed among mean responses of experience groups regarding "flexibility in my work schedule offered by school holiday recesses" (2.70). The selected tangible factors having "great" influence were rank ordered according to the magnitude of their overall mean

TABLE XXIV

SUMMARY OF MEAN RESPONSES WITH REFERENCE TO THE INFLUENCE OF TANGIBLE AND INTANGIBLE FACTORS BY EXPERIENCE GROUP

Variable Description	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
TANGIBLE	1.79	1.92	1.80	1.49	1.86	2.17	1.81	7.19*
INTANGIBLE	2.52	2.57	2.52	2.40	2.63	2.94	2.56	3.88*

*P (< .05)

TABLE XXV

SUMMARY OF TANGIBLE FACTORS WHICH HAVE "GREAT" INFLUENCE ON TEACHERS' DECISIONS TO CONTINUE IN THE TEACHING PROFESSION

Tangible Factor	Overall Mean	Rank	Significance observed at the .05 level	
			District	Experience Group
Opportunity to work with livestock	2.99	1		
Community's cooperation and support for agricultural activities (FFA, Young Farmers, community fairs, field days, etc.)	2.92	2		
Opportunity to conduct a 12-month program	2.77	3	*	
Flexibility in my work schedule offered by school holiday recesses	2.70	4		*
Student interest	2.66	5		
Opportunity to plan summer work load	2.64	6		

* P ($<.05$)

responses.

Intangible Factors of "Great" Influence

The data observed in Table XXVI indicates there were twenty-two intangible factors of "great" influence to the teachers participating in the study. The selected intangible factors having "great" influence were rank ordered according to the magnitude of their overall mean responses. The twenty-two selected intangible factors range in mean scores from 3.20 for "satisfaction experienced in helping others" to 2.51 for "accessibility to the local administration". Six of the intangible factors ranging in mean scores from 3.20, the highest mean score in the study, for "satisfaction experienced in helping others" to 3.07 for "feeling of accomplishment and success" were greater than the greatest mean score for a tangible factor.

Significance was observed among the mean responses by district for "working relationship with district supervisor" (2.97), "common bond and mutual concern among fellow VoAg teachers" (2.87) and "enjoyment and satisfaction received from teaching a variety of subject matter areas" (2.83). According to the analysis of variance, significance was revealed by experience group for "satisfaction experienced in helping others" (3.20), "freedom to plan and direct my own program" (2.78) and "satisfaction of providing educational opportunities for young farmers and adults to help themselves" (2.63).

Major Areas of Influence by District

Table XXVII illustrates the range of mean responses and degree of influence included in this study by district. The major areas of

TABLE XXVI

SUMMARY OF INTANGIBLE FACTORS WHICH HAVE "GREAT" INFLUENCE ON TEACHERS' DECISIONS TO CONTINUE IN THE TEACHING PROFESSION

Intangible Factor	Overall Mean	Rank	Significance observed at the .05 level	
			District	Experience Group
Satisfaction experienced in helping others	3.20	1		*
Satisfaction and pride in student accomplishment	3.18	2		
Enjoyment received from involvement with FFA activities	3.16	3		
Satisfaction of seeing students take advantage of leadership opportunities	3.13	4		
Opportunities to help young people with the problems of "life"	3.09	5		
Feeling of accomplishment and success	3.07	6		
Recognition received from student accomplishment through competitive activities	2.98	7		
Working relationship with district supervisor	2.97	8	*	
Personal satisfaction and feeling of accomplishment in teaching vocational agriculture as a career	2.97	9		
Common bond and mutual concern among fellow VoAg teachers	2.87	10	*	
Appreciation for living conditions in a rural environment	2.85	11		

TABLE XXVI--(CONTINUED)

Intangible Factor	Overall Mean	Rank	Significance observed at the .05 level	
			District	Experience Group
Enjoyment and satisfaction received from teaching a variety of subject matter areas	2.83	12	*	
Commitment to the profession	2.81	13		
Recognition of teaching competencies by students and former students	2.79	14		
Freedom to plan and direct my own program	2.78	15		*
Good working relationship between school and community	2.73	16		
Opportunities to work with other professionals in the field of agriculture	2.72	17		
Opportunity for my family to be a part of the community	2.67	18		
"Air" of trust and respect carried by teaching vocational agriculture	2.66	19		
Appreciation and recognition for VoAg teacher's service to the school and community	2.64	20		
Satisfaction of providing educational opportunities for young farmers and adults to help themselves	2.63	21		*
Accessibility to the local administration	2.51	22		

