THE EFFECTS OF SELECTED VARIABLES AND ATTITUDINAL FACTORS ON THE ADOPTION OF THE BASIC CORE CURRICULUM FOR VOCATIONAL AGRICULTURE IN OKLAHOMA

By

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Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1968

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1970

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ACKNOWLEDGEMENTS

Sincere appreciation is expressed to Dr. H. Robert Terry, Assistant Professor of Agricultural Education; Dr. Jack W. Pritchard, Assistant Professor of Agricultural Education; and Dr. Robert R. Price, Head of the Department of Agricultural Education, for their interest, valuable guidance, and assistance in this study.

Appreciation is also expressed to Dr. Robert G. Meisner, now of The Kansas State University, and Dr. William L. Hull, now of The Ohio State University for their advice and encouragement.

Appreciation is expressed to the teachers of vocational agriculture who provided the data used in this study.

Recognition is due Mrs. Patricia Wright for her efforts in typing this thesis.

Special appreciation is expressed to Mr. Byrle Killian, Assistant Director, State Department of Vocational-Technical Education, for his cooperation and assistance in this study.

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CHAPTER I

INTRODUCTION

Educators have agreed that instructional materials have been an essential ingredient for effective teaching in vocational agriculture for many years. Most teachers use a variety of sources of information in deciding what to teach. Also, they use a variety of methods and learning activities in teaching the materials selected.

Prior to World War II, individual vocational education teachers, including those in agriculture, were largely responsible for the development of their own instructional materials. The individual teacher, having little formal training in curriculum development, was faced with a difficult and time-consuming challenge. This particular approach to curriculum development resulted in diversified and varied instructional programs among the schools.

World War II stimulated the first real thought about the need for curriculum materials development. As Barlow (1) stated:

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

Several years later, in 1961, President Kennedy appointed the Panel of Consultants on Vocational Education. The Panel's Report,

Education for A Changing World of Work (2), pointed to the need for curriculum development and made several recommendations relative to vocational education. The report specifically recommended that "two to four centers for curriculum development in vocational education be established." The Panel believed that curriculum materials in adequate quantity and of appropriate quality were essential to effective instruction.

This report and the legislation that occurred as a result of its recommendations provided the impetus for concentrated efforts in curriculum development in all vocational education areas, agriculture included. As a publication by the University of California Vocational Education Division, A Guide for the Development of Curriculum in Vocational and Technical Education (3), pointed out, "The job of curriculum development, a tremendous task that will never be completed, requires a well-planned system of coordinated effort."

These events, and others, have established the need for improvement in curriculum development. However, the methods by which it is to be improved have not yet been precisely clarified, although certain patterns seem to be emerging. Several states have established curriculum centers to develop instructional materials for vocational teachers. These instructional centers are establishing operational guidelines, hiring curriculum specialists, and many have begun preparing course guidelines for teachers to use in developing their instructional plans. These guidelines will pave the way for complete development later on.

The Oklahoma State Department of Vocational and Technical Education established a Curriculum and Instructional Materials Center in 1969. The general purposes of the Center are to provide for the

development, collection, and dissemination of curriculum materials for use in vocational and technical education programs in Oklahoma. As presented in the Operational Plan (4) three stated purposes of the Oklahoma Center are:

1. To provide a meaningful liaison between education and business or industry through which training needs might be fully identified and interpreted.
2. To provide a medium through which technical assistance will be made available and applied to the development of curriculum materials which will make it possible for the vocational and technical training programs in the state to meet the training needs of business and industry.
3. To bring about state-wide standardization of the instruction in each division by developing a basic core curriculum in each vocational and technical program.

The standardization aspect of curriculum development is noteworthy. The intent of this standardization concept is to identify those areas common to the various types of programs that should be taught in all high school vocational departments of the same type in the state, regardless of location. Once a guide containing the common elements of a particular vocational program has been developed, the next logical step would seem to be to determine teacher adoption and attitudes toward the standardized curriculum.

Statement of the Problem

During the summer of 1968, a suggested basic core curriculum for Vocational Agriculture I, II, III, and IV was prepared by the State Vocational Agriculture Curriculum Committee for Oklahoma. Copies of the curriculum were distributed to all teachers of vocational agriculture in the state. The curriculum was designed to recommend a uniform core of instruction for all students studying vocational agri-

culture in high schools in Oklahoma. The core curriculum contains recommendations for instruction in 120 of the required 180 periods per school year for each of the four years of vocational agriculture. Thus, this allows 60 periods per class per school year for the teacher to use at his own discretion. However, since the introduction of the core curriculum, there have been some questions about the extent to which these suggestions are being followed.

The present study was an attempt to compare curriculum content currently in use and selected variables to the suggested core curriculum in order to determine the extent to which the core curriculum was being adopted and what factors were related to adoption. Also, teacher, attitudes toward the concept of a standardized curriculum were examined.

Purpose of the Study

The major purpose of the study was to determine the extent to which the Oklahoma vocational agriculture curriculum content currently in use is in agreement with the suggested core curriculum and to investigate selected variables which might influence the degree of agreement between the two.

Objectives of the Study

In order to accomplish the purpose of the study, the following specific objectives were formulated:

1. To determine what is now being taught in vocational agriculture classes in Oklahoma relative to problem areas and percentage of total class time devoted to each problem area for each class.

2. To determine the extent to which what is currently being taught is in agreement with recommendations of the core curriculum.

3. To determine the effect that selected variables have on the extent of agreement between current curriculum and the core curriculum.

4. To determine teacher attitudes toward the concept of a standardized curriculum.

5. To determine what items provide a basis for a teacher's deciding what instructional materials to present to classes.

Assumptions Basic to the Study

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

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

2. That teachers could provide accurate estimates of the current content of their program.

3. That teachers' responses to statements favorable and unfavorable to the core curriculum approach would serve as predictors of their attitudes toward this approach.

4. That the variables selected for study were those which would be most likely to influence the type of instructional program developed by individual teachers.

Scope and Limitations of the Study

The study was limited to 100 Oklahoma vocational agriculture departments. Twenty departments were selected randomly from each of the five supervisory districts in Oklahoma.

A portion of this study dealt with attitudes and opinions. No attempt was made to determine the behavior of individuals in relation to their stated attitudes.

Definitions and Clarification of Concepts

Attitude: How a person feels toward certain aspects of the vocational agriculture program.

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

Current Program: The problem areas and number of class periods per problem area currently being taught to each of the four vocational agriculture classes.

Problem Area; Subject Matter Area: General division of production agriculture such as plant science, animal science, agricultural mechanics, etc.

CHAPTER II

REVIEW OF THE LITERATURE

In order to develop the scope and focus of the study, a review of literature related to vocational education curriculum development was conducted. The review was intentionally limited to relatively recent materials in an effort to provide an overview of how the current materials emphasis evolved and to point out activities requiring attention.

The 1961 Report, Education for a Changing World of Work, (2) pointed to the need in vocational education for curriculum materials development. The authors of the report, The President's Council on Vocational Education, recommended that the production of instructional materials for vocational courses be recognized as vital to an effective national program and that:

1. One or more instructional materials laboratories be established to produce and distribute vocational instructional materials.
   a. Programmed learning aids, visual aids, and newer methods of the presentation and use of materials should be considered in the production of instructional materials.
   b. All materials developed should be made available to private publishers for maximum distribution.
2. It be a responsibility of the U. S. Office of Education through the Division of Vocational and Technical Education to:
   a. Establish and administer instructional materials laboratories through contractual arrangements with a state department of education, a college, a university, or a large school district.
   b. Develop policies for the operation, coordination between the centers, production of materials, and

distribution of the materials produced in these centers.

c. Finance the operations of these centers.

3. An adequate quantity and appropriate quality of instructional supplies, tools, instruments, and equipment be recognized as essential to good instruction.

The Panel's report provided the basis for enactment, by the Congress, of the Vocational Education Act of 1963 (5). The actual act, however, failed to adequately reflect the importance of curriculum development as suggested by the report.

The quest for curriculum development, however, was renewed by the Advisory Council on Vocational Education in 1967. A Report by the Advisory Council, Vocational Education: The Bridge Between Man and His Work, (6) set forth additional guidelines for the establishment of curriculum centers. Its most specific recommendation was:

> IT IS RECOMMENDED, that there be established two to four centers for curriculum development in vocational education. At present, some 12 curriculum centers are operated by the states, usually in cooperation with universities. Each of these centers has developed curriculum materials for the occupations most commonly taught in vocational education. Very little time or money has been spent on each of these, the result being that we have many poor sets of materials for each of the occupational fields. This would give each school a choice and it would prevent waste and unnecessary duplication.
>
> Probably 10 times as much money has been spent on curriculum materials for physics (taken by 5 per cent of the high school students), as has been spent on the 100 or more occupations usually taught in vocational education.

