

A COMPARISON OF SELECTED ASPECTS OF ASSISTING  
VOCATIONAL AGRICULTURE STUDENTS IN CHOOSING  
OCCUPATIONAL OBJECTIVES AS PERCEIVED BY  
TEACHERS OF VOCATIONAL AGRICULTURE  
AND COUNSELORS

By

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## TABLE OF CONTENTS

Chapter	Page
I. PURPOSE AND DESIGN OF THE STUDY. . . . .	1
Introduction. . . . .	1
Need for the Study. . . . .	2
Purpose of the Study. . . . .	3
Scope of the Study. . . . .	3
Definition of Terms . . . . .	4
Procedure . . . . .	4
Research Hypotheses . . . . .	5
II. REVIEW OF LITERATURE . . . . .	6
III. PRESENTATION AND ANALYSIS OF DATA. . . . .	11
Background Data on Study Respondents. . . . .	11
Importance of Selected Information for Counseling Students . . . . .	14
Perceptions of Roles and Responsibilities of Counselors . . . . .	26
Guidance Programs and Practices in Vocational Agriculture Departments . . . . .	36
Special Counseling Concerns . . . . .	43
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	46
Summary . . . . .	46
Conclusions . . . . .	49
Recommendations . . . . .	50
SELECTED BIBLIOGRAPHY . . . . .	52
APPENDIX A. . . . .	53
APPENDIX B. . . . .	59

## LIST OF TABLES

Table	Page
I. Descriptive Data About Vocational Agriculture Teachers and Counselors Included in the Study . . . . .	12
II. Responses in Regard to the Importance of Students' Understanding the World of Work in Terms of Experience, Aptitude and Abilities Required . . . . .	15
III. Responses in Regard to the Importance of Having Test Scores on Student Aptitudes, Intelligence and Abilities . . . . .	18
IV. Responses in Regard to the Importance of Abilities and Ambitions of Students in Selection of an Occupational Objective. . . . .	19
V. Responses in Regard to Occupational Plans and Past Work Experiences in Assisting A Student in Selecting an Occupational Objective . . . . .	21
VI. Responses in Regard to the Importance of Academic and Disciplinary Behavior In Assisting Students in Selecting an Occupational Objective. . . . .	22
VII. Responses in Regard to Importance of Personal and Financial Condition of Student in Assisting Him in Selecting an Occupational Objective. . . . .	24
VIII. Responses in Regard to the Importance of Marital Plans and Social Situation in Assisting a Student in His Selection of an Occupational Objective . . . . .	26
IX. The Counselor's Role and Responsibility in Providing In-Service Training, Evaluation, and Assistance as Perceived by the Two Respondent Groups. . . . .	28
X. The Counselor's Role and Responsibility in the Study of Occupational Trends and Occupational Planning as Perceived by the Two Respondent Groups. . . . .	30
XI. The Counselor's Role and Responsibility in Counseling and Assisting Students as Perceived by the Two Respondent Groups . . . . .	31

Table	Page
XII. The Counselor's Role and Responsibility in the Study of Cumulative Records, Identifying Needs and Placing Students as Perceived by the Two Respondent Groups . . . . .	33
XIII. The Counselor's Role and Responsibility in Assisting Students in Making Applications and Developing Realistic Perceptions . . . . .	35
XIV. Responses by Teachers of Vocational Agriculture in Regard to Their Career Orientation Material, Responsibilities, and Needs in Facilitating a Guidance Program. . . . .	36
XV. Responses by Teachers of Vocational Agriculture in Regard to Assistance Needed to Facilitate a Guidance Program in the Local Department. . . . .	37
XVI. Responses by Teachers of Vocational Agriculture in Regard to Materials on Careers and Their Value in Teaching Career Orientation . . . . .	38
XVII. Responses by Teachers of Vocational Agriculture in Regard to Practice Used in Directing Students in Their Selection of an Occupational Objective. . . . .	40
XVIII. Response by Teachers of Vocational Agriculture Concerning the Problem of Assisting Non-Farm Students. . . . .	43
XIX. Response of Counselors in Regard to Differences in Counseling Agriculture as Opposed to Non-Agriculture Students. . . . .	44
XX. Responses by Counselors in Regard to Emphasis of Career Exploration in the Academic and Vocational Classes . . . . .	45

## CHAPTER I

### PURPOSE AND DESIGN OF THE STUDY

#### Introduction

Traditionally, vocational agriculture teachers have included counseling among their responsibilities, particularly as a practice of assisting students in becoming aware of occupations available in agriculture and its related areas. Therefore, all teachers of vocational agriculture should become familiar with counseling techniques that would assist them in better understanding youth enrolled in their programs. This is a major responsibility regardless of whether these youth come from a farm home or a non-farm home.

All experienced vocational agriculture teachers recall the countless times a student has come to them with questions concerning his occupational objective in life. This phase of counseling is accepted and practiced by all dedicated teachers who render such services freely, not being restricted to always sending the student to someone who may be officially designated as a guidance counselor. This type of counseling service cannot be classified as full, half or part-time. Yet, educators readily agree that no teacher could possibly adequately advise every student or give them all the time needed unless the person was specifically assigned the duty of counseling with all students who wish to seek advice and direction concerning their future life.

A closer working relationship between guidance counselors and

vocational agriculture instructors is urgently needed for the future of agriculture depends upon people who will be adequately trained to fill agricultural occupations both at the present time and throughout the years that lie ahead. As educators, all teachers of vocational agriculture should inform counselors of the many phases of modern agriculture and attempt to establish the fact that our present agricultural system does not require fewer, but more people if the wonderful status of plenty is to continue in America.

Educators of today need to be knowledgeable about the labor market and sympathetic to students regardless of the present level of academic achievement and aspiration. Vocationally-oriented students need the same quality of career counseling as do college-bound students.

Modern vocational agriculture programs should be designed to meet the changes that take place in agriculture. Teachers of vocational agriculture need to be informed of their responsibility and the importance of assisting youth in choosing an occupation in the area of agriculture whether it be in production, business, or the scientific field.

#### Need for the Study

The nature and extent of the population of the world is ever changing. Farm communities are becoming urban areas, especially in areas where industrialization is taking place. Shifting of population is prevalent throughout many areas.

These changes have created numerous problems within the field of vocational agriculture. No longer do our schools have a large number of students who come from families making a major portion of their living from the farm. Predominately, our enrollments today are made

up of students who live on small acreages of two to five acres and sometimes less. These students have a limited knowledge about the field of agriculture and the related occupations that are available for their career exploration. The need for this study stems from the fact that this is a problem faced by a considerable number of vocational agriculture teachers today. If effective education and counseling of such students are to continue, teachers of vocational agriculture need to gain a greater understanding of both the characteristics and the needs of non-farm youth.

#### Purpose of the Study

Providing successful training experiences in occupational counseling for beginning teachers and in-service training for experienced teachers is of vital importance. With this in mind, a major purpose of this study was to determine if teachers of vocational agriculture do need additional training or information in order to more effectively carry out counseling activities, particularly in situations where they are faced with a large enrollment of non-farm boys. A concurrent purpose was to identify present, officially-designated persons upon whom occupational counseling responsibilities rest and to determine selected attitudes these persons hold toward occupational counseling. Another purpose was to determine if problems do occur in counseling the non-farm student.

#### Scope of the Study

This study included all the vocational agriculture departments in Creek, Tulsa, Rogers, and Washington Counties of Oklahoma. These

counties were selected because of the concentration of population surrounding the city of Tulsa, and which is increasingly being changed through rapidly expanding industrialization. The scope is limited to the responsibilities and problems of counseling students with special emphasis given to the area of occupational exploration by non-farm vocational agriculture students.

#### Definitions of Terms

Counseling - a process in which one person helps the second person to make interpretations of facts relating to a choice, plan, or adjustment which he needs to make.

Farm Home - a family that lives on a farm and derives two-thirds or more of their support from the farm.

Non-Farm Home - a family that lives on a small acreage, such as three to five acres, or lives in town and derives his income from employment at a business other than farming.

Occupational Objective - an occupation that a student hopes to become employed in after graduating from high school, college, or a technical school.

Guidance Counselor - a person trained in the area of guidance and employed by the school to carry out guidance activities of that school.

Urbanization - concentration of population, brought about by industrialization.

Industrialization - the growth of industry within a given area.

#### Procedure

The first step in making the study was the formulation of a

workable plan for securing information. After much thought and consideration, it was decided to use the personal contact method with a desirable interview outline to insure a uniform recording of responses.

In making these contacts, the vocational agriculture instructor at each school was informed as to the nature of the study. Whenever possible, the counselor and vocational agriculture instructor were informed together, as to the nature of the study. Each was asked to fill out a questionnaire individually and to answer each statement according to what they perceived as the best answer to each statement in their own personal opinion.

Schools were chosen in an area surrounding Tulsa County, because of the common phenomena of urbanization of their communities.

#### Research Hypotheses

1. There is no essential difference in counseling responsibilities for a student that comes from a farm family as compared to a student that comes from a non-farm family.

2. There is no essential difference in terms of the way the task of occupational counseling is viewed by (1) vocational agriculture teachers, (2) the school counselor, and (3) other school personnel designated to carry such responsibility.