* P ($< .05$)

influence were listed in descending order according to the magnitude of its overall mean response. No significant difference was observed among the districts for any of the major areas of influence. Four of the major areas of influence included in this study were considered to be of "great" influence according to the overall mean responses. The overall mean responses ranged from 2.99 ("great" influence) for "FFA and adult farmer organizational activities" to 1.03 ("some" influence) for "monetary considerations". All of the supervisory districts rated "FFA and adult farmer organizational activities" and "teaching situation" as being of "great" influence regarding teachers' decisions to remain in the profession. "Community support" was considered to be of "great" influence in all of the districts except the southwest district where it was of a "moderate" influence. "Professionalism was considered to be of "great" influence among the northwest, northeast and southeast districts. Teacher responses among all of the supervisory districts indicated that "administration and supervision", "family and personal opportunities", "advancement and security" and "facilities and equipment" were all of a "moderate" influence. The mean responses indicated that all of the districts viewed "monetary considerations" to be of only "some" influence.

Major Areas of Influence by Experience Group

The data summarized in Table XXVIII reveals that across all experience groups "FFA and adult farmer organizational activities" and "teaching situation" were of "great" influence in regard to teachers' decisions to remain in the profession. The major areas of influence were listed in descending order according to the magnitude of its

TABLE XXVII

COMPARISON OF MEAN RESPONSES BY SUPERVISORY DISTRICTS AS TO INFLUENCE OF MAJOR AREAS ON TEACHERS' DECISIONS TO REMAIN IN THE PROFESSION

Major Area of Influence	Northwest	Northeast	Central	Southeast	Southwest	Overall Mean	F Value
FFA and adult farmer organizational activities	Great 2.96	Great 3.05	Great 2.91	Great 3.06	Great 2.94	Great 2.99	0.43
Teaching situation	Great 2.63	Great 2.81	Great 2.69	Great 2.72	Great 2.63	Great 2.71	0.68
Community support	Great 2.70	Great 2.76	Great 2.71	Great 2.53	Moderate 2.45	Great 2.64	1.11
Professionalism	Great 2.51	Great 2.58	Moderate 2.37	Great 2.56	Moderate 2.45	Great 2.50	0.59
Administration and supervision	Moderate 2.15	Moderate 2.27	Moderate 2.25	Moderate 2.28	Moderate 2.27	Moderate 2.25	0.15
Family and personal opportunities	Moderate 2.07	Moderate 2.19	Moderate 2.21	Moderate 2.16	Moderate 2.14	Moderate 2.17	0.19
Advancement and security	Moderate 2.15	Moderate 2.12	Moderate 1.92	Moderate 2.08	Moderate 2.10	Moderate 2.07	0.56
Facilities and equipment	Moderate 1.65	Moderate 1.53	Moderate 1.75	Moderate 1.60	Moderate 1.76	Moderate 1.65	0.59
Monetary considerations	Some 0.93	Some 0.99	Some 0.93	Some 1.12	Some 1.19	Some 1.03	1.35

overall mean response. The major areas of influence ranged from "great" influence for FFA and adult activities to "some" influence for monetary considerations.

Community support was considered to be of "great" influence across all experience groups except the teachers with 20-24 years of teaching experience. Professionalism was considered to be of "great" importance for teachers with 30-39 years of experience, 10-14 years and 5-9 years of teaching experience. It is interesting to note that the teachers with 30-39 years of teaching experience indicated that all of the major areas of influence were considered to be of "great" influence except facilities and equipment and monetary considerations. It is also of interest that the teachers with 20-24 years of teaching experience indicated all of the major areas of influence except FFA and adult farmer activities and teaching situation were less than "great" influence. Administration and supervision, family and personal opportunities and advancement and security were considered to be of "moderate" influence across all experience groups except those with 30-39 years teaching experience. Facilities and equipment were considered to be of "moderate" influence among all groups except those with 20-24 years experience. All experience groups regarded monetary considerations to be only of "some" influence.

F values sufficiently large to indicate significant differences were observed among the mean responses of experience groups for teaching situation, professionalism, administration and supervision, family and personal opportunities and advancement and security.