The Vocational Education Amendments of 1968 (7) authorized that $10 million be made available to higher education, state departments of vocational education, and other similar agencies for curriculum development in vocational education. Its specific directions related to development and dissemination of curriculum materials, establishing

standards, coordination, and evaluation.

The previously cited legislative acts have made possible the states' involvement in instructional materials development and the states are apparently beginning to accept these challenges. The pattern of curriculum development prevalent in vocational agriculture is illustrative of steps being taken in other fields. For the most part, this approach appears to be one of identifying common needs or areas within agriculture--needs that should be taught to all vocational agriculture students, and then, developing these identified areas into more complete curriculum materials designed to be generally applicable to all programs which are of a similar type. Therefore, several states have developed what is commonly referred to as a basic curriculum guide to assist teachers in determining instructional program content for their own programs which will be aligned with that being used in other departments offering the same or similar programs.

New Hampshire developed an Agricultural Curriculum Guide (8) which outlines instruction in the following areas: Production Agriculture, Ornamental Horticulture, Forestry, Agricultural Resources, Agricultural Mechanics, Agricultural Supplies, and Agricultural Products. The Guide suggests subject matter areas, instructional levels, and was coded according to the United States Office of Education Classification System of indexing educational materials.

The Virginia State Department of Education also developed a basic curriculum guide for vocational agriculture (9). The introduction to this guide pointed out how the "core approach" could be utilized in developing local programs with the following statement:

> The details of the exact instructional program for each Agricultural Education Department should be

> determined locally by the teacher with assistance from advisory councils, students, parents, farmers, faculty, school administrators, teacher trainers, supervisors, and professional agricultural workers. It should be based on the needs of the students involved, the existing agricultural situation in the school's community, agricultural trends, opportunities for employment, and the possibilities for student's supervised work experiences. The material outlined in the Course of Study provides for four years of instruction in Agricultural Education. The first two years are devoted to basic agricultural sciences and mechanics. During this period, basic principles of the sciences, mathematics, and economics are reviewed or learned and applied to agricultural situations. Those years of study provide much of the knowledge and skills common to production agricultural and employment in agricultural industries.

The Virginia materials appear to be one of the most complete instructional guidelines available at the present time. Guidelines are prescribed for use in the following areas: Agricultural Science and Mechanics I and II, Agricultural Production, Conservation and Forestry, Agricultural Machinery Services, Agricultural Business, and Ornamental Horticulture.

The Agricultural Education Section of the University of Missouri has developed guides for Vocational Agriculture I (10) and II (11) which stress instruction in: Mechanics, Careers, Leadership, and Supervised Occupational Experience. These Guides include not only course outlines containing subject matter areas, but also suggest teaching procedures and illustrative materials. They also include additional references for teacher use.

In 1969, The Texas Education Agency issued a Basic Curriculum Guide for Production Agriculture in Texas (12). The Texas Basic Guide prescribes recommended hours in subject matter areas and breaks these areas down into units of instruction. This guide has since been revised and expanded into a more complete form (13). The guide was

developed using current agricultural information in text form and includes transparency masters and additional references. Additional materials, such as sets of slides and color transparencies are also available for the teachers to purchase. The materials are printed so that they can be filed according to the Agdex System.

The 1968 Oklahoma State Plan for Vocational Education (14) stressed the need for curriculum development in all divisions of vocational and technical education. The Plan proposed the development of a Basic Core Curriculum Guide for Oklahoma Vocational Agriculture which would include lesson plans and information sheets.

In accordance with the State Plan of 1968, The State Department of Vocational and Technical Education in cooperation with the OVATA Curriculum Committee, developed the Oklahoma Basic Core Curriculum for Vocational Agriculture I, II, III, and IV (15). (See Appendix A) This document recommended instruction in the basic agricultural subject matter areas of production agriculture. The Oklahoma Guide, as did the Texas Guide, prescribed units of instruction within the major subject matter areas.

The Instructional and Curriculum Materials Center of the Oklahoma State Department of Vocational Education is currently in the process of developing lesson plans and related materials for the vocational agriculture I portion of the core curriculum.

Similar materials will be developed for the remaining classes in the near future. Thus, a concentrated effort is currently underway to assist the state's teachers in providing quality instruction in vocational agriculture. However, it seems reasonable to conclude that the major determinant of the success of this effort will be the extent to

which the core curriculum approach is being accepted by teachers. Therefore, an investigation of the extent of agreement between current program content and that proposed by the core curriculum guide, in relation to selected variables should provide valuable information for future curriculum development activities.

CHAPTER III

DESIGN AND METHODOLOGY

The primary purpose of this study was to investigate the extent of adoption of the Oklahoma Basic Core Curriculum and selected variables which might influence the degree of adoption by high school vocational agriculture teachers.

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

Design of the Study

The design for this study was ex post facto. Kerlinger (16), in Foundations of Behavioral Research, stated:

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

This study fulfills the description of ex post facto design as it attempts to investigate five independent variables and attitudes in relation to a dependent variable.

The Population

The State of Oklahoma is divided into five districts for the

purposes of supervision by the State Department of Vocational and Technical Education. Each of the five supervisory districts contains approximately 70 high school vocational agriculture departments.

The sample for this study was selected from the total population of high school vocational agriculture teachers in Oklahoma. Twenty teachers were selected from each of the state's five supervisory districts providing a total of 100 teachers to be included in the study. The teachers were randomly selected from each district. A map illustrating the supervisory districts and the relative location of departments surveyed appears in Appendix B.

Development of the Instruments

There were two instruments used in this study, one of which was designed to gather information on the independent variables. (See Appendix C) The independent variables selected to be included in the instrument were:

1. Age of the teacher.
2. Number of years teaching vocational agriculture.
3. Number of years in the present school.
4. Highest college degree held.
5. Supervisory district in which the department is located.

A second portion of this data-collection form was developed to determine the current program of each teacher in terms of problem areas or subject matter areas and the number of class periods spent on each subject matter area for the four years or classes of vocational agriculture. (See Appendix C)

An attitude scale containing statements both favorable and

unfavorable toward the concept of a standardized vocational curriculum was also developed. (See Appendix D)

In the formulation of the attitude portion of the instrument, 21 statements regarding the concept of a standardized curriculum were devised by the investigator. Faculty of the Agricultural Education Department served as a panel of experts and were asked to classify each statement as to whether it was favorable or unfavorable toward the standardized curriculum concept and to make suggestions for clarifying the statements. The statements were then separated into their respective favorable and unfavorable categories and the panel was asked to rank order the statements as to their discriminating ability.

A statistical test known as Kendall's Coefficient of Concordance W, referred to by Siegel (17) in Non-Parametric Statistics was used to determine the extent of agreement between the panel members' rankings of the statements in each category. The formula used was:

$$W = \frac{S}{\frac{1}{12}k^2 (N^3 - N)}$$

where s=sum of the squares of observed deviations, k=number of sets of rankings, n=number of entities ranked, and $\frac{1}{2}k^2(N^3-N)$=maximum possible sum of squared deviations minus the sum s which would occur with perfect agreement among k rankings.

The panel's rankings of statements favorable to the standardized or core curriculum approach are reported in Table I. The Kendall's W value for these rankings was found to be .31 which, at the .05 level, indicates a significant degree of agreement among all the panel members' rankings of these statements. Because there was significant agreement

among the panel members, a single "true" ranking of the statements could be determined. As pointed out by Siegel (17):

> Kendall suggests that the best estimate of the "true" rankings of the N objects is provided when W is significant, by the order of the various sums of ranks, Rj. If one accepts the criterion which the judges have agreed upon (as evidenced by the magnitude and significance of W) in ranking the N entities, then the best estimate of the "true" rankings of those entities is provided by the order of the sums of ranks. This best estimate is associated, in a sense, with least squares.

Therefore, on this basis, the "true" ranking of favorable statements would be as designated in the right-hand column on Table I.