## CHAPTER II

### REVIEW OF LITERATURE

Too many people still think that teaching agriculture means teaching proficiency in farming and nothing more. With the great shift from a rural to urban populace, there are fewer people farming the land and fewer young people returning to the farm. According to Elliott (1), agricultural education has the same goals today that it had twenty years ago--meeting the needs of people. Agriculture is constantly changing, but needs of people change too. This is our challenge--serving those that need us rather than limiting the program to a select group as many of us have done in the past.

Teachers are faced with the crucial problem of increasing urban student enrollment consisting largely of students with limited knowledge of agriculture and career opportunities available to them. It becomes the task of each teacher to inform the students of career opportunities in agriculture.

According to the publication "Agriculture is more than Farming" (2), thousands of talented farm boys and girls are "counseled out" of agriculture each year, to their lifelong detriment. Likewise, many schools in urban areas consider "agriculture not for us" when hundreds of opportunities exist in the locality for agriculturists to serve the gardening and landscaping needs of home owners, business establishments, and public facilities, or to work in firms that deal with

farmers. Many opportunities exist for urban youth to enter agricultural occupations.

According to Tuttle (3), vocational and technical education is not so concerned about what occupational training course a student pursues but rather, that the student has adequate information about a wide variety of occupations from which to make a choice. Often the student is confronted with beginning his or her vocational training and must make a choice as to which occupation to prepare for without really knowing what the work entails, the remuneration that can be expected, the projected future security of the job, and other information relating to job satisfaction. With such limited information, it can be expected that students will make some mistakes in their choices. Such unfortunate choices are expensive both in terms of time and money and to both the student and society. We can improve on our orientation of young people to the "world of work" by beginning to provide occupational information early in our formal educational activities.

It was stated in "A Guide for Developmental Vocational Guidance" (4), that a challenge to vocational guidance had been issued by the President of the United States in his statement, "We will not be satisfied until every man knows the dignity of work--and every man understands the rewards of labor". It was further stated that statistics show many adults are dissatisfied with their jobs. This condition often has been the result of these individuals failing to make satisfactory educational and occupational plans while they were still in school. Occupational information can be a medium for awakening an early interest in occupations and can even enable some students to make a final decision while still in high school. Living in an

innovative age demands a practical education which will prepare an individual for work that does not even yet exist. The school does a disservice to students if it prepares them only for their first job. There must be preparation for flexibility and readjustment. It becomes imperative that occupational information be made available to all students beginning in the kindergarten and continuing throughout life. One area where the teacher and counselor must work together is in career development of the students.

According to the Advisory Council to the Oklahoma State Board of Vocational and Technical Education (5), guidance and counseling services have been made available on a too-limited basis. More information on the world of work must be attractively and convincingly packaged and conveyed to both young people and adults. The seeming academic addiction of Oklahoma youngsters and their parents must be cured. They, and the general public, must be informed about the dignity, the challenge, and the financial and intellectual rewards available to the person with well-developed vocational and technical skills.

Guidance counselors, it seemed to the Council, must be better prepared for their positions and freed from peripheral duties which tend to detract from their effectiveness in career counseling roles. They must be given greater exposure to occupational information and information on Oklahoma vocational and technical education programs.

According to Melanie Melewicz (6), a research team from the Center for Vocational and Technical Education at Ohio State University conducted a national survey of vocational guidance in secondary schools. It was found that, on the average, each counselor serves a median ratio of 380 students and spends the largest portion of his time (a median

of 40 percent) counseling individual students. Interestingly enough, the largest block of individual counseling is related to college education. By contrast, problems possibly troublesome to the administration --low achievers and potential dropouts, for example--receive less time. Students, it was found, tend to seek educational guidance more frequently than vocational guidance and personal adjustment counseling.

Shertzer and Norflett (7), have written an excellent account on the coordination of the guidance counseling program with vocational agriculture. They reveal that guidance is becoming an increasingly popular word these days. Most people believe "guidance" to be a good thing although they are not quite sure what it is. One thing that needs to be kept in mind is that professional counselors do not want to dictate, but rather to help students learn how to guide themselves. Each counselor and agriculture teacher seriously needs to become familiar with the other's work--what each is doing and why, and the responsibilities each retains. They need to carry on a continuous, intensive search to collect, organize and interpret to students current information pertinent to job opportunities available in agriculture and related areas; the types of training desirable and necessary for such jobs; and their outlook. Together, they can provide in an occupational file a wealth of exploratory and informative reading materials for students that will extend their occupational horizons.

Teran and Riccio (8), listed eight basic purposes of guidance as follows:

1. Aiding the individual in the identification of his abilities, aptitudes, interests, and attitudes.
2. Assisting the individual to understand, accept and utilize

these traits.

3. Helping the individual recognize his aspirations in the light of his traits.
4. Providing the individual with opportunities for learning about areas of occupational and educational endeavors.
5. Aiding the individual in the development of value senses.
6. Helping the individual in obtaining experiences which will assist him in the making of free and wise choices.
7. Assisting the individual in developing his potentials to their optimum so that he may become the individual he is capable of becoming.
8. Aiding the individual in becoming more and more self-directive.

It is not always easy to give counselors the help which they need so they may gain a better understanding of opportunities in agriculture and the relationship of farm background and instruction in agriculture to these opportunities. The effective counselor looks at his role in an objective manner and tries not to appear to give greater prominence to one occupational field than to another; but, he is subjected to many influences. Many counselors do not have an experimental background in agriculture. Their training many not have included information about agricultural careers (9).

American agriculture is an expanding, changing industry offering more career opportunities than ever before. Those who view agriculture as a declining field with limited opportunities are either viewing only segments of it or are unable to distinguish between change and decline (10).

### CHAPTER III

#### PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of information secured from 21 teachers of vocational agriculture and 19 counselors from schools located in the counties of Tulsa, Creek, Washington and Rogers. The tables in this chapter were compiled to facilitate presentation of the data accumulated by a questionnaire completed by teachers of vocational agriculture and counselors located in these four counties surrounding the city of Tulsa, Oklahoma.

#### Background Data on Study Respondents

Table I contains descriptive data about the vocational agriculture teachers and counselors included in the study.

Of the 21 teachers of vocational agriculture, 12 (57.1 percent) had been employed in their present position less than 6 years while 6 (28.6 percent) were employed for more than 13 years. Twelve (63.2 percent) counselors were employed in the present position less than 6 years while 3 (57.8 percent) were employed for more than 13 years.

The number of years in the present school system indicated a difference between teachers of agriculture and counselors. Fifteen (71.4 percent) teachers of agriculture had been in the present school system more than 13 years. Ten (52.6 percent) counselors were in their present school systems less than 6 years while 4 (21.1 percent) were

TABLE I

DESCRIPTIVE DATA ABOUT VOCATIONAL AGRICULTURE TEACHERS  
AND COUNSELORS INCLUDED IN THE STUDY

Teacher Variable	Respondent Group			
	Vo-Ag Teachers		Counselors	
	N	%	N	%
Years in Present Position				
1-6	12	57.1	12	63.2
7-12	3	14.3	4	21.0
13+	6	28.6	3	15.8
Years in Present School				
1-6	15	71.4	10	52.6
7-12	0	0.0	5	26.3
13+	6	28.6	4	21.1
Years in Education Profession				
1-6	12	57.1	4	21.0
7-12	2	9.5	3	15.8
13+	7	33.3	12	63.2
Academic Credits Beyond B.S.				
0-19	13	62.0	4	21.0
20-39	1	4.7	8	42.1
40+	7	33.3	7	36.9
Age				
20-30	12	57.1	5	26.3
31-40	2	9.5	6	31.6
41+	7	33.3	8	42.1
Hours Guidance Work				
0-6	18	85.7	4	21.0
7-12	3	14.3	1	5.3
13+	0	0.0	14	73.7
Courses in Occupational Counseling				
0	12	57.1	4	21.0
1-2	9	42.9	4	21.0
3+	0	0.0	11	57.9

in the system more than 13 years.

The greatest difference was indicated in the number of years in the educational profession. Twelve (57.1 percent) teachers of agriculture were in the profession less than 6 years while 7 (33.3 percent) were members of the profession more than 13 years. Twelve (63.2 percent) counselors were in the profession more than 13 years while only 4 (21.0 percent) were members of the profession less than 6 years. These figures would indicate a larger percentage of agriculture teachers leaving the profession after 6 years of teaching experience as compared to counselors who remained in the profession for a longer period of time.

Thirteen (62.0 percent) teachers of agriculture had obtained less than 20 hours of college credits beyond their bachelors degree while 7 (33.3 percent) had indicated receiving more than 40 credits. Eight (42.1 percent) counselors had received between 20-39 credits while 4 (21.0 percent) received less than 6 hours of credits.

Twelve (57.1 percent) teachers of agriculture were less than 30 years of age while 7 (33.3 percent) were more than 41 years old. Eight (42.1 percent) counselors were more than 41 years of age while 5 (26.3 percent) were less than 30 years old.

Eighteen (85.7 percent) teachers of agriculture had completed less than 6 credit hours in the area of guidance while none had more than 13 credit hours. Fourteen (73.7 percent) counselors had more than 13 credit hours in this area while 4 (21.0 percent) had less than 6 credit hours.

Twelve (57.1 percent) teachers of agriculture had taken no courses in occupational counseling while 9 (42.9 percent) had taken one or two

courses. Eleven (57.9 percent) counselors had taken more than three courses in occupational counseling while 4 (21.0 percent) had taken no courses.