TABLE XXVIII

COMPARISON OF MEAN RESPONSES BY EXPERIENCE GROUPS AS TO INFLUENCE OF MAJOR AREAS ON TEACHERS' DECISIONS TO REMAIN IN THE PROFESSION

Major Area of Influence	(5-9)	(10-14)	(15-19)	(20-24)	(25-29)	(30-39)	Overall Mean	F Value
FFA and adult farmer organizational activities	Great 3.05	Great 2.84	Great 2.84	Great 3.01	Great 2.92	Great 3.39	Great 2.99	1.78
Teaching situation	Great 2.75	Great 2.66	Great 2.54	Great 2.55	Great 2.74	Great 3.14	Great 2.71	2.29*
Community support	Great 2.52	Great 2.78	Great 2.67	Moderate 2.42	Great 2.73	Great 3.13	Great 2.64	2.02
Professionalism	Great 2.50	Great 2.51	Moderate 2.47	Moderate 2.22	Moderate 2.46	Great 3.07	Great 2.50	2.43*
Administration and supervision	Moderate 2.19	Moderate 2.37	Moderate 2.20	Moderate 1.89	Moderate 2.42	Great 2.63	Moderate 2.25	2.43*
Family and personal opportunities	Moderate 1.96	Moderate 2.27	Moderate 2.48	Moderate 2.03	Moderate 2.29	Great 2.58	Moderate 2.17	3.39**
Advancement and security	Moderate 2.04	Moderate 2.21	Moderate 2.01	Moderate 1.80	Moderate 1.99	Great 2.62	Moderate 2.07	2.56*
Facilities and equipment	Moderate 1.64	Moderate 1.78	Moderate 1.72	Some 1.18	Moderate 1.84	Moderate 1.70	Moderate 1.65	2.01
Monetary considerations	Some 0.99	Some 1.13	Some 0.95	Some 0.78	Some 1.15	Some 1.31	Some 1.03	2.03

*P (< .05)
**P (< .01)

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study which was conducted to determine the perceptions of Oklahoma vocational agriculture teachers concerning the influence of selected variables upon their decisions to continue in the teaching profession. Conclusions and recommendations presented were based upon a detailed inspection of the analysis of data.

Summary of the Study

Purpose

The purpose of this study was to identify and compare selected factors influencing teachers of vocational agriculture to continue their careers in the teaching profession.

Objectives of the Study

In order to accomplish the intent of this study the following objectives were established in regard to Oklahoma Vocational Agriculture teachers:

1. To determine the relative importance of selected factors influencing teachers to continue in the profession as compared by supervisory district.

2. To determine the relative importance of selected factors influencing teachers to continue in the profession as compared by years of teaching experience.
3. To compare selected tangible and intangible factors as to their influence on teachers' decisions to continue in the profession.
4. To compare major categories of selected factors influencing teachers to continue in their chosen career.
5. To identify significant differences among responses toward selected factors influencing teachers to remain in the profession by supervisory district and/or experience group.

Rationale for the Study

The continuing teacher shortage and the expansion of multiple teacher programs point out the need for positive innovative recruitment programs. Programs designed to encourage students to enter teaching as well as research efforts to determine the importance of selected components associated with teachers' decisions which affect personal goals and ambitions of career teachers have relevant implication for increasing the number of students choosing vocational agriculture as their career objective. Professional pride of teachers about their occupation and positive convictions concerning the purpose and benefit of vocational agriculture for students seem to be important factors for experienced teachers choosing to remain in the profession.

The esteem in which students hold their teachers provides their instructors excellent opportunities to guide and counsel them in

choosing a career. The relevance of this situation is that teachers are in a position to become rather effective recruiters for their alma maters and Agricultural Education programs. Green's (16) findings subscribe to this premise that in terms of effectiveness, teachers in the profession are considered to be the leaders in recruiting potential teachers to select teaching vocational agriculture as their career objective.

The teacher shortage is not the only reason that "quality" teachers are needed in the profession. Changing values, social unrest and cost-price squeeze in agriculture are important reasons for retaining good vocational agriculture teachers. The stability and continuity provided by "good" teachers choosing to remain in the profession result in student opportunities to develop leadership potential as well as "quality" supervised experience programs.

Design of the Study

Following a review of literature and research relating to the study, procedures were established to satisfy the purpose and objectives of the study.