Table II summarized the panel's reactions to statements unfavorable to the standardized curriculum approach. The formula utilized for treatment of data in Table I was also applied to these data. The Kendall's W value for the rankings in Table II was .32 which indicates a significant degree of ranking agreement at the .05 level. The "true" ranking of the unfavorable statements was established in the same manner as described under the previous table. The right-hand column of Table II depicts the "true" ranking of unfavorable statements.

In an effort to provide additional strength to the attitude portion of the instrument, only the eight highest ranking statements in each category were included in the final copy. It was felt that this procedure would assure that only the most discriminating statements were contained in the respective categories.

The members of the Agricultural Education Department who served on the ranking panel were:

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

Mr. Royce Granberry, Graduate Student, Agricultural Education

TABLE I

STAFF RANKINGS OF STATEMENTS FAVORABLE TO THE CORE CURRICULUM APPROACH

Statement Number	Rank Order of Statements by Staff Members										Sum of Ranks	"True" Ranking of Statements
	1	2	3	4	5	6	7	8	9	10		
1	10	9	6	2	1	8	8	5	7	10	66	7
2	9	8	7	3	4	3	9	4	10	5	62	6
3	6	7	5	4	6	7	10	3	5	4	57	5
4	5	2	2	5	3	4	5	2	8	1	37	2
5	7	3	4	6	2	5	2	6	9	3	47	4
6	4	5	8	10	7	6	3	9	6	8	66	8
7	8	4	10	7	10	3	6	8	4	9	69	9
8	3	6	3	8	8	2	4	1	3	2	40	3
9	1	1	1	1	5	1	1	10	1	6	28	1
10	2	10	9	9	9	9	7	7	2	7	71	10

TABLE II

STAFF RANKINGS OF STATEMENTS UNFAVORABLE TO THE CORE CURRICULUM APPROACH

Statement Number	Rank Order of Statements by Staff Members										Sum of Ranks	"True" Ranking of Statements
	1	2	3	4	5	6	7	8	9	10		
1	2	3	2	8	3	8	4	7	8	11	56	5
2	11	10	11	9	8	6	8	9	10	1	83	10
3	10	11	10	7	2	7	10	1	11	2	71	8
4	7	1	9	10	9	9	6	4	2	7	64	7
5	9	8	6	6	10	10	2	6	7	10	74	9
6	4	2	1	1	7	3	1	2	3	8	32	1
7	8	9	8	11	11	11	11	3	4	9	85	11
8	3	4	5	2	6	4	9	8	6	6	53	4
9	1	5	7	3	1	1	3	10	5	5	41	2
10	6	6	4	5	4	5	5	5	1	3	44	3
11	5	7	3	4	5	2	7	11	9	4	57	6

Department, Oklahoma State University; and

Mr. Philip Fuss, Graduate Student, Agricultural Education Department, Oklahoma State University; and

Mr. A.F.M. Serajul Islam, Graduate Student, Agricultural Education Department, Oklahoma State University; and

Mr. Charley Jones, Graduate Assistant, Agricultural Education Department, Oklahoma State University; and

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

Mr. Lee Roy Kiesling, Graduate Assistant, Agricultural Education Department, Oklahoma State University; and

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

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

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

The favorable and unfavorable statements were then randomly placed on the instrument and teachers were asked to mark one of five possible responses, including: strongly agree, agree, neutral, disagree, or strongly disagree.

The following values were assigned to the responses for purposes of computing an average response to each statement:

Strongly Agree = 5	Disagree = 2
Agree = 4	Strongly Disagree = 1
Neutral = 3	

The final attitude scale resembles the Likert Scale. A study by Pritchard (18) was used as a guide in designing the attitude scale.

The final section of the instrument was designed to determine the rank order of sources utilized by teachers in deciding what to teach. (See Appendix D) Teachers were asked to rank eight items in order of their influence in providing them a basis for deciding what to teach. Items listed on the ranking form were:

1. Old lesson plans
2. Professional improvement meetings
3. Fellow vocational agriculture teachers
4. College class notes
5. Core curriculum guide
6. State department personnel
7. Previous teaching experience
8. Agricultural Education Department

Collection of the Data

The teachers selected for the study were mailed an introductory letter (See Appendix E) and a copy of the complete instrument. They were asked to complete the form as completely and as accurately as possible and to return it in a stamped self-addressed envelope which was also included.

A follow-up card was sent two weeks after the initial mailing of the forms to encourage a greater number of responses.

Analysis of the Data

Specific procedures were used to evaluate the information received

as a result of sending out the instruments.

The five independent variables were categorized and curriculum taught in each category was compared to the relative degree of agreement with the suggested core curriculum. Percentages were used to determine extent of agreement. This procedure was used in order that the most important variables affecting adoption could be identified.

The sources of the attitude statements were averaged in each case to derive an average response by the teachers. High and lower averages meant that certain aspects of a standardized curriculum were more acceptable than other aspects.

The Kendall's W (17) was used to correlate the degree of agreement and relative importance of each of the items thought to be important in providing teachers with a basis to use in deciding what to teach.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The objectives of this study were: (1) to determine what was currently being taught in vocational agriculture classes in Oklahoma; (2) to determine the extent to which what was currently being taught was in agreement with the recommendations of the core curriculum; (3) to determine the effect that selected variables had on the extent of agreement; (4) to determine teacher attitudes toward the standardized curriculum concept; and (5) to determine what items provided a basis for a teacher's instructional program. Findings of the study relative to the objectives of the study are presented in this chapter.

The findings of this study are presented in three sections. The first section explains the relationship between selected variables, current teaching programs and the relative degree of agreement between these and the suggested basic core curriculum for Oklahoma. The extent of agreement between the currently used and suggested curriculum was computed in terms of percentage of agreement.

The second section is the presentation and discussion of teacher attitudes toward the concept of a standardized curriculum. Attitudes were compared with the degree of teachers' adoption of the suggested curriculum. Attitude responses were averaged to determine teacher receptiveness to the concept.

The third section is the presentation and discussion of teacher

responses to a ranking form designed to identify the bases employed in deciding what to teach. The Kendall's W coefficient was used to determine the rank order of each item. The variables examined are also compared to teacher attitudes toward a standardized curriculum concept.

Analysis of Variables Used in the Study

Sixty-three vocational agriculture teachers responded to a mailed questionnaire designed to collect data relative to the variables of (1) teacher age, (2) highest college degree, (3) supervisory district, (4) total years of teaching experience, and (5) teacher tenure in present school. Also, the subject matter areas currently taught and the number of class periods allotted per subject area for each of the four classes of vocational agriculture in each school were determined. These data were utilized to determine the extent to which current curriculum content complied with that suggested by the core curriculum and also whether the extent of compliance was affected by the selected variables. This was accomplished by making comparisons across categories of teachers comprising each variable. The extent of compliance was determined by computing the average percentage of agreement or overlap between current and suggested content in terms of the number of class periods per subject-matter area.

Teacher Age

Initial comparisons were made for the variable, teacher age. Tables IV, V, VI and VII summarize the current curriculum content indicated by teachers in each age category; the content proposed by the core curriculum; and the percentage of agreement between the two

TABLE III

NUMBERS OF TEACHERS BY SUPERVISORY DISTRICT
BY AGE CATEGORY

Age Categories	Supervisory Districts					
	NE	NW	C	SE	SW	Total
22 - 25	2	0	2	1	1	6
26 - 29	5	3	3	1	4	16
30 - 38	1	6	1	3	3	14
39 - 48	5	1	2	3	3	14
49 - 58	0	3	1	5	2	11
60 - Over	0	0	1	0	1	2

programs for vocational agriculture I, II, III and IV respectively. As reported in Table IV, the percentage of agreement between current and suggested vocational agriculture I curriculum content ranged from 86 percent for the 26-29 year age group to 123 percent for the 60 year and older age group. For all age categories, the average overall percentage of agreement between current and suggested curriculum content was 100 percent. However, it should be noted that there was a total absence of agreement for the problem areas of agricultural chemicals and farm business management across all age groups. This resulted because the core curriculum recommends that these two problem areas not be taught in vocational agriculture I, yet all groups of teachers indicated these were included in their programs.

Comparisons of current and suggested curriculum content for vocational agriculture II by teacher age categories are presented in Table V. In general, there was substantially lower agreement with the core curriculum for this class than was true for vocational agriculture I with the average percentage of agreement ranging from 63 percent for the 22-25 age group to 114 percent for the group of teachers 60 years of age and older. The average overall percentage of agreement for all age categories was 84 percent. Since all groups of teachers included the problem areas of orientation and careers and farm business management in their programs even though these problem areas were not suggested by the core curriculum, there was an absence of agreement for these problem areas.