#### Importance of Selected Information for Counseling with Students

The seven tables contained in this section were developed to summarize the relative importance teachers of agriculture and counselors felt should be placed on selected items of information for counseling with students about the world of work and/or selecting a career objective. To facilitate comparisons between the responses of the two groups an average group rating was computed for each item. This was accomplished by (1) assigning a numerical rating to each response category, (2) multiplying the number of respondents per category by the numerical value, (3) summing these products and (4) dividing by the total number of respondents in each group. The numerical values assigned to the response categories were as follows: Very Important = 2, Important = 1 and Unimportant = 0.

Table II represents the responses by teachers of vocational agriculture and counselors in regard to the importance of the student understanding the "World of Work", in terms of experience, aptitude, and abilities needed to perform a certain job.

Of the 21 teachers of vocational agriculture, 11 (52.4 percent) rated experience important, while 4 (19.0 percent) said it was unimportant. Of the 19 counselors, 13 (68.4 percent) rated experience important, while 2 (10.5 percent) said it was very important. Based upon the rating scale, teachers of agriculture gave an average rating of 1.2 to experience, while counselors gave an average rating of .9,

indicating the latter group, as a whole, rated experience as less than important.

TABLE II

RESPONSES IN REGARD TO THE IMPORTANCE OF STUDENTS' UNDERSTANDING  
THE WORLD OF WORK IN TERMS OF EXPERIENCE,  
APTITUDE AND ABILITIES REQUIRED

Statement and Response Group	Response Category						Cumulative Rating	Aver- age Rating	
	Very Important		Important		Un- Important				
	N	%	N	%	N	%			
<hr/>									
Experience									
1. Agriculture Teachers (N=21)	6	28.6	11	52.4	4	19.0	25	1.2	
2. Counselors (N=19)	2	10.5	13	68.4	4	21.1	17	.9	
Aptitude									
1. Agriculture Teachers (N=21)	6	28.6	15	71.4	0	00.0	27	1.3	
2. Counselors (N=19)	13	68.4	6	31.6	0	00.0	32	1.7	
Abilities									
1. Agriculture Teachers (N=21)	10	47.6	11	52.4	0	00.0	31	1.5	
2. Counselors (N=19)	6	31.6	13	68.4	0	00.0	25	1.3	

Fifteen (71.4 percent) teachers of vocational agriculture indicated

aptitude was important and 6 (28.6 percent) said aptitude was very important. Of the 19 counselors, 13 (68.4 percent) rated aptitude very important, while 6 (31.6 percent) said aptitude was important. Based upon the rating scale, teachers of vocational agriculture rated aptitude 1.3 which was important, while counselors rated aptitude 1.7 which also was important.

Also, 11 (52.4 percent) teachers of vocational agriculture indicated student abilities were important, while 10 (47.6 percent) said abilities were very important. Thirteen (68.4 percent) counselors rated abilities as important while six (31.6 percent) expressed the feeling that abilities were very important. As a group, teachers of agriculture rated abilities 1.5 while counselors rated abilities 1.3 thus, both groups felt abilities were important.

Table III represents the responses by teachers of vocational agriculture and counselors in regard to the importance of having test scores concerning aptitudes, intelligence and abilities available when assisting a student in selecting an occupational objective.

Of the 21 teachers of agriculture, 14 (66.7 percent) rated test scores concerning aptitudes important while 3 (14.3 percent) said test scores on aptitudes were unimportant. Of the 19 counselors, 12 (63.2 percent) rated test scores concerning aptitudes very important while 7 (36.8 percent) said test scores on aptitudes were important. On the average, teachers of agriculture rated test scores on aptitude tests 1.0 while counselors rated test scores on aptitudes 1.6 both of which fell under the important category.

Fourteen (66.7 percent) teachers of vocational agriculture rated test scores concerning intelligence important while 2 (9.5 percent)

considered test scores on intelligence very important. Fifteen (78.8 percent) counselors rated test scores concerning intelligence important while 4 (21.1 percent) considered test scores on intelligence very important. As a group, teachers of agriculture rated test scores concerning intelligence .8 indicating they felt intelligence test scores were less than important while counselors rated test scores concerning intelligence 1.2 which made it important in their opinion.

Also, 10 (47.6 percent) teachers of vocational agriculture rated test scores concerning abilities very important while 4 (19.1 percent) said test scores on abilities was unimportant. Ten (52.6 percent) counselors rated test scores concerning abilities important while 9 (47.4 percent) rated test scores on abilities very important. The average agriculture teacher rating of test scores concerning abilities was 1.3 while counselors rated test scores on abilities 1.5. Combined, the groups considered ability test scores to be important.

Table IV summarizes the responses by teachers of vocational agriculture, and counselors in regard to the importance of abilities and ambitions of students in their selection of an occupational objective.

Of the 21 teachers of vocational agriculture, 14 (66.7 percent) rated the abilities of the student as shown in his school record important while 1 (4.7 percent) said it was unimportant. Of the 19 counselors, 13 (68.4 percent) rated this item important, while 1 (5.3 percent) said it was unimportant. The average rating of this item by both groups was 1.2 or important.

Fifteen (71.4 percent) teachers of agriculture rated the abilities of the student as expressed by his teachers important while 1 (4.7 percent) said it was unimportant. Sixteen (84.2 percent) counselors

TABLE III

RESPONSES IN REGARD TO THE IMPORTANCE OF HAVING TEST SCORES  
ON STUDENT APTITUDES, INTELLIGENCE AND ABILITIES

Statement and Response Group	Response Category								
	Very Important		Important		Un- Important		Cumulative Rating	Average Rating	
	N	%	N	%	N	%			
Aptitudes									
1. Agriculture Teachers (N-21)	4	19.0	14	66.7	3	14.3	22	1.0	
2. Counselors (N-19)	12	63.2	7	36.8	0	00.0	31	1.6	
Intelligence									
1. Agriculture Teachers (N-21)	2	9.5	14	66.7	5	23.8	18	.8	
2. Counselors (N-19)	4	21.1	15	78.9	0	00.0	23	1.2	
Abilities									
1. Agriculture Teachers (N-21)	10	47.6	7	33.3	4	19.1	27	1.3	
2. Counselors (N-19)	9	47.4	10	52.6	0	00.0	28	1.5	

rated teachers' estimates of ability important while 3 (15.8 percent) said it was very important. The average response of both groups was nearly the same on this factor with the teacher rating being 1.2 and the counselor rating 1.1.

Seventeen (80.9 percent) teachers of agriculture rated the ambition of the student as expressed by himself very important while none

TABLE IV

RESPONSES IN REGARD TO THE IMPORTANCE OF ABILITIES AND AMBITIONS  
OF STUDENTS IN SELECTION OF AN OCCUPATIONAL OBJECTIVE

Response Category									
Statements and Response Groups	Very Important		Important		Un- Important		Cumulative Rating	Aver- age Rating	
	N	%	N	%	N	%			
The Abilities of the Student as Shown in his School Record									
1. Agriculture Teachers (N-21)	6	28.6	14	66.7	1	4.7	26	1.2	
2. Counselors (N-19)	5	26.3	13	68.4	1	5.3	23	1.2	
The Abilities of the Student as Express- ed by his Teachers									
1. Agriculture Teachers (N-21)	5	23.8	15	71.4	1	4.7	25	1.2	
2. Counselors (N-19)	3	15.8	16	84.2	0	0.0	22	1.1	
The Ambitions of the Student as Express- ed by Himself									
1. Agriculture Teachers (N-21)	17	80.9	4	19.1	0	0.0	38	1.8	
2. Counselors (N-19)	15	78.9	4	21.1	0	0.0	34	1.8	
The Parents Having Ambitions for the Student Concerning College									
1. Agriculture Teachers (N-21)	8	38.0	13	62.0	0	0.0	29	1.4	
2. Counselors (N-19)	0	00.0	15	78.9	4	21.1	15	.8	

considered it to be unimportant. Fifteen (78.9 percent) counselors rated the same item very important while 4 (21.1 percent) considered it important. The average rating of 1.8 for both response groups indicated they felt this factor was close to very important.

Thirteen (62.0 percent) teachers of agriculture rated the parents having ambitions for the student concerning college important, while none considered it unimportant. Fifteen (78.9 percent) counselors rated the parents having ambitions for the student concerning college important, while none considered it very important. The average degree of importance of this item as viewed by teachers was 1.8, while .8 was the average rating for counselors which indicated teachers felt parental influence had a definite bearing on counseling students.

Table V contains the responses by the two groups in regard to occupational plans and past work experiences in assisting a student in selecting an occupational objective.

Of the 21 teachers of agriculture, 15 (71.4 percent) rated to know what his occupational plans are at the present very important while none considered it unimportant. Of the 19 counselors, 12 (63.2 percent) rated knowledge of students' occupational plans are at the present very important, while none considered it unimportant. On the average, teachers of agriculture rated the knowing of a students occupational plans at the present 1.7 while counselors gave an average rating of 1.6.

Sixteen (76.2 percent) teachers of agriculture rated knowledge of students' past work experience very important while none considered it unimportant. Nine (47.4 percent) counselors rated past work experience very important while 2 (10.5 percent) considered it unimportant.

As a group, teachers of agriculture rated this item 1.7 while counselors rated it 1.4.