An examination of the State Department of Vocational Education's files yielded the instructor's age, years of teaching experience and geographical location in which the teacher was employed. The intent of the study was to survey all teachers with five years or more teaching experience.

A seventy-four item questionnaire was mailed to 256 Oklahoma teachers in late August, 1978. The two hundred sixteen teachers responding to the survey represented 135 single teacher departments and

44 multiple teacher departments. Those returning questionnaires were dispersed among the supervisory districts as follows: 28 - Northwest, 64 - Northeast, 45 - Central, 38 - Southeast and 41 - Southwest. The respondents when broken down by years of teaching experience were categorized into six experience groups as follows: 81 - 5 to 9 years experience, 40 - 10 to 14 years experience, 19 - 15 to 19 years experience, 28 - 20 to 24 years experience, 33 - 25 to 29 and 15 - 30 to 39 years of teaching experience. The 30-39 years experience group covered a ten year period due to the small number of teachers in the group.

A list of selected factors included a few of those commonly used in recent studies by Lamberth (31), Phelps (36), Brown (3) and Dickens (8) as well as a joint effort of Knight and Dickens (29). It provided items that respondents participating in previous studies perceived as being important in their decisions to continue teaching.

The format of the questionnaire included a five-point "Likert-type" scale for teachers to indicate their responses. Information obtained from the questionnaire provided a procedure for identifying selected factors influencing experienced teachers to remain in the profession.

Major topics of the questionnaire included background and experience of teacher respondents along with the principal areas of concern - - - monetary considerations, facilities and equipment, administration and supervision, community support, teaching situation, FFA and adult farmer activities, professionalism, and advancement and security.

An S. A. S. computer program was used to determine the necessary statistical treatment of the data.

Mean responses for each statement were listed under major areas of influence. Overall means were also computed for each individual factor. The analysis of variance was used to determine significant differences among mean responses by supervisory district and by years of teaching experience. In instances where analysis of variance revealed significant differences, the Duncan's multiple range test was used to identify exact sources of significance between districts and experience groups. The "t" test was used to determine significant differences between tangible and intangible factors influencing teachers to remain in the profession.

Major Findings of the Research

In addressing the major findings of this study, the researcher made reference to eleven major areas included in presentation and analysis of data. They are as follows:

1. Background of respondents
2. Monetary considerations
3. Facilities and equipment
4. Administration and supervision
5. Family and personal opportunities
6. Community support
7. Teaching situation
8. FFA and adult farmer activities
9. Professionalism

10. Advancement and security

11. Influence of tangible and intangible variables

Background of Teacher Respondents

While the average age of Oklahoma teachers participating in this study was 40.25 years, 58% of the teachers were less than 40 years of age. Seventy-three percent of the "experienced" teachers in the southwest district were less than 40 years old, and fifty-six percent of the northwest and northeast district teachers were less than 40 years of age. The northeast district also had the greatest percentage of older teachers.

Sixty-four percent of those teachers participating in this study had less than twenty years experience, while 37.5% had less than ten years teaching experience. Furthermore over 53% of the teachers in the southwest district had less than ten years experience, followed by the southeast district with approximately 42% of its teachers with less than ten years teaching experience. On the other hand, the central district had the greatest percentage of teachers within the 30 to 39 years experience range.

Over 28% of the "experienced" teachers participating in this study are still serving the local districts where they began their teaching careers, whereas over 33% have only moved once since they started teaching. Over 32% of the teachers participating in this study from the northwest and northeast districts indicated that they are still serving in the district where they began teaching, followed closely by the southeast district with over 31% of the teachers serving their initial employers.

Monetary Considerations

"Standard of living provided by salary level" was the most important of all monetary considerations influencing teachers to continue teaching, while "additional income from conducting young and adult farmer classes" was considered to be of "no" influence.

Facilities and Equipment

In regard to facilities and equipment used in vocational agriculture programs, "transportation provided by the local school district" was determined to be the most important, whereas the "availability of other facilities e.g. (feedlots, school farm, greenhouse, fertilizer and variety test plots, etc.)" were considered to be the least important even though receiving an overall rating of "some" influence.

Administration and Supervision

The "working relationship with the district supervisor" was regarded as being of "great" influence toward encouraging teachers to continue in their chosen career. Furthermore, the working relationship had the highest overall mean response of any administration and supervision factor. Following closely was "freedom to plan and direct my own program" which was also revealed as being of "great" influence. Even though "benefits of adequate janitorial services" was regarded as being of "some" influence, it was the least influential among factors relating to administration and supervision.