Table VI contains comparisons, by teacher age categories, of current and suggested programs for vocational agriculture III. The lowest degree of overlap, 84 percent, was exhibited by programs of

TABLE IV

INDICATED VOCATIONAL AGRICULTURE I CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY TEACHER AGE CATEGORIES

Age Category	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
22 - 25 N = 6	10	10	100	14	10	140	25	25	100	32	35	110	21	10	210	20	30	150	4	0	5	5	0	0	101 %
26 - 29 N = 16	13	10	130	16	10	160	20	25	80	37	35	106	11	10	110	30	30	100	3	0	0	2	0	0	86 %
30 - 38 N = 14	10	10	100	19	10	190	24	25	96	33	35	94	15	10	150	23	30	77	6	0	0	6	0	0	88 %
39 - 48 N = 14	11	10	110	14	10	140	24	25	96	43	35	123	17	10	170	35	30	117	3	0	0	4	0	0	95 %
49 - 58 N = 11	16	10	160	15	10	150	24	25	96	40	35	114	21	10	210	36	30	120	4	0	0	8	0	0	106 %
60 - Over N = 2	17	10	170	14	10	140	21	25	84	23	35	66	37	10	370	20	30	150	14	0	0	15	0	0	123 %
Average Agreement																									100 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE V

INDICATED VOCATIONAL AGRICULTURE II CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY TEACHER AGE CATEGORIES

Age Category	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
22 - 25 N = 6	7	0	0	10	10	100	13	15	87	26	25	104	20	35	57	35	30	117	2	5	40	2	0	0	63 %
26 - 29 N = 16	3	0	0	15	10	150	17	15	113	31	25	124	20	35	57	45	30	150	3	5	67	8	0	0	83 %
30 - 38 N = 14	6	0	0	15	10	150	18	15	120	29	25	116	27	35	80	31	30	103	7	5	140	6	0	0	89 %
39 - 48 N = 14	8	0	0	11	10	110	21	15	140	37	25	148	25	35	71	49	30	163	5	5	100	8	0	0	92 %
49 - 58 N = 11	9	0	0	11	10	110	18	15	120	16	25	64	35	35	100	41	30	137	7	5	140	8	0	0	84 %
60 - Over N = 2	5	0	0	9	10	90	18	15	120	43	25	172	67	35	191	25	30	83	13	5	260	20	0	0	114 %
Average Agreement																									84 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE VI

INDICATED VOCATIONAL AGRICULTURE III CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY TEACHER AGE CATEGORIES

Age Category	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
22 - 25 N = 6	11	5	220	9	5	118	24	10	240	21	30	70	17	40	43	46	30	153	1	0	0	13	0	0	114 %
26 - 29 N = 16	4	5	80	10	5	200	12	10	120	19	30	63	17	40	45	50	30	167	3	0	0	9	0	0	84 %
30 - 38 N = 14	6	5	120	11	5	220	15	10	150	21	30	70	17	40	45	39	30	130	4	0	0	15	0	0	92 %
39 - 48 N = 14	9	5	180	10	5	200	12	10	120	28	30	93	20	40	50	55	30	183	8	0	0	17	0	0	103 %
49 - 58 N = 11	12	5	240	12	5	240	17	10	170	34	30	113	32	40	80	39	30	130	10	0	0	11	0	0	122 %
60 - Over N = 2	5	5	100	10	5	200	40	10	400	35	30	117	43	40	108	25	30	83	20	0	0	20	0	0	126 %
Average Agreement																									107 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE VII

INDICATED VOCATIONAL AGRICULTURE IV CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY TEACHER AGE CATEGORIES

Age Category	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
22 - 25 N = 16	9	15	60	9	10	90	16	15	107	8	0	0	5	0	0	38	30	127	1	0	0	36	50	52	55 %
26 - 29 N = 14	13	15	87	15	10	150	14	15	93	11	0	0	6	0	0	44	30	147	11	0	0	17	50	34	64 %
30 - 38 N = 14	13	15	87	10	10	100	11	15	73	15	0	0	14	0	0	48	30	160	10	0	0	19	50	38	57 %
39 - 48 N = 14	12	15	80	8	10	80	21	15	140	25	0	0	14	0	0	53	30	177	6	0	0	28	50	56	67 %
49 - 58 N = 11	14	15	93	11	10	110	13	15	87	20	0	0	16	0	0	29	30	97	5	0	0	24	50	48	54 %
60 - Over N = 2	13	15	87	18	10	180	23	15	153	30	0	0	28	0	0	25	30	83	8	0	0	8	50	16	65 %
Average Agreement																									60 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

teachers 26-29 years of age while the highest extent of agreement, 126 percent, was reported by teachers 60 years of age and older. Taken as a whole, the average overall agreement between current and suggested content for vocational agriculture III was 107 percent. For the same reason indicated in previous discussion, there was no agreement between current and suggested programs regarding the problem areas of agricultural chemicals and farm business management.

The current vocational agriculture IV programs of teachers in the 22-25 year age group were in 55 percent agreement with the core curriculum, while the programs of teachers in the 39-48 year age category exhibited a rate of agreement of 67 percent. These data are presented in Table VII where it is also revealed that the average overall percentage of agreement for all teachers by age categories was 60 percent. Because of the difference between current and suggested content regarding the problem areas of animal science, plant science and agricultural chemicals, there was an absence of agreement in these areas for all age groups.

By combining the average overall agreement between current and recommended content for each of the four classes of vocational agriculture for each age category, it was found that the programs of teachers in the 26-29 year group had the lowest percentage of agreement with the core curriculum (79 percent), while those of teachers 60 years of age and older had the highest degree of agreement (107 percent). The total overall average percentage agreement for all age categories, determined by averaging the average totals for each age category, was found to be 89 percent. This information is presented in Table VIII.

TABLE VIII

AVERAGE PERCENT AGREEMENT BETWEEN CURRENT AND SUGGESTED PROGRAMS BY AGE CATEGORIES FOR ALL VO-AG CLASSES

Vo-Ag Classes	Percentage Agreement by Age Categories					
	22-25	26-29	30-38	39-48	49-58	60 +
Vo-Ag I	101	86	88	95	106	123
Vo-Ag II	63	83	8	92	84	114
Vo-Ag III	114	84	92	103	122	126
Vo-Ag IV	55	64	57	67	54	65
Average Sub-Total	83	79	82	89	92	107

Note: Overall Average Agreement - 89 %

Highest College Degree

Additional comparisons between current and suggested curriculums were made using the highest college degree held by the teachers as a variable. Tables IX, X, XI, and XII summarize the study findings relative to this variable. The categories of educational levels used were: (1) bachelor's degree; (2) master's degree; and (3) master's degree plus additional graduate work. Table IX summarizes these in the first comparisons for vocational agriculture I, and discloses that the largest category, which was those teachers with bachelor's degrees, were in 98 percent agreement with the core curriculum, while the program of

those with master's degrees were found to overlap 92 percent with the core curriculum. Those with hours above the master's degree were found to teach 95 percent in agreement with the core curriculum. The average agreement between current and suggested programs for all groups in vocational agriculture I was also 95 percent.

Table X presents information for vocational agriculture II programs according to educational levels. In this case, the average agreement for all three levels was 89 percent, six percent points lower than the previous comparison. The range was 92 percent for the master's group to 85 percent for the bachelor's group. The current vocational agriculture II programs of those with hours above the master's degree agreed 92 percent with the suggested core curriculum. There was absence of agreement in two subject matter areas: orientation and careers and farm business management. Hours were not recommended in these areas by the core curriculum, although most teachers indicated they taught hours in both of these areas.

Data relative to the extent of agreement for vocational agriculture III is presented in Table XI. The average agreement in this case was 109 percent. Programs of teachers in all three categories of educational level overlapped more than 100 percent with the core curriculum. Both bachelor's and master's categories agreed 104 percent. The category of teachers who have credit above the master's degree established the highest degree of adoption, 120 percent. Also, in this case, there were no suggestions made by the core curriculum for teaching agricultural chemicals and farm business management; however, most teachers indicated they instructed in both of these areas.