TABLE V

RESPONSES IN REGARD TO OCCUPATIONAL PLANS AND PAST WORK  
EXPERIENCES IN ASSISTING A STUDENT IN SELECTING  
AN OCCUPATIONAL OBJECTIVE

Statements and Response Groups	Response Category						Cumulative Rating	Aver- age Rating
	Very Important		Important		Un- Important			
	N	%	N	%	N	%		
<hr/>								
To Know What his Occupational Plans are at the Present								
1. Agriculture Teachers (21)	15	71.4	6	28.6	0	00.0	36	1.7
2. Counselors (N-19)	12	63.2	7	36.8	0	00.0	31	1.6
To Know What his Past Work Experience has Been								
1. Agriculture Teachers (N-21)	16	76.2	5	23.8	0	00.0	37	1.7
2. Counselors (N-19)	9	47.4	8	42.1	2	10.5	26	1.4

Table VI is a summary of the responses by teachers and counselors in regard to the importance of academic and disciplinary behavior in assisting a student in selecting an occupational objective.

Of the 21 teachers of vocational agriculture, 15 (71.4 percent) rated the academic behavior of the student important while 1 (4.7 percent) considered it unimportant. Of the 19 counselors, 15 (78.9 percent) rated such behavior important, while none considered it unimportant. The average rating of both teachers of agriculture and counselors was 1.2.

TABLE VI

RESPONSES IN REGARD TO THE IMPORTANCE OF ACADEMIC AND  
DISCIPLINARY BEHAVIOR IN ASSISTING STUDENTS IN  
SELECTING AN OCCUPATIONAL OBJECTIVE

Statement and Response Groups	Response Category							
	Very Important		Important		Un- Important		Cumulative Rating	Average Rating
	N	%	N	%	N	%		
The Academic Behavior of the Student as Shown by School Record								
1. Agriculture Teachers (N-21)	5	23.8	15	71.4	1	4.8	25	1.2
2. Counselors (N-19)	4	21.1	15	78.9	0	00.0	23	1.2
The Disciplinary Behavior of the Student as Shown by School Record								
1. Agriculture Teachers (N-21)	5	23.8	16	76.2	0	00.0	26	1.2
2. Counselors (N-19)	2	10.5	15	78.9	2	10.5	19	1.0

Sixteen (76.2 percent) teachers of agriculture rated the disciplinary behavior of the student important while none considered it unimportant. Fifteen (78.9 percent) counselors rated disciplinary behavior important while 2 (10.5 percent) considered it unimportant. Teachers of agriculture rated the disciplinary behavior of the student 1.2 on the average while counselors gave a rating of 1.0. In other words, both groups, on the average, felt it was important.

Table VII is a record of the responses by teachers of vocational agriculture and counselors in regard to importance of personal and financial condition of the student in assisting him in selecting an occupational objective.

Of the 21 teachers of vocational agriculture, 12 (57.1 percent) rated to have an understanding of the students home life very important while none considered it unimportant. Of the 19 counselors, 14 (73.7 percent) rated understanding of the students' home life important, while none considered it unimportant. Based upon the rating scale, teachers of agriculture assigned an average rating of 1.6 to understanding of the students home life while the counselor group gave a rating of 1.2.

Eleven (52.4 percent) teachers of agriculture indicated that to know if a student had personal problems was very important, while 1 (4.7 percent) considered it unimportant. Ten (52.6 percent) counselors considered this knowledge to be important while none considered it unimportant. The two groups had identical average ratings of 1.5 in reference to knowing if students had personal problems.

Thirteen (62.0 percent) teachers of agriculture rated to know the student financial condition important while 3 (14.2 percent) considered

TABLE VII

RESPONSES IN REGARD TO IMPORTANCE OF PERSONAL AND FINANCIAL  
CONDITION OF STUDENT IN ASSISTING HIM IN SELECTING  
AN OCCUPATIONAL OBJECTIVE

Statement and Response Groups	Response Category							
	Very Important		Important		Un- Important		Cumulative Rating	Average Rating
	N	%	N	%	N	%		
To have an Understanding of the Students Home Life								
1. Agriculture Teachers (N-21)	12	57.1	9	42.9	0	00.0	33	1.6
2. Counselors (N-19)	5	26.3	14	73.7	0	00.0	24	1.2
To Know if he has any Personal Problems								
1. Agriculture Teachers (N-21)	11	52.4	9	42.9	1	4.7	31	1.5
2. Counselors (N-19)	9	47.4	10	52.6	0	00.0	28	1.5
To Know his Financial Condition								
1. Agriculture Teachers (N-21)	5	23.8	13	62.0	3	14.2	23	1.1
2. Counselors (N-19)	3	15.8	13	68.4	3	15.8	19	1.0
To Know the Financial Condition of his Parents								
1. Agriculture Teachers (N-21)	6	28.6	14	66.7	1	4.7	26	1.2
2. Counselors (N-19)	5	26.3	12	63.2	2	10.5	22	1.1

it unimportant. Thirteen (68.4 percent) counselors rated his financial condition important while 3 (15.8 percent) considered it unimportant. Based upon the rating scale teachers of agriculture gave a rating of 1.1 while counselors gave a rating of 1.0 in reference to knowing a students financial condition.

Fourteen (66.7 percent) teachers of agriculture rated to know the financial condition of the students parents important while 1 (4.7 percent) considered it unimportant. Twelve (63.2 percent) counselors rated the financial condition of parents important while 2 (10.5 percent) considered it unimportant. Based upon the rating scale, teachers of vocational agriculture rated the financial conditions of parents 1.2 while counselors gave a rating of 1.1.

Table VIII represents the responses by teachers and counselors in regard to the importance of marital plans, and social situations of a student in assisting him in selection of an occupational objective.

Of 21 teachers of vocational agriculture, 16 (76.2 percent) rated to know the students' marital plans important while 2 (9.5 percent) considered it very important. Of the 19 counselors, 11 (57.9 percent) rated knowing of students' marital plans important while 3 (15.8 percent) considered it unimportant. In terms of group average ratings, teachers gave a rating of .9 while counselors gave a rating of 1.1 to this item.

Fifteen (71.4 percent) teachers of agriculture felt that knowing a students' social situation in regard to peers important while none considered it unimportant. Fifteen (78.9 percent) counselors rated knowing his social situation important. The average rating of this factor was 1.3 by teachers of agriculture and 1.2 by counselors.

TABLE VIII

RESPONSES IN REGARD TO THE IMPORTANCE OF MARITAL PLANS AND SOCIAL  
SITUATION IN ASSISTING A STUDENT IN HIS SELECTION OF AN  
OCCUPATIONAL OBJECTIVE

Statement and Response Groups	Response Category							
	Very Important		Important		Un- Important		Cumulative Rating	Average Rating
	N	%	N	%	N	%		
To Know What his Marital Plans are upon Comple- tion of High School								
1. Agriculture Teachers (N-21)	2	9.5	16	76.2	3	14.3	20	.9
2. Counselors (N-19)	5	26.3	11	57.9	3	15.8	21	1.1
To Know his Social Situation with Regard to Peers								
1. Agriculture Teachers (N-21)	6	28.6	15	71.4	0	00.0	27	1.3
2. Counselors (N-19)	4	21.1	15	78.9	0	00.0	23	1.2

#### Perceptions of Roles and Responsibilities of Counselors

Tables IX through XIII are designed to report responses relative to perceptions of the roles and responsibilities of counselors as indicated by the two groups studied. Each respondent was asked to specify for each role and/or responsibility whether he felt counselors (1) had primary responsibility for performing the function himself or making certain that it was performed; (2) shared responsibility, for

the function with administration or fellow staff members, but did not have primary responsibility; or (3) had no responsibility regarding the item in question. Utilizing the same type of procedure described previously, an average group response was computed for each function using a numerical scale where primary responsibility = 2, shared responsibility = 1, and no responsibility = 0.

Responses by teachers of vocational agriculture and counselors in regard to the counselor's role and responsibility in providing in-service training, evaluation and assistance are reported in Table IX.

Of the 21 teachers of agriculture, 15 (71.4 percent) felt that to provide in-service training for teachers concerning career exploration by counselors should be a shared responsibility, while none considered the counselor to have no responsibility in this area. Of the 19 counselors, 13 (68.4 percent) indicated that to provide in-service training for teachers concerning career exploration by counselors needed to be a shared responsibility while 1 (5.3 percent) considered it a primary responsibility. The group of teachers of agriculture gave an average rating of 1.3 while counselors gave a rating of .8 to this function.

The role of evaluating the classroom program and contributions being made toward career exploration should not be a responsibility of counselors according to 10 (47.6 percent) teachers of agriculture, while 2 (9.5 percent) considered it a primary responsibility. Fifteen (78.9 percent) counselors felt this role should be a shared responsibility, while none considered it a primary responsibility. In comparing the groups, it was found teachers of agriculture gave an average rating of .6 while counselors rated it .8 to this role.