Family and Personal Opportunities

Teachers regarded "appreciation for living conditions in a rural environment" as being of "great" influence and the most influential

factor relevant to family and personal opportunities. Teachers also felt that it was important to them that their families were made to feel they were a part of the community and considered it as being a "great" influence on their decision to remain in the profession.

"Advantages of home ownership" and the farming operation conducted in the community were considered to be particularly influential to the teachers with 30-39 years of experience. On the other hand, "satisfaction and special ties of their children with the school environment" was of "great" influence to teachers with 10-19 years experience. Even though owning a business in the community was considered to be of "some" influence, it rated last among factors pertaining to family and personal opportunities.

Community Support

Community support for one's program was regarded to be of "great" influence when expressed in the form of cooperation and assistance for FFA, field days, Young Farmers and local fairs. "Appreciation and recognition of the VoAg teacher's service to the school and community" was also considered to be of "great" influence. This was particularly true among the teachers in the northwest, central and northeast districts, while the more experienced teachers in the 25-39 years range also regarded appreciation and recognition as being a positive influence on their remaining in the profession.

Teaching Situation

"Satisfaction experienced in helping others" was considered as being a "great" influence in regard to teachers remaining in their chosen occupation by all teachers participating in this study

inclusive of supervisory district or years of teaching experience. A further distinction noted was that "satisfaction experienced in helping others" had the highest overall mean response of any factor in the study. Teachers with 30-39 years teaching experience had very strong feelings concerning "satisfaction experienced in helping others", indicating that it had a "very great" influence on their remaining in the profession.

Teachers also indicated that it was important to them to have a "feeling of accomplishment and success" and regarded it as being a "great" influence within the "teaching situation" for them to continue teaching. The opportunity to work with livestock was another of the several factors within the teaching situation that was of "great" influence on their decisions to continue teaching, particularly to teachers in northwest, central and southwest districts as well as to teachers with 30-39, 15-19 and 5-9 years of teaching experience. "Opportunity to conduct a 12-month program" was of "great" influence to teachers in the northeast, central and southwest districts as well as to teachers representing all experience groups except the group with 15-19 years teaching experience. Even though class size had a "moderate" influence on teachers remaining in the profession, it had the least influence of all factors relating to the teaching situation.

FFA and Adult Farmer Organizational Activities

"Satisfaction and pride in student accomplishment" was rated as having a "great" influence toward encouraging vocational agriculture teachers to continue their carrers in teaching. Furthermore, all of the supervisory districts and experience groups indicated "satis-

faction and pride in student accomplishment" as being of "great" influence on teachers continuing in teaching. In addition, the teachers participating in this study with 30-39 years of experience indicated that pride in student accomplishment was a "very great" influence. Also, "satisfaction and pride in student accomplishment" had the second highest mean response of all the factors studied. Following closely was enjoyment teachers received from involvement with FFA activities. Comparisons made by district and years of experience indicated that "enjoyment received from involvement with FFA activities" was a "great" influence to teachers continuing in teaching. "Opportunities to help young people with problems of life" was also regarded as being of "great" influence. "Satisfaction of seeing students take advantage of leadership opportunities" was rated as having a "great" influence toward encouraging teachers to remain in the profession, while teachers in 30-39 years experience range indicated it was a "very great" influence for them to continue teaching. Although "satisfaction of providing educational opportunities for young farmers and adults to help themselves" was rated as being of "great" influence, northwest district teachers perceived it as being only a "moderate" influence as well as teachers in the 10-19 years experience range.

Professionalism

"Common bond and mutual concern among fellow VoAg teachers" was rated the highest among the factors relevant to "professionalism". When comparisons were made by supervisory districts and years of experience, the teachers indicated that on the average "common bond

and mutual concern among fellow VoAg teachers" was of "great" influence in their continuing to teach. "Commitment to the profession" was also rated as having "great" influence by the five districts and six experience categories. Although teachers regarded "recognition they received among their peers in the profession" as only "moderate" influence, those with 30-39 years experience indicated that it was of "great" influence.