Comparison of educational level and curriculum taught in vocational

TABLE IX

INDICATED VOCATIONAL AGRICULTURE I CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY COLLEGE EDUCATION

College Degree	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
B. S. N = 47	12	10	120	17	10	170	23	25	92	36	35	103	18	10	180	29	30	97	5	0	0	5	0	0	98 %
M. S. N = 8	10	10	100	13	10	130	18	25	72	49	35	140	19	10	190	30	30	100	4	0	0	7	0	0	92 %
M. S. + N = 8	12	10	120	14	10	140	38	25	155	35	35	100	13	10	130	34	30	113	2	0	0	5	0	0	95 %
Average Agreement																									95 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE X

INDICATED VOCATIONAL AGRICULTURE II CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY COLLEGE EDUCATION

College Degree	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
B. S. N = 47	5	0	0	13	10	130	18	15	120	33	25	132	25	35	72	37	30	123	5	5	100	8	0	0	85 %
M. S. N = 8	9	0	0	14	10	140	13	15	87	36	25	144	27	35	77	50	30	167	6	5	120	6	0	0	92 %
M. S. + N = 8	8	0	0	11	10	110	26	15	173	36	25	144	26	35	74	37	30	123	5	5	100	10	0	0	91 %
Average Agreement																									89 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XI

INDICATED VOCATIONAL AGRICULTURE III CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY COLLEGE EDUCATION

College Degree	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
B. S. N = 47	7	5	140	11	5	220	17	10	170	26	30	87	24	40	60	47	30	157	5	0	0	12	0	0	104 %
M. S. N = 8	9	5	180	12	5	240	8	10	80	26	30	87	18	40	45	59	30	197	8	0	0	12	0	0	104 %
M. S. + N = 8	12	5	240	10	5	200	25	10	250	27	30	90	23	40	56	38	30	127	6	0	0	23	0	0	120 %
Average Agreement																									109 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XII

INDICATED VOCATIONAL AGRICULTURE IV CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY COLLEGE EDUCATION

College Degree	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
B. S. N = 47	13	15	87	13	10	130	16	15	107	16	0	0	13	0	0	41	30	137	6	0	0	22	50	44	63 %
M. S. N = 8	11	15	73	9	10	90	15	15	100	25	0	0	14	0	0	66	30	220	4	0	0	13	50	26	72 %
M. S. + N = 8	11	15	73	8	10	80	22	15	147	17	0	0	12	0	0	34	30	113	4	0	0	20	50	40	65 %
Average Agreement																									67 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

agriculture IV is summarized in Table XII. The average percentage agreement for all categories was 67 percent, which was the lowest percentage agreement expressed thus far by educational level. The bachelor's degree group agreed 63 percent which represented the low end of the range, while the master's degree group agreed 72 percent. Programs indicated by those with hours above the master's degree agreed 65 percent with the core curriculum. No suggestions were made by the core curriculum in animal science, plant science and agricultural chemicals for vocational agriculture IV. Teachers indicated that they taught hours in all of the areas which accounted for the lack of agreement in this comparison.

Table XIII summarizes the average overall agreement between current and recommended curriculum for each of the educational levels in all four classes of vocational agriculture. The overall average adoption for all four years by educational level was 90 percent. The range was from 88 percent for the bachelor's level to 93 percent for the master's plus levels.

A third variable used for comparison of current and recommended curriculum was that of supervisory district. Data found in relation to this variable is reported in Tables XIV, XV, XVI, and XVII, summarizing vocational agriculture I, II, III, and IV respectively. Comparisons by supervisory district for vocational agriculture I, Table XIV, indicated that the average agreement over all supervisory districts was 97 percent. Current programs in the Northeast District agreed at a 100 percent level with the suggested curriculum. The lowest percentage agreement was established by current programs of teachers in the Southeast District, 81 percent, while the Northwest

District group agreed 101 percent, the Central District, 116 percent, and teachers in the Southwest District indicated a percentage of agreement between current and proposed programs of 88 percent. Hours of instruction were not recommended by the core curriculum in agricultural chemicals or farm business management although teachers indicated they taught hours in both of these areas. This resulted in zero percentage agreement for these areas.

TABLE XIII

AVERAGE PERCENT AGREEMENT BETWEEN CURRENT AND SUGGESTED PROGRAMS BY EDUCATIONAL LEVELS FOR ALL VO-AG CLASSES

Vo-Ag Classes	Percentage Agreement by Educational Level		
	B.S.	M.S.	M.S. +
Vo-Ag I	98	92	75
Vo-Ag II	85	92	91
Vo-Ag III	104	104	120
Vo-Ag IV	63	72	65
Average Sub-Total	88	90	93

Note: Overall Average Agreement - 90 %

Comparisons by districts for vocational agriculture II are presented in Table XV. The range of agreement was 102 percent for programs in the Southwest District to 124 percent for those in the Central District. The other percenrages were: Northeast District 120 percent, Northwest

TABLE XIV

INDICATED VOCATIONAL AGRICULTURE I CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY SUPERVISORY DISTRICT

Supervisory District	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
NE N = 13	13	10	130	16	10	160	19	25	76	50	35	143	22	10	220	22	30	73	3	0	0	4	0	0	100 %
NW N = 13	15	10	150	19	10	190	25	25	100	35	35	100	16	10	160	32	30	107	5	0	0	6	0	0	101 %
C N = 10	17	10	170	20	10	200	27	25	108	42	35	120	18	10	180	45	30	150	4	0	0	3	0	0	116 %
SE N = 13	11	10	110	12	10	120	24	25	96	34	35	97	13	10	130	29	30	97	5	0	0	8	0	0	81 %
SW N = 14	9	10	90	14	10	140	24	25	96	32	35	91	18	10	180	31	30	103	5	0	0	6	0	0	88 %
Average Agreement																									97 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XV

INDICATED VOCATIONAL AGRICULTURE II CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY SUPERVISORY DISTRICT

Supervisory District	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
NE N = 13	6	0	0	15	10	150	20	15	133	36	25	144	21	35	60	51	30	170	2	5	40	5	0	0	120 %
NW N = 13	5	0	0	13	10	130	20	15	133	31	25	124	31	35	89	36	30	120	7	5	140	13	0	0	108 %
C N = 10	7	0	0	16	10	160	18	15	120	40	25	160	33	35	94	40	30	133	6	5	120	9	0	0	124 %
SE N = 13	8	0	0	10	10	100	20	15	133	33	25	132	16	35	46	41	30	137	7	5	140	9	0	0	106 %
SW N = 14	6	0	0	12	10	120	17	15	113	26	25	104	26	35	74	39	30	130	5	5	100	7	0	0	102 %
Average Agreement																									112 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XVI

INDICATED VOCATIONAL AGRICULTURE III CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY SUPERVISORY DISTRICT

Supervisory District	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
NE N = 13	5	5	100	9	5	180	15	10	150	24	30	80	18	40	45	70	30	233	4	0	0	14	0	0	99 %
NW N = 13	7	5	140	11	5	220	17	10	170	27	30	90	23	40	58	48	30	160	5	0	0	11	0	0	105 %
C N = 10	13	5	260	12	5	240	17	10	170	35	30	117	33	40	83	37	30	123	8	0	0	17	0	0	124 %
SE N = 13	13	5	260	10	5	200	19	10	190	39	30	97	18	40	45	42	30	140	8	0	0	16	0	0	117 %
SW N = 14	7	5	140	11	5	220	17	10	170	24	30	80	25	40	63	42	30	140	6	0	0	10	0	0	102 %
Average Agreement																									109 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XVII

INDICATED VOCATIONAL AGRICULTURE IV CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY SUPERVISORY DISTRICT

Supervisory District	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
NE N = 13	13	15	87	12	10	120	19	15	126	19	0	0	9	0	0	69	30	230	3	0	0	17	50	36	75 %
NW N = 13	14	15	93	13	10	130	17	15	113	17	0	0	16	0	0	47	30	157	6	0	0	24	50	48	68 %
C N = 10	17	15	113	17	10	170	19	15	126	19	0	0	19	0	0	39	30	130	3	0	0	22	50	44	73 %
SE N = 13	15	15	100	11	10	110	16	15	107	21	0	0	14	0	0	40	30	133	6	0	0	23	50	46	62 %
SW N = 14	10	15	67	11	10	110	19	15	126	15	0	0	11	0	0	40	30	133	9	0	0	22	50	44	60 %
Average Agreement																									72 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

District, 108 percent, and Southeast District 106 percent. The average percentage agreement for all groups was 112 percent, and the overlap between current and suggested programs in all districts was above the 100 percent level for vocational agriculture II.