TABLE IX

THE COUNSELOR'S ROLE AND RESPONSIBILITY IN PROVIDING IN-SERVICE  
TRAINING, EVALUATION, AND ASSISTANCE AS PERCEIVED  
BY THE TWO RESPONDENT GROUPS

Role and Response Groups	Degree of Responsibility						Cumulative Rating	Average Rating
	Primary Responsi- bility		Shared Responsi- bility		No Responsi- bility			
	N	%	N	%	N	%		
<hr/>								
To Provide In-Service Training for Teachers Concerning Career Exploration								
1. Agriculture Teachers (N-21)	6	28.6	15	71.4	0	00.0	27	1.3
2. Counselors (N-19)	1	5.3	13	68.4	5	26.3	15	.8
Evaluates the Class- room Program and the Contributions being Made Toward Career Exploration								
1. Agriculture Teachers (N-21)	2	9.5	9	42.9	10	47.6	13	.6
2. Counselors (N-19)	0	00.0	15	78.9	4	21.1	15	.8
Assist Teachers to Secure Materials and Develop Pro- cedures for a Variety of Class- room Group Ex- periences								
1. Agriculture Teachers (N-21)	8	38.1	11	52.4	2	9.5	27	1.3
2. Counselors (N-19)	3	15.8	14	73.7	2	10.5	20	1.0

The role of assisting teachers in securing materials and developing procedures for a variety of classroom group experiences was considered a shared responsibility by 11 (52.4 percent) teachers of agriculture while 2 (9.5 percent) considered it not to be a responsibility of the counselor. Fourteen (73.7 percent) counselors felt there should be shared responsibility for this role while 2 (10.5 percent) did not feel counselors should have any such responsibility. Based upon the average group ratings teachers of agriculture gave a rating of 1.3 while counselors gave a rating of 1.0 to this function indicating that there was a general feeling this should be a shared responsibility.

Table X reports the responses in regard to the counselor's role and responsibility in the study of occupational trends, and occupational planning.

To study the occupational trends in the community should be a shared function as viewed by 11 (52.4 percent) teachers of agriculture. One (4.7 percent) such respondent considered it not to be a responsibility of counselors. Twelve (63.1 percent) counselors rated the same role a primary responsibility while 1 (5.3 percent) felt it was not his responsibility. Teachers of agriculture gave an average rating of 1.4 while counselors gave an average rating of 1.6.

To assist in the educational and occupational planning of students according to 14 (66.7 percent) teachers of agriculture should be a shared responsibility while none felt that counselors had no responsibility in this area. Fifteen (78.9 percent) counselors indicated they should either have a primary or shared responsibility in this area. Teachers of agriculture gave an average responsibility rating of 1.3 while counselors gave an average rating of 1.2 to this function.

TABLE X

THE COUNSELOR'S ROLE AND RESPONSIBILITY IN THE STUDY OF  
OCCUPATIONAL TRENDS AND OCCUPATIONAL PLANNING AS  
PERCEIVED BY THE TWO RESPONDENT GROUPS

Role and Response Groups	Degree of Responsibility						Cumulative Rating	Average Rating
	Primary Responsi- bility		Shared Responsi- bility		No Responsi- bility			
	N	%	N	%	N	%		
Study the Occupational Trends in the Community								
1. Agriculture Teachers (N-21)	9	42.9	11	52.4	1	4.7	30	1.4
2. Counselors (N-19)	12	63.1	6	31.6	1	5.3	30	1.6
Assist in the Educa- tional and Occupa- tional Planning of Students								
1. Agriculture Teachers (N-21)	7	33.3	14	66.7	0	00.0	28	1.3
2. Counselors (N-19)	4	21.1	15	78.9	0	00.0	23	1.2

Table XI discloses that of the 21 teachers of agriculture, 12 (57.1 percent) rated counseling with students about career objectives a primary responsibility of counselors while none rated the role no responsibility. Of the 19 counselors, 14 (73.7 percent) indicated the same role must be a shared responsibility while none considered it not to be a responsibility of the counselor. In terms of average ratings,

teachers of agriculture provided a responsibility rating of 1.6 while the figure for counselors was 1.2.

TABLE XI

THE COUNSELOR'S ROLE AND RESPONSIBILITY IN COUNSELING AND ASSISTING STUDENTS AS PERCEIVED BY THE TWO RESPONDENT GROUPS

Role and Response Groups	Degree of Responsibility						Cumulative Rating	Average Rating	
	Primary Responsi- bility		Shared Responsi- bility		No Responsi- bility				
	N	%	N	%	N	%			
To Counsel with Students About Career Objectives									
1. Agriculture Teachers (N-21)	12	57.1	9	42.9	0	00.0	33	1.6	
2. Counselors (N-19)	5	26.3	14	73.7	0	00.0	24	1.2	
Assist Students in Making a Long Range Plan of Study in Career Explora- tion									
1. Agriculture Teachers (N-21)	6	28.6	14	66.7	1	4.7	26	1.2	
2. Counselors (N-21)	14	73.7	5	26.3	0	00.0	33	1.7	
Assist the Student in the Selection of an Occu- pation									
1. Agriculture Teachers (N-21)	5	23.8	15	71.4	1	4.7	25	1.2	
2. Counselors (N-19)	7	36.8	12	63.2	0	00.0	26	1.4	

Fourteen (66.7 percent) teachers of agriculture said counselors had a shared responsibility for assisting students in making long-range plans of study in career exploration, while 1 (4.7 percent) responded that it was not a counselors responsibility. Fourteen (73.7 percent) counselors rated the same role as one of their primary responsibilities while none considered it no responsibility. The average rating given by teachers of agriculture was 1.2 while counselors gave an average rating of 1.7.

Fifteen (71.4 percent) teachers of agriculture responded that to assist the student in his selection of an occupation was a shared responsibility of counselors while 1 (4.7 percent) considered it not to be a counselors role. Twelve (63.2 percent) counselors indicated that the same role had to be a shared responsibility in this area. The average rating given by teachers of agriculture was found to be 1.2 while counselors rated it 1.4 as a group.

Table XII details the responses by teachers and counselors in regard to the counselor's role and responsibility in the study of cumulative records, identifying needs and placing students.

Eleven (52.4 percent) teachers of agriculture felt that the study of individual cumulative records of students must be a shared responsibility of counselors while none considered counselors to have no responsibility. Fourteen (73.7 percent) counselors rated the same role a shared responsibility. All counselors felt they have some degree of responsibility in this regard. The average rating of this function by teachers of agriculture was 1.5 while counselors rated it 1.2.

Fourteen (66.7 percent) teachers of vocational agriculture said counselors should share responsibility for identifying the guidance

TABLE XII

THE COUNSELOR'S ROLE AND RESPONSIBILITY IN THE STUDY OF  
CUMULATIVE RECORDS, IDENTIFYING NEEDS AND PLACING  
STUDENTS AS PERCEIVED BY THE  
TWO RESPONDENT GROUPS

Role and Response Groups	Degree of Responsibility						Cumulative Rating	Average Rating	
	Primary Responsi- bility		Shared Responsi- bility		No Responsi- bility				
	N	%	N	%	N	%			
<hr/>									
To Study Individual Cumulative Records of Students									
1. Agriculture Teachers (N-21)	10	47.6	11	52.4	0	00.0	31	1.5	
2. Counselors (N-19)	5	26.3	14	73.7	0	00.0	24	1.2	
Identifies the Guidance Needs of Pupils									
1. Agriculture Teachers (N-21)	7	33.3	14	66.7	0	00.0	24	1.1	
2. Counselors (N-19)	10	52.6	9	47.4	0	00.0	29	1.5	
Placing Students in Classes Designed to Meet Their Needs									
1. Agriculture Teachers (N-21)	7	33.3	12	57.1	2	9.5	26	1.2	
2. Counselors (N-19)	5	26.3	14	73.7	0	00.0	24	1.2	

needs of pupils while none felt there was no counselor responsibility in this area. Ten (52.6 percent) counselors rated the same role as one of their primary responsibilities while none rated the role to be of no responsibility. The average responsibility rating by teachers of vocational agriculture was 1.1 while counselors gave a rating of 1.5.

Twelve (57.1 percent) teachers of agriculture were convinced that placing students in classes designed to meet their needs had to be a shared responsibility while 2 (9.5 percent) considered it to be no responsibility of counselors. All of the counselors felt they had some degree of responsibility for this. The average rating by both teachers of agriculture and counselors was 1.2 for this role.

Table XIII is a summary of the responses in regard to the counselor's role and responsibility in assisting students in making applications and developing realistic perceptions.

Sixteen (76.2 percent) teachers of agriculture considered assisting students in understanding the procedure for making application and financial plans for attending educational or training institutions to be a shared responsibility. Ten (52.6 percent) counselors were convinced that there should be shared responsibility for this role, while none considered it not to be one of their responsibilities. The average rating computed for teachers of agriculture was 1.2 while counselors gave an average rating of 1.5.

Thirteen (62.0 percent) teachers of agriculture rated the function of assisting students in developing realistic perceptions of their aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning to be one of shared responsibility while none considered it no responsibility. Twelve (63.7 percent)

counselors felt this role was a primary responsibility and the remainder indicated it should be shared. The average rating by teachers of agriculture was 1.4 while counselors gave an average rating of 1.6.