Advancement and Security

"Personal satisfaction and feeling of accomplishment in teaching vocational agriculture as a career" rated the highest among the factors related to advancement and security. Comparisons by district and years of experience indicated that teachers regarded it as being a "great" influence to remain in teaching. One teacher indicated that he felt the entire study of "why teachers remain in teaching" hinged on this particular statement. Security of tenure was rated as being of "great" influence among teachers in the 30-39 years experience group, whereas it only received an overall rating as being a "moderate" influence. "Potential for advancement in the local school" had the least influence for teachers to remain in the profession among the factors relevant to advancement and security.

Influence of Tangible and Intangible Factors

Tangible factors in the study received the highest average rating among teachers in the southwest, central and northeast districts and among teachers in the 30-39 and 10-14 years experience groups. However, teachers for the most part indicated that tangible factors were of only "moderate" influence in their decisions to continue teaching.

In addition, the teachers indicated that "opportunity to work with livestock" was of a "great" influence and that it was the most influential tangible factor considered in the study. Furthermore, "community support for agricultural activities", "opportunity to conduct a 12-month program" and "student interest" were among the more influential tangible factors, whereas "additional income from conducting young and adult farmer classes" was the only factor in the study regarded as being of "no" influence.

Intangible factors received the highest overall average ratings in the study. Comparisons by district and years of teaching experience revealed that the intangible factors were of "great" influence in regard to teachers' decisions to continue their chosen careers. Southeast and northeast district teachers as well as teachers in the 30-39 years experience range indicated by their overall responses that they regarded intangible factors as being more influential than teachers from the other experience groups and districts. Furthermore, "satisfaction experienced from helping others", "satisfaction and pride in student accomplishment" and "enjoyment received from involvement with FFA activities" were regarded as the three most influential factors in the study, particularly among teachers with 30-39 years teaching experience.

Conclusions

The interpretation and findings of the study prompted the formulation of the following conclusions:

1. Overall, intangible factors are of greater influence than tangible factors on the decisions of Oklahoma vocational

agriculture teachers to remain in the profession.

2. A broad range and combination of factors other than or in addition to the ones investigated in this study influence teachers to stay in the profession.
3. Apparently it makes no difference where teachers teach or the number of years experience in terms of what influences them to remain in the profession.
4. Oklahoma vocational agriculture teachers are inspired to continue in teaching as a result of satisfying experiences gained from helping their students achieve and seeing them take advantage of leadership opportunities.
5. Vocational agriculture teachers are motivated to remain in the profession as the result of being able to develop close personal relationships with students.
6. Career teachers of vocational agriculture in Oklahoma continue in the profession as a result of their opportunities and experiences in helping to plan and direct Future Farmers of American activities.
7. Oklahoma vocational agriculture teachers are influenced to continue in their chosen careers as the result of being able to work with their students on livestock projects and other types of supervised occupational experience programs.
8. The freedom to plan and conduct a year round vocational agriculture program influences teachers to remain in the profession.

9. Vocational agriculture teachers are influenced to be long-term teachers as the result of the good working relationship between their schools and communities.
10. The "Esprit de Corps" among vocational agriculture teachers is an important reason for Oklahoma teachers to stay in teaching.
11. The high level of esteem in which they hold their district supervisors and the close working relationship they have been able to develop with their local school administrators influence vocational agriculture teachers to continue to pursue careers in teaching.
12. Vocational agriculture teachers in Oklahoma are motivated to continue in the profession as the result of the opportunities afforded them to raise their families in a rural environment and by their families being well accepted in local communities.
13. Oklahoma vocational agriculture teachers are not highly influenced to continue in their present occupation by the benefits of facilities and equipment other than transportation provided by the local school district.
14. The least influential considerations in regard to teachers staying in the profession are monetary and related benefits.

Recommendations

As a result of analysis of the data and major findings of the research it is recommended that:

1. The promotion of vocational agriculture as a long term career should be a joint responsibility of district supervisors and teacher educators and should be conveyed constantly through all available means.
2. The development of positive teacher relationships with students, young farmers and school patrons should be emphasized.
3. The importance of incorporating a wide variety of "quality" Future Farmer activities into the local instructional program should be emphasized.
4. Teachers must be encouraged and assisted in the development of strong public relations between the local vocational agriculture program and community leaders.
5. The maintenance of a strong, professional vocational agriculture organization in which all teachers are active members should continue in Oklahoma.
6. Teachers should be assisted in the development of strong positive working relationships with the district supervisors and local school administrators.
7. Teachers should be made aware of the many personal and family opportunities provided by teaching vocational agriculture as a career.
8. More incentives and greater recognition for career teachers should be prompted and established.