Table XVI summarizes information used to compare programs by supervisory districts for vocational agriculture III. The range, in this case was from a low of 99 percent for programs in the Northeast District to 124 percent, the highest, for those in the Central District. The average for all districts was 109 percent. Teachers in each district taught more than the suggested amount in orientation and careers, leadership, supervised training and agricultural mechanics. Zero percentages of agreement for all groups were discovered in agricultural chemicals and farm business management due to a lack of recommendation of these areas by the core curriculum, and the fact that teachers indicated they taught in both areas.

Table XVII presents data used to compare programs by supervisory districts with curriculum taught and recommended for vocational agriculture IV. The average percentage agreement in this case was 72 percent. The range was from 60 percent for Southwest District programs to 75 percent for the Northeast District programs. The relatively low percentage of agreement for this class might be attributable to the total lack of agreement calculated in animal science, plant and soil science, and agricultural chemicals. Also, 50 hours of instruction were recommended in farm business management, and all categories fell below this recommended amount.

Table XVIII summarizes the overall percentage agreements between current and suggested curriculum for each of the supervisory districts

in all four vocational agriculture classes. The overall average was 97 percent with the range being from 88 percent for the Southwest District to 109 percent in the Central District.

TABLE XVIII

AVERAGE PERCENTAGE AGREEMENT BETWEEN CURRENT AND PROPOSED PROGRAMS BY SUPERVISORY DISTRICT FOR ALL VO-AG CLASSES

Vo-Ag Classes	Percentage Agreement by Supervisory District				
	NE	NW	C	SE	SW
Vo-Ag I	100	101	116	81	88
Vo-Ag II	120	108	124	106	102
Vo-Ag III	99	105	124	117	102
Vo-Ag IV	75	68	73	62	60
Average Sub-Total	99	96	109	91	88

Note: Overall Average Total - 97 %

Total Teaching Experience

The fourth variable used to compare current and suggested curriculum was on the basis of total number of years taught. This information is presented in Tables XIX, XX, XI, and XII. Table XIX summarizes the information used to compare vocational agriculture I current and recommended content with the number of years taught. The average percentage agreement for all categories was 102 percent. The range was

from 85 percent for the least experienced category to 139 percent for the most experienced category. Programs offered by teachers in the first three groups agreed less than the 100 percent level and those teachers in the last three groups consistently overlapped more than 100 percent with the recommended curriculum.

Table XX compares vocational agriculture II programs with the number of years taught. In terms of total periods, all categories except one, the programs taught by those in the five to 10 year experience category overlapped more than 100 percent with the suggested curriculum. The five to 10 year category agreed 93 percent while the highest percentage was 134 percent for the 23 to 29 year category. The average agreement for all groups for vocational agriculture III was 114 percent. Zero agreements occurred in agricultural chemicals and farm business management for the same reasons explained earlier.

Curriculum taught and recommended for vocational agriculture IV is compared with the number of years taught by teachers in Table XXII. The average percentage agreement between the two for all groups was 66 percent. The range was from 62 percent for the one to four year group to 67 percent in the 30 year and over group. All groups indicated percentages of agreement ranging in the sixties. For reasons explained earlier, there was an absence of agreement in animal science, plant and soil science, and agricultural chemicals.

Table XXIII summarizes the extent of agreement for all four years of vocational agriculture by number of years taught. The range was from 82 percent agreement for the five to 10 year group to 102 percent for the 30 year and over experience group. Individual averages were used to arrive at a 94 percent overall average.

TABLE XIX

INDICATED VOCATIONAL AGRICULTURE I CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS TAUGHT

Years Taught	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 4 N = 15	12	10	120	15	10	150	23	25	92	35	35	100	13	10	130	26	30	87	3	0	0	4	0	0	85 %
5 - 10 N = 17	11	10	110	18	10	180	21	25	84	34	35	97	15	10	150	30	30	100	5	0	0	4	0	0	90 %
11 - 19 N = 12	12	10	120	17	10	170	26	25	104	37	35	106	15	10	150	33	30	110	3	0	0	5	0	0	95 %
20 - 23 N = 12	14	10	140	13	10	130	26	25	104	49	35	140	17	10	170	36	30	120	5	0	0	8	0	0	101 %
24 - 29 N = 4	20	10	200	14	10	140	18	25	72	30	35	86	25	10	250	23	30	77	6	0	0	13	0	0	103 %
30 - Over N = 3	14	10	140	16	10	160	18	25	72	49	35	140	48	10	480	35	30	117	6	0	0	4	0	0	139 %
Average Agreement																									102 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XX

INDICATED VOCATIONAL AGRICULTURE II CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS TAUGHT

Years Taught	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 4 N = 15	6	0	0	13	10	130	19	15	180	29	25	116	16	35	46	39	30	130	3	5	60	5	0	0	83 %
5 - 10 N = 17	4	0	0	15	10	130	17	15	113	26	25	104	19	35	55	43	30	143	5	5	100	7	0	0	81 %
11 - 19 N = 12	8	0	0	16	10	160	21	15	140	34	25	136	26	35	135	42	30	140	5	5	100	7	0	0	101 %
20 - 23 N = 12	9	0	0	13	10	130	20	15	133	38	25	152	27	35	130	47	30	157	8	5	160	11	0	0	108 %
23 - 29 N = 4	7	0	0	10	10	100	22	15	147	33	25	132	37	35	210	17	30	57	9	5	180	12	0	0	103 %
30 - Over N = 3	8	0	0	12	10	120	12	15	80	50	25	200	50	35	143	22	30	73	5	5	100	7	0	0	90 %
Average Agreement																									94 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XXI

INDICATED VOCATIONAL AGRICULTURE III CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS TAUGHT

Years Taught	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 4 N = 15	9	5	180	12	5	240	18	10	180	25	30	83	22	40	55	49	30	163	3	0	0	12	0	0	112 %
5 - 10 N = 17	3	5	60	10	5	200	16	10	160	18	30	60	14	40	35	68	30	227	5	0	0	18	0	0	93 %
11 - 19 N = 12	11	5	220	12	5	240	19	10	190	28	30	93	20	40	50	45	30	150	6	0	0	17	0	0	118 %
20 - 23 N = 12	10	5	200	11	5	220	18	10	180	33	30	110	28	40	70	48	30	160	9	0	0	14	0	0	118 %
23 - 29 N = 4	12	5	240	15	5	300	25	10	250	32	30	107	35	40	88	27	30	90	10	0	0	10	0	0	134 %
30 - Over N = 3	8	5	160	10	5	200	12	10	120	47	30	157	47	40	118	40	30	133	13	0	0	7	0	0	111 %
Average Agreement																									114 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XXII

INDICATED VOCATIONAL AGRICULTURE IV CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS TAUGHT

Years Taught	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 4 N = 15	15	15	100	12	10	120	15	15	100	10	0	0	7	0	0	43	30	143	2	0	0	17	50	34	62 %
5 - 10 N = 17	11	15	73	14	10	140	16	15	107	18	0	0	12	0	0	47	30	157	7	0	0	19	50	38	64 %
11 - 19 N = 12	14	15	93	11	10	110	18	15	120	18	0	0	13	0	0	46	30	153	9	0	0	18	50	36	64 %
20 - 23 N = 12	14	15	93	9	10	90	19	15	126	27	0	0	17	0	0	47	30	157	8	0	0	28	50	56	65 %
23 - 29 N = 4	13	15	87	16	10	160	23	15	153	25	0	0	23	0	0	17	30	57	7	0	0	30	50	60	65 %
30 - Over N = 3	15	15	100	18	10	180	13	15	87	40	0	0	35	0	0	50	30	167	5	0	0	0	50	0	67 %
Average Agreement																									66 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XXIII

AVERAGE PERCENT AGREEMENT BETWEEN CURRENT AND SUGGESTED PROGRAMS BY YEARS TEACHING EXPERIENCE FOR ALL VO-AG CLASSES

Vo-Ag Classes	Percentage Agreement by Years Taught					
	1-4	5-10	11-19	20-23	24-29	30 +
Vo-Ag I	85	90	95	101	103	139
Vo-Ag II	83	81	101	108	103	90
Vo-Ag III	112	93	118	118	134	111
Vo-Ag IV	62	64	64	65	67	67
Average Sub-Total	88	82	95	98	99	102

Note: Overall Average Total: 94 %

Tenure in Present School

The final variable used in the study to compare current and recommended curriculum content was number of years tenure at present school. This data is presented in Tables XXIV, XXV, XXVI, and XXVII. Table XXIV compares current and suggested vocational agriculture I curriculum content with the categories of tenure at present school. The range of the percentages of agreement was from 89 percent for the four to seven year category to 123 percent for the 23 years and over category. The average percentage agreement for all groups was 98 percent. It will be noted that again there were two problem areas in

which there was no agreement with the core curriculum.