TABLE XIII

THE COUNSELOR'S ROLE AND RESPONSIBILITY IN ASSISTING STUDENTS IN  
MAKING APPLICATIONS AND DEVELOPING REALISTIC PERCEPTIONS

Role and Response Groups	Degree of Responsibility						Cumulative Rating	Average Rating
	Primary Responsi- bility		Shared Responsi- bility		No Responsi- bility			
	N	%	N	%	N	%		
<b>Assisting Students in</b>								
Understanding the Procedure for Making Application and Financial Plans for Attending Edu- cational or Training Institutions								
1. Agriculture Teachers (N-21)	5	23.8	16	76.2	0	00.0	26	1.2
2. Counselors (N-19)	9	47.4	10	52.6	0	00.0	28	1.5
<b>Assist Students in</b>								
Developing Realistic Perceptions of their Aptitudes, Abilities, Interests, Attitudes and Development as Re- lated to Educational and Occupational Planning								
1. Agriculture Teachers (N-21)	8	38.0	13	62.0	0	00.0	29	1.4
2. Counselors (N-19)	12	63.2	7	36.8	0	00.0	31	1.6

## Guidance Programs and Practices in Vocational Agriculture Departments

The teachers of vocational agriculture were asked to assess various aspects of their programs relative to guidance functions and activities. The following tables summarize their responses.

Table XIV contains the responses by teachers of vocational agriculture in regard to their career orientation material, responsibilities and needs in facilitating a guidance program.

TABLE XIV

RESPONSES BY TEACHERS OF VOCATIONAL AGRICULTURE IN REGARD TO  
THEIR CAREER ORIENTATION MATERIAL, RESPONSIBILITIES,  
AND NEEDS IN FACILITATING A GUIDANCE PROGRAM

Facilitating Items	Teachers Responses			
	Yes		No	
	N	%	N	%
Is the material that you use in teaching career orientation up to date, in terms of being printed in the last 3 years	14	66.7	7	33.3
Do you feel guidance is a major part of your responsibility	19	90.4	2	9.6
Do you need more information and data on guidance	19	90.4	2	9.6

Fourteen teachers (66.7 percent) indicated material used in teaching career orientation was up to date, in terms of being printed in the last three years. Nineteen (90.4 percent) teachers felt guidance a major part of their responsibility. The teachers were almost

unanimous in indicating that more information and data on student guidance were needed,

Responses of teachers of vocational agriculture in regard to assistance needed to facilitate a guidance program are reported in Table XV.

TABLE XV

RESPONSES BY TEACHERS OF VOCATIONAL AGRICULTURE IN REGARD TO  
ASSISTANCE NEEDED TO FACILITATE A GUIDANCE PROGRAM  
IN THE LOCAL DEPARTMENT

Facilitating Items	Teachers Responses			
	Yes		No	
	N	%	N	%
To facilitate your guidance program, would you be of interest to an in-service training program	2	9.6	19	90.4
To facilitate your guidance program, would you be of interest to an educational workshop or extension courses in area of guidance	10	47.6	11	52.4
To facilitate your guidance program, do you need more library material and vocational audio-visual aids	13	61.9	8	38.1
To facilitate your guidance program, do you need more information of vocational selection of students	4	19.1	17	80.9

Nineteen (90.4 percent) teachers indicated they would not be interested in a training program to facilitate their guidance program.

Ten (47.6 percent) teachers indicated educational workshop or extension courses in the area of guidance would be helpful in facilitating a guidance program. Thirteen (61.9 percent) teachers indicated a need for more library material and vocational audio-visual aids to facilitate their guidance efforts. Seventeen (80.9 percent) teachers indicated no information on vocational selection of students was needed to facilitate their guidance program.

Table XVI summarizes the responses by teachers of vocational agriculture in regard to materials on careers and their value in teaching career orientation.

TABLE XVI

RESPONSES BY TEACHERS OF VOCATIONAL AGRICULTURE IN REGARD TO  
MATERIALS ON CAREERS AND THEIR VALUES IN TEACHING  
CAREER ORIENTATION

Career Material	Teachers Responses			
	Yes		No	
	N	%	N	%
Do you feel that career leaflets, as put out by Oklahoma State University are valuable in teaching career orientation	12	57.1	9	42.9
Do you consider slides on careers as being valuable in teaching career orientation	9	42.9	12	57.1
Do you consider films on careers as being valuable in teaching career orientation	6	28.6	15	71.4
Do you consider material published by industry or business as being valuable in teaching career orientation	5	23.8	16	76.2

Twelve teachers (57.1 percent) indicated career leaflets, as put out by Oklahoma State University were valuable in teaching career orientation. Nine (42.9 percent) considered slides on careers to be valuable in teaching career orientation. Fifteen teachers (71.4 percent) felt that films on careers were of no value in teaching this area. Also, 16 (76.2 percent) considered material published by industry or business was of no value in teaching career orientation.

Table XVII contains the responses by teachers of vocational agriculture in regard to practices used in directing students in their selection of an occupational objective which must be turned into the State Department of Vocational and Technical Education.

In order to arrive at an average rating and thus facilitate comparisons, the following numerical scale was used: always = 4, at least 75 percent of the time = 3, at least 50 percent of the time = 2, occasionally = 1, and never = 0.

Nine (42.9 percent) teachers said they supply students a comprehensive list of occupations while 2 (9.5 percent) never supplied such a list. This practice on the average, was rated 2.9 which meant it was employed at least 50 percent of the time by the group.

Nine teachers (42.9 percent) indicated they always discuss with their groups of students possible responses to questions which might arise while 6 (28.5 percent) had such discussions at least 50 percent of the time. An average rating of 3.1 was given this practice. Ten (47.6 percent) teachers responded that they always take time for individual counseling with students while 2 (9.5 percent) occasionally provide individual counseling. An average rating of 3.2 was computed for this practice.

TABLE XVII

RESPONSES BY TEACHERS OF VOCATIONAL AGRICULTURE IN REGARD TO PRACTICES USED IN DIRECTING STUDENTS IN THEIR SELECTION OF AN OCCUPATIONAL OBJECTIVE

Practices Used	Frequency of Use										Cumulative Rating	Average Rating
	Always		At Least 75% of the Time		At Least 50% of the Time		Occasionally		Never			
	N	%	N	%	N	%	N	%	N	%		
Supply each student with a comprehensive list of occupations in which to choose from	9	42.9	7	33.3	1	4.8	2	9.5	2	9.5	61	2.9
Discuss with group of students their possible responses to questions which might arise	9	42.9	6	28.5	6	28.5	0	00.0	0	00.0	66	3.1
Take some time for individual counseling with each student	10	47.6	7	33.3	2	9.5	2	9.5	0	00.0	67	3.2
Discuss with parents the ambitions of their son	4	19.1	6	28.5	6	28.5	4	19.1	1	4.8	50	2.4
Assist students in developing realistic perceptions of their aptitudes abilities, interests, attitudes, and development as related to educational and occupational planning	1	4.8	7	33.3	12	57.1	1	4.8	0	00.0	50	2.4

TABLE XVII (Continued)

Practices Used	Frequency of Use										Cumulative Rating	Average Rating
	Always		At Least 75% of the Time		At Least 50% of the Time		Occasionally		Never			
	N	%	N	%	N	%	N	%	N	%		
Make the statement, "This is due now, and everyone must have an occupational objective of some kind	4	19.1	4	19.1	2	9.5	6	28.5	5	23.8	38	1.8
Insist that all occupations must be in the area of agriculture or its related fields	2	9.5	3	14.3	2	9.5	4	19.1	10	47.6	25	1.1
Discuss in class a large number of occupations that students can qualify for because of their agriculture background before asking students to make occupational selections	15	71.4	5	23.8	1	4.8	0	00.0	0	00.0	77	3.7

Six (28.5 percent) teachers discussed with parents, the ambitions of their son at least 75 percent of the time while 1 (4.8 percent) never discussed this with parents. The average rating for the practice was 2.4.

Twelve (57.1 percent) teachers said they assist students in developing realistic perceptions of their aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning at least 50 percent of the time, while 1 (4.8 percent) always performs the practice. The average rating for the practice was 2.4.

Six teachers (28.5 percent) said they occasionally make the statement "This is due now, and everyone must have an occupational objective of some kind", while 4 (19.1 percent) always make the statement. The average rating of this practice was 1.8 or occasionally.

Ten (47.6 percent) teachers reported they never insist that all occupations be in the area of agriculture or its related fields while 2 (9.5 percent) always insist on occupations being in this area. The average rating of 1.1 was given the practice.

Fifteen (71.4 percent) teachers practiced always discussing in class a large number of occupations students can qualify for because of their agriculture background before asking students to make occupational selections, while 1 (4.8 percent) occasionally discussed this in class. An average rating of 3.7 was given to the practice. On the basis of average group ratings, the most frequently used practice was class discussions on occupations, followed in order by individual counseling, group discussions of student questions, supplying lists of occupations, discussions with parents and assisting students in

developing realistic perceptions (these received identical ratings), forcing students to select objectives in order to meet a deadline and finally, insisting that all occupations selected be related to agriculture.

### Special Counseling Concerns

Selected questions were asked of both groups of school personnel regarding special counseling concerns. Table XVIII, XIX and XX were developed to report these findings.

TABLE XVIII

#### RESPONSE BY TEACHERS OF VOCATIONAL AGRICULTURE CONCERNING THE PROBLEM OF ASSISTING NON-FARM STUDENTS

Statement	Teachers Response			
	Yes		No	
	N	%	N	%
Have you encountered problems in assisting non-farm students in their selection of an occupational objective	20	95.2	1	4.8

Table XVIII represents the response by teachers of vocational agriculture concerning the problem of assisting non-farm students. Twenty (95.2 percent) teachers indicated they had encountered problems in assisting non-farm students in selection of an occupational objective, while only one of the group had experienced no difficulties in this area.