Recommendations for Additional Research

The following recommendations are made by the author in regard to additional research as a result of having conducted this study. The recommendation is a judgment based on the findings and suggestions resulting from the study:

1. Research be conducted to determine factors other than those studied here.
2. A study be conducted to determine the correlation between job satisfaction and job performance.

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APPENDIXES

APPENDIX A

TEACHER QUESTIONNAIRE

Name_____ School_____
Age_____ No. of years teaching experience_____
List the schools where you have taught and the number of years in each position:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Indicate the degree of influence each of the following has had on your decision to continue in the teaching profession.

I HAVE REMAINED IN THE PROFESSION AS A TEACHER OF VOCATIONAL AGRICULTURE BECAUSE OF THE:

	DEGREE OF INFLUENCE					
	Very Great	Great	Moderate	Some	None	Doesn't Apply
Monetary Considerations:						
Standard of living provided by the salary level..						
Reimbursement of away-from-home expenses.....						
Amount of annual salary increases.....						
Retirement benefits.....						
Additional income from conducting Young and Adult Farmer classes.....						
Allowance for personal and/or sick leave.....						
Opportunity to take advantage of group purchase plans (health insurance, tax shelters, credit union, tires, batteries, etc.).....						
Two-week vacation with pay.....						
Fringe benefits provided by local school district (Please list)						
_____...						
_____...						
Facilities & Equipment:						
Transportation provided by local school district.						
Shop size and storage space.....						
Classroom and/or laboratory space.....						
Shop equipment and tools.....						
Livestock equipment.....						
Availability of other facilities eg. (greenhouse, school farm, feedlot, fertilizer & variety test plots, etc.) (Please list)						
_____...						
_____...						
Reward of occupying new facilites.....						
Maintenance and care of facilities and equipment.						
Comfort and apperance of facilities.....						
Other facility and equipment related factors (Please list)						
_____...						
_____...						

Over----

Administration & Supervision:

Opportunity for developing my own departmental budget						
Freedom to plan and direct my own program						
Freedom to purchase "needed" instructional materials and shop supplies						
Interest, appreciation and support expressed by the local administration for the VoAg program						
Accessibility to the local administration						
Working relationship with my district supervisor						
Promise of future improvement of facilities						
Administrator's recognition of my ability as a leader among the local faculty						
Benefits of adequate janitorial services						
Other administration and supervision related factors (Please list)						
_____						

Family and Personal Opportunities:

Adequate housing opportunities						
Advantages of home ownership						
Farming operation I conduct in the community						
Advantages of owning a business interest in the community						
Benefits of spouse employment						
Opportunity for my family to feel a part of the community						
Involvement and commitment of my family to the local church and its mission within the community						
Special "ties" of our children and their satisfaction with the school environment						
Satisfaction of my wife toward the potential for opportunities and recognition that teaching vocational agriculture offers						
Close family ties to relatives in the community						
Appreciation for living conditions in a rural environment						
Other family related factors (Please list)						
_____						
_____						

Community Support:

Community's cooperation and support for agricultural activities (FFA, Young Farmers, community fairs, field days, etc.)						
Appreciation and recognition for the VoAg teacher's service to the school and community						
Progressive community climate						
Other community related factors (Please list)						
_____						
_____						

Teaching Situation:

Class size						
Parental cooperation						
Student interest						
Opportunity to conduct a 12 month program						
Opportunity to work with livestock						
Recognition as a leader among other teachers in the local system						
Enjoyment and satisfaction received from teaching a variety of subject matter areas						
Good working relationship between school and community						
Opportunities to work with other professionals in the field of agriculture						
Satisfaction experienced in helping others						
Feeling of accomplishment and success						
Opportunity to plan the summer work load						
Flexibility in my work schedule offered by school "holiday recesses"						
Other teaching related factors (Please list)						
_____						
_____						

FFA & Adult Farmer Organization Activities:

Satisfaction and pride in student accomplishment						
Enjoyment received from involvement with FFA activities						
Satisfaction of providing educational opportunities for young farmers and adults to help themselves						
Opportunities to help young people with problems of "life"						
Recognition of teaching competencies by students and former students						
Satisfaction of seeing students take advantage of leadership opportunities						
Recognition received from student accomplishment through competitive activities						
Other FFA and Adult Farmer related factors (Please list)						
_____						
_____						