Table XXV compares the number of years at present school with the current and recommended vocational agriculture II subjects and hours. The average percentage agreement across all categories was 90 percent with the 17 to 22 year group agreeing at a 100 percent level. The bottom of the range was established by the one to three year group, whose programs agreed 80 percent with the recommended curriculum. For the problem areas of orientation and careers and farm business management, there was an absence of agreement.

Curriculum and number of years at present school is compared for vocational agriculture III in Table XXVI. The average agreement for all groups was 109 percent, with only one group, the 17 to 32 year group, falling below the 100 percent level of agreement. The top of the range was indicated by the one to three year group whose percentage agreement was calculated to be 117 percent. There was no overlap between current and proposed instruction for the problem areas of agricultural chemicals and farm business management.

Table XXVII compares years at present school with current and recommended curriculum for vocational agriculture IV. The range of agreement for this class was from 51 percent, established by the 23 year and over group to 71 percent for the four to seven year group. The average percentage of agreement across all groups was 60 percent, in spite of the lack of agreement for instruction in animal science, plant science and agricultural chemicals.

A summary of the extent of agreement between current and proposed programs by years at present school categories for all four years of agriculture is presented in Table XXVII. The overall average for all

TABLE XXIV

INDICATED VOCATIONAL AGRICULTURE I CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS AT PRESENT SCHOOL

Years at Present School	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 3 N = 20	10	10	100	19	10	190	22	25	88	33	35	94	15	10	150	29	30	97	5	0	0	5	0	0	90 %
4 - 7 N = 19	13	10	130	16	10	160	23	25	92	33	35	94	13	10	130	31	30	103	4	0	0	4	0	0	89 %
8 - 16 N = 9	9	10	90	11	10	110	25	25	100	41	35	117	19	10	190	37	30	123	2	0	0	4	0	0	91 %
17 - 22 N = 11	16	10	160	9	10	90	25	25	100	50	35	143	18	10	180	27	30	90	6	0	0	12	0	0	95 %
23 - Over N = 4	13	10	130	12	10	120	16	25	64	43	35	123	42	10	420	37	30	123	9	0	0	10	0	0	123 %
Average Agreement																									98 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XXV

INDICATED VOCATIONAL AGRICULTURE II CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS AT PRESENT SCHOOL

Years at Present School	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 3 N = 20	5	0	0	14	10	140	17	15	113	28	25	112	24	35	69	38	30	127	4	5	80	4	0	0	80 %
4 - 7 N = 19	5	0	0	14	10	140	21	15	140	28	25	112	19	35	54	45	30	150	5	5	100	14	0	0	87 %
11 - 16 N = 9	4	0	0	7	10	70	21	15	140	38	25	152	28	35	80	46	30	153	4	5	80	6	0	0	84 %
17 - 22 N = 11	10	0	0	14	10	140	17	15	113	39	25	156	30	35	86	44	30	147	8	5	160	9	0	0	100 %
23 - Over N = 4	8	0	0	10	10	100	18	15	120	44	25	176	44	35	126	33	30	110	8	5	160	10	0	0	99 %
Average Agreement																									90 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XXVI

INDICATED VOCATIONAL AGRICULTURE III CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS AT PRESENT SCHOOL

Years at Present School	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 3 N = 20	8	5	160	13	5	260	17	10	170	22	30	136	18	40	45	50	30	167	5	0	0	11	0	0	117 %
4 - 7 N = 19	6	5	120	11	5	220	21	10	210	23	30	131	15	40	38	59	30	197	4	0	0	22	0	0	115 %
11 - 16 N = 9	6	5	120	7	5	140	21	10	210	30	30	100	30	40	75	49	30	163	4	0	0	10	0	0	101 %
17 - 32 N = 11	15	5	30	13	5	260	16	10	160	33	30	110	27	40	68	43	30	143	10	0	0	21	0	0	96 %
23 - Over N = 4	8	5	160	11	5	220	16	10	160	40	30	133	39	40	98	43	30	143	18	0	0	10	0	0	114 %
Average Agreement																									109 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

TABLE XXVII

INDICATED VOCATIONAL AGRICULTURE IV CONTENT COMPARED TO CORE CURRICULUM SUGGESTIONS BY NUMBER OF YEARS AT PRESENT SCHOOL

Years at Present School	Orientation and Careers			Leadership			Supervised Training			Animal Science			Plant and Soil Science			Agricultural Mechanics			Agricultural Chemicals			Farm Business Management			Overall Average Percentage Agreement
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1 - 3 N = 20	14	15	93	13	10	130	13	15	87	9	0	0	6	0	0	42	30	140	5	0	0	27	50	54	63 %
4 - 7 N = 19	13	15	87	14	10	140	19	15	127	19	0	0	14	0	0	53	30	177	5	0	0	17	50	34	71 %
11 - 16 N = 9	11	15	73	8	10	80	18	15	120	20	0	0	14	0	0	46	30	153	10	0	0	14	50	28	57 %
17 - 22 N = 11	17	15	113	8	10	80	16	15	107	32	0	0	17	0	0	38	30	127	6	0	0	24	50	48	59 %
23 - Over N = 4	9	15	60	14	10	140	14	15	93	40	0	0	39	0	0	33	30	110	18	0	0	4	50	8	51 %
Average Agreement																									60 %

Note: Column 1 - Average Number of Periods Annually Taught

Column 2 - Number of Periods Suggested by the Basic Core Curriculum

Column 3 - Percentage Agreement Between Current and Suggested Curriculum

groups was 89 percent, but ranged from 83 percent for the eight to 16 year group to 97 percent for the 23 year and above group.

TABLE XXVIII

AVERAGE PERCENT AGREEMENT BETWEEN CURRENT AND SUGGESTED PROGRAMS BY YEARS AT PRESENT SCHOOL FOR ALL VO-AG CLASSES

Vo-Ag Classes	Percentage Agreement by Years at Present School				
	1-3	4-7	8-16	17-22	23 +
Vo-Ag I	90	89	91	95	123
Vo-Ag II	80	87	84	100	99
Vo-Ag III	117	115	101	96	114
Vo-Ag IV	63	71	57	59	51
Average Sub-Total	87	91	83	88	97

Note: Overall Average Total - 89 %

Analysis of Teacher Attitudes Toward A Standardized Curriculum Concept

Table XXIX is a summary of teacher responses to the statements stated by procedures explained in Chapter III as expressions of favorability toward a standardized vocational agriculture curriculum concept. In order to arrive at an average response for each statement, numerical values were assigned to the response categories as follows:

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

The numerical values of all teachers' responses to each statement were summed and averaged. Prior to analysis, the investigator decided that the actual numerical value for each response category would be the assigned value, + or - .5 (e.g., that the numerical value for the neutral response would range from 2.5 to 3.5, etc.).

As shown in Table XXIX, the overall average response to the group of positive statements by all teachers was 3.96. Response values ranged from 3.71 to 4.11 which indicates that for the entire list of favorable statements, the average teacher response was "agree", which, in turn, indicated that the teachers have favorable attitudes toward the core curriculum approach.

Since the statements appear in the table in order of their favorability as determined by the procedure explained in Chapter III, it can be noted that an ordering of the statements according to teacher's average responses would not be in agreement with the original ordering. However, in terms of overall response, teachers did express favorability and thus agreement with the statements.

The teachers' responses to negative statements toward a core curriculum concept are summarized in Table XXX. Since these were negative statements and in accordance with the actual numerical response limits discussed under the previous table, the investigator concluded that an average response of less than 2.5 would indicate a

degree of disagreement with the statement and thus would actually be an expression of agreement with the core curriculum concept.