Table XIX is a summary of the responses by counselors in regard to differences in counseling agriculture students as opposed to non-agriculture students.

TABLE XIX

RESPONSE OF COUNSELORS IN REGARD TO DIFFERENCES IN COUNSELING  
AGRICULTURE AS OPPOSED TO NON-AGRICULTURE STUDENTS

Statement	Counselors Responses			
	Yes		No	
	N	%	N	%
Have you experienced any differences in counseling agriculture students as opposed to non-agriculture students	10	52.6	9	47.4

Ten (52.6 percent) counselors indicated they had experienced differences in counseling agriculture students as opposed to non-agriculture students. However, an almost equal number of counselors, 9 (47.4 percent) reported no differences encountered in counseling the two groups.

Table XX categorizes the responses by counselors in regard to emphasis of career exploration provided in the academic and vocational classes.

Sixteen counselors (84.2 percent) felt that emphasis upon career exploration was given too little attention in most of the academic classes, while the remaining felt adequate emphasis was given. The

majority of counselors, 14 (73.7 percent) were convinced that career exploration received sufficient emphasis in vocational classes.

TABLE XX

RESPONSES BY COUNSELORS IN REGARD TO EMPHASIS OF CAREER EXPLORATION  
IN THE ACADEMIC AND VOCATIONAL CLASSES

Classes	Counselor Response			
	Yes		No	
	N	%	N	%
Do you feel that emphasis upon career exploration is given too little attention in most of our academic classes	16	84.2	3	15.8
Do you feel that emphasis upon career exploration is given too little attention in most of our vocational classes	5	26.3	14	73.7

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

Providing successful training experiences in occupational counseling for beginning teachers and in-service training for experienced teachers is of vital importance. With this in mind a major purpose of this study was to determine if teachers of vocational agriculture do need additional training or information in order to more effectively carry out counseling activities, particularly in situations where they are faced with a large enrollment of non-farm boys. A concurrent purpose was to identify present, officially designated persons upon whom occupational counseling responsibilities rest and to determine selected attitudes these persons hold toward occupational counseling. Another purpose was to determine whether problems occur in counseling the non-farm student.

As a result of the study, it was determined that 90.4 percent of the 21 teachers of vocational agriculture surveyed, felt that a major part of their responsibility was providing guidance to students enrolled in their classes. Further, 19 (90.4 percent) of these teachers of agriculture indicated a need for more information and data concerning guidance. Fourteen (66.7 percent) teachers of agriculture indicated the materials used in teaching career orientation were up to date in terms of being printed in the last three years; however, 13

(61.9 percent) indicated a need for more library material, and vocational audio-visual aids to help in facilitating a guidance program more effectively. Ten (47.6 percent) of the 21 teachers of agriculture were interested in attending an educational workshop or an extension course in the area of guidance to help in developing and understanding the area of guidance as a means of facilitating their own program.

Twenty (95.2 percent) teachers of vocational agriculture had encountered problems in assisting non-farm students in their selection of an occupational objective. The primary reason as expressed by teachers was a lack of understanding concerning opportunities available in agriculture and its related fields.

A concurrent purpose was to identify present, officially designated persons upon whom occupational counseling responsibilities rest and to determine selected attitudes, these persons held toward occupational counseling. To obtain the necessary information in carrying out this purpose, two parts of the questionnaire were developed to obtain information from teachers of vocational agriculture and counselors. The rating of various statements regarding the importance of selected information needed in assisting a student concerning his occupational objective and the role of the counselor in assisting students and teachers concerning the area of guidance were used in this evaluation. The summary of this area is as follows. Thirteen (68.4 percent) counselors rated the importance of students understanding the world of work in terms of experiences were important while as a group, counselors rated the above statement unimportant in assisting a student in choosing an occupational objective. In contrast to the above, teachers of vocational agriculture as a group rated the statement of experience as

important.

Fifteen (78.9 percent) counselors rated having test scores concerning intelligence important and overall the group of counselors rated this as important. Teachers of vocational agriculture as a group rated having test scores on intelligence unimportant in assisting a student in selecting an occupational objective.

As a group, teachers of vocational agriculture rated parents ambitions for the student concerning college important while counselors rated the same statement unimportant in assisting a student in his selection of an occupational objective.

The counselor's role and responsibility in providing in-service training for teachers concerning career exploration was considered by the group of agriculture teachers to be a shared responsibility of the counselor while as a group, counselors felt that they should have no responsibility for this role.

Both groups considered evaluation of classroom programs and contributions being made toward career exploration not to be a responsibility of the counselor.

Twelve (57.1 percent) teachers of agriculture rated to counsel with students about career objectives as a primary responsibility of the counselor while 14 (66.7 percent) counselors rated the same role a shared responsibility.

Fourteen (73.7 percent) counselors rated assisting students in making a long-range plan of study in career exploration a primary responsibility while 14 (66.7 percent) teachers of agriculture rated the same role a shared responsibility.

All counselors were asked if they felt emphasis upon career

exploration was given too little attention in academic classes. Sixteen (84.2 percent) counselors indicated they felt this was true. In direct contrast to this reply, 14 (73.7 percent) indicated vocational classes were giving more attention to career exploration.

Ten (52.6 percent) counselors indicated they were experiencing a difference in counseling agriculture students as opposed to non-agriculture students.

Teachers of vocational agriculture were given an opportunity to rate various practices used in directing students in selecting occupational objectives which are compiled and reported to the State Department of Vocational Agriculture. Nine (42.9 percent) teachers of agriculture always supply a student with a comprehensive list of occupations in which to choose from. Fifteen (71.4 percent) teachers of agriculture discuss in class a large number of occupations in which students can qualify for because of their agriculture background.

As a group, teachers of agriculture insist that all occupations be in the area of agriculture or its related fields occasionally, which indicated it was done less than 50 percent of the time.

### Conclusions

Based upon analysis and interpretation of the study findings, the investigator feels he is justified in concluding:

1. That in spite of the limited number of hours in the area of counseling by teachers of vocational agriculture, they are doing a good job in the area of counseling a student in his selection of an occupational objective in life.
2. That teachers of agriculture feel a major part of their

responsibilities are in the areas of guidance.

3. That in spite of having up to date counseling materials, teachers of vocational agriculture desire to secure additional information and data concerning guidance.
4. That problems involving non-farm students in their selection of an occupational objective did exist.
5. That counselors indicate there are differences in counseling agriculture and non-agriculture students.
6. That counselors place more importance upon test scores concerning intelligence as a means of assisting a student in his selection of an occupational objective.
7. That teachers of agriculture place more importance upon the following areas in assisting a student in his selection of an occupational objective:
  - a. Student understanding the world of work in terms of experience
  - b. The parents having ambitions for the student concerning college.
8. That teachers of vocational agriculture and counselors perceive the role and responsibility of the counselor in a similar context.

#### Recommendations

After conducting the study, the author would propose the following recommendationa:

1. That teachers of vocational agriculture be encouraged to take additional hours in area of guidance to help them better

understand the task of assisting students in selecting their occupational objectives in life.

2. That a workshop or extension classes be designed to assist teachers of vocational subjects and counselors in developing a better understanding of guidance techniques in assisting students.
3. That guidance material and vocational audio-visual aids be included in the workshop or extension class in terms of securing, using effectively, and understanding greater applications of the material.
4. That additional research be conducted relative to the types of problems encountered, reasons for problems, and methods of solving problems encountered when teaching non-farm youth in the agricultural classroom.
5. That efforts should be made to assure that vocational agriculture teachers have closer working relationships with their counselors.

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## APPENDIX A

Please circle the appropriate answer.

- |  |         |                             |
|--|---------|-----------------------------|
| A. Present position  | Teacher | Counselor                   |
| B. Number of years employed in your present position at end of this academic year. | 1-3     | 4-6 7-9 10-12 13+           |
| C. Number of years in the present school system at the end of this academic year.  | 1-3     | 4-6 7-9 10-12 13+           |
| D. Number of years in the educational profession at end of this academic year.     | 1-3     | 4-6 7-9 10-12 13+           |
| E. Highest academic degree.  | BA      | BS MA MS EdD PhD            |
| F. Number of academic credits beyond the BA or BS degree.                          | 0-9     | 10-12 13-19 20-29 30-39 40+ |
| G. Sex   | M       | F                           |
| H. Age   | 20-25   | 26-30 31-35 36-40 41+       |
| I. Number of hours taken in the area of Guidance                                   | 0-3     | 4-6 7-9 10-12 13+           |
| J. How many courses taken were in the area of occupational counseling?             | 0       | 1 2 3 4 5+                  |

**Explanation:**

This questionnaire is to be used to secure information as to what Counselors consider most important in assisting a student in selecting an occupational objective in life.

**Statement of the Problem:**

A teacher, who is in the same school system has referred one of his students to you, concerning the selection of an occupation. Of what importance would you rate the following factors?