Professionalism:

Committment to the profession						
Financial security and the mutual support provided by co-workers under $10-$20 Pete Gailey Plan						
Recognition as a leader among peers in the profession						
"Air" of trust and respect carried by teaching Vocational Agriculture						
Common bond and mutual concern among fellow VoAg teachers						

Over-----

Opportunity for professional improvement.....						
Opportunity to encourage outstanding students to enter the Voag teaching profession.....						
Other professional related factors (Please list)						
_____....						
_____....						

Advancement and Security:

Security of tenure.....						
Potential for advancement in the local school system.						
Potential for advancement in the Vocational Agriculture profession.....						
Potential for advancement in related agricultural professions.....						
Talents and skills that I possess which are better utilized in teaching than in other occupational areas.....						
Personal satisfaction and feeling of accomplishment in teaching Vocational Agriculture as a career....						
Other advancement and security related factors (Please list)						
_____....						
_____....						

APPENDIX B

COVER LETTER

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
(405) 624-5129

74074

August 21, 1978

Dear Co-worker in Vocational Agriculture:

During the past several years much discussion has taken place concerning the retention of good teachers in the profession. All of you are keenly aware of the contribution long tenured teachers of vocational agriculture have made toward assuring stability and continuity of Oklahoma Vocational Agriculture programs. The Oklahoma Future Farmers of America further demonstrate the value of long tenure among teachers by their continued record of excellence.

Gentlemen, you are to be commended for your dedication and commitment to a profession that has helped provide the highest standard of living in the world and prepared young people to meet the challenges and opportunities of tomorrow.

Retaining experienced, dedicated teachers in the Vo Ag teaching profession is of paramount importance if we expect to provide quality programs for Oklahoma Vocational Agriculture. The Ag Ed staff and I decided that recent trends in teachers leaving the profession merited attention from a research standpoint; therefore, I have decided to conduct a study which deals with why teachers remain in the profession.

Your assistance in this study provides a positive approach in identifying factors that influence teachers such as yourself to remain in the profession. Your input will be useful to student teacher candidates regarding their decision to teach vocational agriculture and to assist administrators and supervisors in making opportunities and inducements available to entice experienced teachers to remain in the profession.

Thanks for taking time out of your busy schedule to contribute your opinions and feelings as to why teachers remain in the profession and best wishes to you and your chapter for a very successful school year.

Please complete and return the attached questionaire in the self-addressed envelope.

Sincerely,

James D. White

James D. White
Asst. Director of Student Services
College of Agriculture

JDW:sh

VITA[2]

James David White

Candidate for the Degree of

Doctor of Education

Thesis: IDENTIFICATION AND COMPARISON OF FACTORS INFLUENCING OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS TO REMAIN IN THE PROFESSION

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Pauls Valley, Oklahoma, February 9, 1942, the son of James Denzil and Lorene B. White.

Educational: Graduated from Lindsay High School, Lindsay, Oklahoma, May, 1960; attended East Central Oklahoma State University, Ada, Oklahoma from September, 1965 to May, 1966; received the Bachelor of Science degree in Agriculture from Oklahoma State University with a major in Animal Science in January, 1970; received the Master of Science degree from Oklahoma State University with a major in Agricultural Education in July, 1974; completed requirements for the Doctor of Education degree at Oklahoma State University with a major in Agricultural Education in May, 1979.

Professional Experience: Teacher of vocational agriculture at Davenport High School, Davenport, Oklahoma from July 1, 1971 to June 30, 1976; Graduate assistant in Agricultural Education Department, Oklahoma State University from August 1, 1976 to July 31, 1978; Assistant Director of Student Affairs in the College of Agriculture, Oklahoma State University from August 1, 1978 to January 14, 1979; Instructor in Agricultural Education Department, Oklahoma State University from January 15, 1979 to May 15, 1979.

Organizations: Member of Oklahoma Vocational Agriculture Teachers' Association; National Vocational Agriculture Teachers' Association; Oklahoma Vocational Association and American Vocational Association; "Pete Gailey Plan", National FFA

Alumni Association; Block & Bridle Club; American Society of Animal Science; Omicron Delta Kappa; and Collegiate FFA Advisor.