**RATING SCALE**

- A. Very important
- B. Important
- C. Unimportant

1. To know his understanding of the "world of work" in terms of
  - a. experience A B C
  - b. aptitude A B C
  - c. abilities, needed to perform a certain job. A B C
2. To have test scores concerning
  - a. aptitudes A B C
  - b. intelligence A B C
  - c. abilities A B C
3. To know what his occupational plans are at the present. A B C
4. The abilities of the student as shown in his school work. A B C
5. The parents having ambitions for the student concerning college. A B C
6. The abilities of the student as expressed by his teachers. A B C
7. The ambitions of the student as expressed by himself. A B C
8. To know what some of his past work experience has been. A B C
9. To know if he has any personal problems. A B C
10. To have an understanding of the students home life. A B C
11. The academic behavior of the student as shown by his school record. A B C
12. The disciplinary behavior of the student as shown by his school record. A B C
13. To know his financial condition. A B C

14. To know the financial condition of his parents. A B C
15. To know what his marital plans are upon completion of high school. A B C
16. To know his social situation with regard to peers. A B C
17. Have you experienced any difference in counseling agriculture as opposed to non-agriculture students? yes no (circle one)
18. Do you feel that emphasis upon career exploration is given too little attention in most of our vocational classes?  
yes no (circle one)
19. Do you feel that emphasis upon career exploration is given too little attention in most of our academic classes?  
yes no (circle one)

## Counselor Role and Responsibility Inventory

The Counselor Role and Responsibility Inventory is designed to determine what you believe is the function of the counselor in your school. Please read and respond to each statement in terms of what you think is the function of the total counseling program in your school.

### General Instructions

Read each of the statements and then answer according to the following:

- P - The counselor has primary responsibility for this function, although he may not personally perform the function.
- S - The counselor shares with the principal and/or teacher in planning and performing this function, but he does not have primary responsibility for the function.
- N - The counselor has no direct responsibility for this function.

- 
- |   |       |
|---|-------|
| 1. To provide in-service training for teachers concerning career exploration.   | P S N |
| 2. To counsel with students about career objectives.  | P S N |
| 3. To study individual cumulative records of students.  | P S N |
| 4. Assist student in making a long-range plan of study in career exploration.   | P S N |
| 5. Identifies the guidance needs of pupils.   | P S N |
| 6. Evaluates the class room program and the contributions being made toward career exploration.   | P S N |
| 7. Placing students in classes designed to meet their needs.  | P S N |
| 8. Assists in the educational and occupational planning of all students.  | P S N |
| 9. Assisting students in understanding the procedures for making applications and financial plans for attending educational or training institutions. | P S N |
| 10. Assist teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.                                 | P S N |
| 11. Study the occupational trends in the community.   | P S N |
| 12. Assisting the student in the selection of an occupation.  | P S N |

13. Assist students in developing realistic perceptions of their aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning.

P S N

## APPENDIX B

Please circle the appropriate answer.

- |  |         |                             |
|--|---------|-----------------------------|
| A. Present position  | Teacher | Counselor                   |
| B. Number of years employed in your present position at end of this academic year. | 1-3     | 4-6 7-9 10-12 13+           |
| C. Number of years in the present school system at the end of this academic year.  | 1-3     | 4-6 7-9 10-12 13+           |
| D. Number of years in the educational profession at end of this academic year.     | 1-3     | 4-6 7-9 10-12 13+           |
| E. Highest academic degree.  | BA      | BS MA MS EdD PhD            |
| F. Number of academic credits beyond the BA or BS degree.                          | 0-9     | 10-12 13-19 20-29 30-39 40+ |
| G. Sex   | M       | F                           |
| H. Age   | 20-25   | 26-30 31-35 36-40 40+       |
| I. Number of hours taken in the area of guidance.                                  | 0-3     | 4-6 7-9 10-12 13+           |
| J. How many courses taken were in the area of occupational counseling?             | 0       | 1 2 3 4 5+                  |

### Explanation:

This questionnaire is to be used to secure information of what Vocational Agriculture Teachers consider most important in assisting a student in selecting an occupational objective in life.

### Statement of the Problem:

A student has expressed an interest in agriculture and has come to you for assistance concerning the selection of an occupation. Of what importance would you rate the following factors?

#### RATING SCALE

- A. Very important
- B. Important
- C. Unimportant

- |   |   |   |   |
|---|---|---|---|
| 1. To know his understanding of the "world of work" in terms of             |   |   |   |
| a. experience   | A | B | C |
| b. aptitude   | A | B | C |
| c. abilities, needed to perform a certain job                               | A | B | C |
| 2. To have test scores concerning   |   |   |   |
| a. aptitudes  | A | B | C |
| b. intelligence   | A | B | C |
| c. abilities  | A | B | C |
| 3. To know what his occupational plans are at the present.                  | A | B | C |
| 4. The abilities of the student as shown in his school work.                | A | B | C |
| 5. The parents having ambitions for the student concerning college.         | A | B | C |
| 6. The abilities of the student as expressed by his teachers.               | A | B | C |
| 7. The ambitions of the student as expressed by himself.                    | A | B | C |
| 8. To know what some of his past work experience has been.                  | A | B | C |
| 9. To know if he has any personal problems.                                 | A | B | C |
| 10. To have an understanding of the students home life.                     | A | B | C |
| 11. The academic behavior of the student as shown by his school record.     | A | B | C |
| 12. The disciplinary behavior of the student as shown by his school record. | A | B | C |
| 13. To know his financial condition.  | A | B | C |

14. To know the financial condition of his parents. A B C
15. To know what his marital plans are upon completion of high school. A B C
16. To know his social situation with regard to peers. A B C
17. Do you feel that career leaflets as put out by Oklahoma State University are valuable in teaching career orientation. yes no (circle one)
18. Do you consider slides on careers as being valuable in teaching career orientation. yes no (circle one)
19. Do you consider films on careers as being valuable in teaching career orientation. yes no (circle one)
20. Do you consider material published by industry or business as being valuable in teaching career orientation. yes no (circle one)
21. Is the material that you use in teaching career orientation up to date, in terms of being printed in the last 3 years? yes no (circle one)
22. Do you feel guidance is a major part of your responsibility? yes no (circle one)
23. Do you need more information and data on guidance? yes no (circle one)
24. To facilitate your guidance program, would you be of interest to an in-service training program? yes no (circle one)
25. To facilitate your guidance program, would you be of interest to an educational workshop or extension courses in the area of guidance? yes no (circle one)
26. To facilitate your guidance program, do you need more library material and vocational audio-visual aids? yes no (circle one)
27. To facilitate your guidance program, do you need more information of vocational selection of students? yes no (circle one)
28. Have you encountered problems in assisting non-farm students in their selection of an occupational objective? yes occasionally no (circle one)
29. When directing students to indicate an occupational objective on the annual report, to what extent do you follow each of the following practices?

## RATING SCALE

1. Always
2. At least 75% of the time
3. At least 50% of the time
4. Occasionally
5. Never

- |   |                   |
|---|-------------------|
| A. Supply each student with a comprehensive list of occupations in which to choose from?  | 1   2   3   4   5 |
| B. Discuss with groups of students their possible responses to questions that might arise?  | 1   2   3   4   5 |
| C. Take some time for individual counseling with each student?  | 1   2   3   4   5 |
| D. Discuss with parents, the ambitions of their sons.   | 1   2   3   4   5 |
| E. Assist students in developing realistic perceptions of their aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning.  | 1   2   3   4   5 |
| F. Make the statement, "This is due now and everyone must have an occupational objective of some kind".   | 1   2   3   4   5 |
| G. Insist that all occupations must be in the area of agriculture or its related fields.  | 1   2   3   4   5 |
| H. Discuss in class, a large number of occupations that students can qualify for because of their agriculture background, before asking students to make occupational selections. | 1   2   3   4   5 |

## Counselor Role and Responsibility Inventory

The Counselor Role and Responsibility Inventory is designed to determine what you believe is the function of the counselor in your school. Please read and respond to each statement in terms of what you think is the function of the total counseling program in your school.

### General Instructions

Read each of the statements and then answer according to the following:

P - The counselor has primary responsibility for this function, although he may not personally perform the function.

S - The counselor shares with the principal and/or teacher in planning and performing this function, but he does not have primary responsibility for the function.

N - The counselor has no direct responsibility for this function.

- |   |       |
|---|-------|
| 1. To provide in-service training for teachers concerning career exploration.   | P S N |
| 2. To counsel with students about career objectives.  | P S N |
| 3. To study individual cumulative records of students.  | P S N |
| 4. Assist student in making a long-range plan of study in career exploration.   | P S N |
| 5. Identifies the guidance needs of pupils.   | P S N |
| 6. Evaluates the class room program and the contributions being made toward career exploration.   | P S N |
| 7. Placing students in classes designed to meet their needs.  | P S N |
| 8. Assists in the educational and occupational planning of all students.  | P S N |
| 9. Assisting students in understanding the procedures for making applications and financial plans for attending educational or training institutions. | P S N |
| 10. Assist teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.                                 | P S N |
| 11. Study the occupational trends in the community.   | P S N |
| 12. Assisting the student in the selection of an occupation.  | P S N |

13. Assist students in developing realistic perceptions of their aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning.

P S N

VITA

Marcus L. Juby

Candidate for the Degree of

Master of Science

**Thesis:** A COMPARISON OF SELECTED ASPECTS OF ASSISTING VOCATIONAL AGRICULTURE STUDENTS IN CHOOSING OCCUPATIONAL OBJECTIVES AS PERCEIVED BY TEACHERS OF VOCATIONAL AGRICULTURE AND COUNSELORS

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