TABLE XXIX

SUMMARY OF TEACHER RESPONSES TO STATEMENTS POSITIVE TO THE STANDARDIZED CURRICULUM CONCEPT

Summary of Individual Statements	Average Response
A Uniform Plan of Instruction Would Greatly Improve Oklahoma Vocational Agriculture	3.80
There Are Enough Similarities in Agriculture that a Uniform Course Would be Helpful	3.94
65 Percent of an Instructional Program Could be Standardized Statewide	3.90
A Uniform Plan of Study, Developed by Teachers, with Flexibility, is Acceptable	4.08
Teachers Need Help in Curriculum Development	4.03
The Curriculum Should be Improved and Expanded	4.08
Long Range Teaching Plans are Extremely Useful as Instructional Guides	3.71
A Standardized Curriculum has more Advantages than Disadvantages	4.11
Overall Average	3.96

The average response for all the negative statements was found to be 2.75, which indicated that overall, the teachers held a neutral

position on the statements. The range of responses was from 2.0 to 3.67. Five of the statements drew neutral responses from the teachers while there were two statements with which they disagreed. A degree of agreement was expressed toward the statement concerning the need for tailoring programs to individual communities.

As in the previous table, the negative statements in Table XXX are listed in order, with the one judged most unfavorable by the panel of experts toward the core curriculum approach appearing first. An order established on the basis of teacher favorability toward these statements would be in accordance generally with the previously established order. A complete listing of both positive and negative statements and their averages is contained in Appendix F.

Analysis of Factors Influencing Teacher Instruction

Eight items, thought to be factors that might have an effect on the development of a teachers instructional program were listed randomly on the instrument. Teachers were asked to rank the eight items in order of importance as providing them with a basis for deciding what to teach. The eight items included as a part of the instrument were: old lesson plans, professional improvement meetings, fellow vocational agriculture teachers, college class notes, the core curriculum guide, state department personnel, previous teaching experience, and the agricultural education department.

To determine the ranking of these factors for the entire group of respondents, Kendall's Coefficient of Concordance W was utilized. The procedure described by Siegel (17) was employed for this purpose. The formula utilized was the same as that described in Chapter III. The

value of W computed was found to be .43, which indicated a significant degree of agreement among all those ranking the factors. Because the W value was significant, the "true" ranking of the factors could be established on the basis of the least squares of sums of ranks which was described by Siegel (17) and discussed previously in Chapter III.

TABLE XXX

SUMMARY OF TEACHER RESPONSES TO STATEMENTS NEGATIVE TO THE STANDARDIZED CURRICULUM CONCEPT

Summary of Individual Statements	Average Response
Standardized Materials Restrict a Teacher's Creativity	2.29
An Experienced Teacher has no Need for a Standardized Curriculum	2.00
A Standardized Curriculum Outline is not the Right Kind of Help Needed	2.60
Standardized Curriculum Does not Provide for Individual Student Needs	2.65
Local Communities Vary Such That Instructional Programs Must be Individually Tailored	3.67
A Standardized Curriculum is Hard to Follow	2.86
I would not use a Standardized Curriculum	2.52
My Annual Teaching Plan Accurately Reflects my Instructional Program	3.40
Overall Average	2.75

Table XXXI is a summary of the factors, the sum of ranks assigned to each factor by group, and the "true" ranking of the entire list of factors established by the previously discussed method. Previous teaching experience was cited as the most beneficial aid in formulating instructional programs, followed in order by: the core curriculum guide, fellow vocational agriculture teachers, old lesson plans, professional improvement meetings, agricultural education department, state department personnel, and college class notes. It is interesting to note that the core curriculum guide ranks second among this list of aids used in the development of local vocational agriculture programs.

TABLE XXXI

RANKINGS BY 53 TEACHERS OF ITEMS USED TO PROVIDE A BASIS FOR INSTRUCTION

Name of Item	Sum of Teacher Ranking	"True" Rank
Old Lesson Plans	240	4
Professional Improvement Meetings	250	5
Fellow Vocational Agriculture Teachers	203	3
College Class Notes	313	8
Core Curriculum Guide	186	2
State Department Personnel	302	7
Previous Teaching Experience	117	1
Agricultural Education Department	288	6

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the extent to which the Oklahoma vocational agriculture curriculum content currently in use was in agreement with the suggested core curriculum and to investigate selected variables and attitudinal factors which might influence the degree of agreement between the two.

Data was collected by use of a mailed instrument sent to randomly-selected schools in each of the supervisory districts. The instrument used consisted of an information data form, which was designed to supply personal teacher information and current curriculum being taught by subject matter areas. An attitude sclae was used to determine and evaluate teacher attitudes toward the concept of a standardized curriculum. Teachers were also asked to rank items that were important to them in deciding what to teach.

Percentages were used to compare current curriculum with suggested curriculum in relation to the variables. Information pertaining to the variables was provided from the personal information supplied by the teachers on the instrument.

Averages were used to determine responses to the attitude statements. The Kendall's Coefficient of Concordance W (17) was used to determine the order of items that teachers use in deciding what to teach and for determining the degree of agreement between teachers on

the items.

Summary of the Findings

Findings of the study relative to the relationship between current and suggested curriculum content and the variables of teacher age, years teaching experience, tenure in present school, highest college degree and supervisory district were compiled. The following is a summary of these findings by variables studied. Also, this is followed by a summary of the findings regarding teacher attitudes and the factors influencing instruction.

Teacher Age

Relative to the variable of teacher age, it was found that the highest percentage of agreement between current and proposed programs of all vocational agriculture classes was indicated by teachers 60 years of age and older, at a level of 107 percent. This group was followed in order by the 49-58 year old group with 92 percent; the 39-48 year old group with 89 percent; the 22-25 year old group with 83 percent; the 30-38 year old group with 82 percent; and the 26-29 year old group with 79 percent.

College Degree

Level of education was chosen as a variable for examination to determine its effect on the suggested compared with the current instructional programs. Of the three educational levels used, those with college credit above the master's degree level agreed most closely with the curriculum recommended by the Oklahoma basic guide with a 93 percent

overlap. Those with a master's degree indicated 90 percent agreement, while the third educational level used, the bachelor's degree group, established an 88 percent adoption of the core curriculum.

Supervisory District

In the examination of agreement between recommended and current programs in all vocational agriculture classes by supervisory districts, the district found to be following the core curriculum most closely was the Northeast District with 99 percent overlap. The Northwest District established the second closest degree of adoption with 96 percent. Two districts, the Central District and the Southeast District were found to be nine points from perfect agreement, but on opposite ends of the 100 percent mark, with the Southeast District agreeing 91 percent and the Central District, 109 percent. Those who responded from the Southwest District established an 88 percent level of agreement.

Years of Experience

Respondents to the instrument were divided into six categories on the basis of total years experience in teaching vocational agriculture. The most nearly correct level of agreement was established by the group who had taught from 24 to 29 years. Their level of agreement was 99 percent. Two of the groups were two percentage points away from perfect agreement, although registering different degrees of adoption; i.e. the group with over 30 years teaching experience indicated 102 percent overlap, while the 20 to 23 year group established a 98 percent level of agreement. The remaining groups followed in this order: 11 to 19 year group, 95 percent; one to four year group, 88 percent; and the

five to 10 year group, 82 percent.

Tenure at Present School

In regard to the establishment of categories of teachers based upon number of years at the present school, all groups were found to have agreed less than 100 percent with the core curriculum. The relative percentages in order were: 23 years and over group, 97 percent; four to seven year group, 91 percent; 17 to 22 year group, 88 percent; the one to three year group, 87 percent; and the eight to 16 year group, 83 percent.

Table XXXII summarizes ranges and percentages of adoption for all five variables studied. Using this information as a basis, it was possible to derive an average range and percentage of adoption for all teachers included as a part of the study. This overall average percentage of agreement was found to be 92 percent, meaning that in all departments around the state, regardless of specific situations, the subject matter areas taught and periods allotted were approximately 92 percent in agreement with the core curriculum.

Attitudinal Factors

The eight statements determined to be positive toward the concept of a standardized curriculum yielded a favorable average response from the teachers in the survey as indicated by the 3.96 average response for the group of questions. All eight positive statements illicited an average response of a "favorable" that meant teachers either agreed or strongly agreed with the concept.

TABLE XXXII

SUMMARY OF THE PERCENTAGE OF AGREEMENT BETWEEN CURRENT AND RECOMMENDED CURRICULUM BY VARIABLES STUDIED

Variable	Overall Average Percentage Agreement Between Current and Proposed Curriculum for All Vo-Ag Classes	
	Range	Average
Age	79-107	89
Highest College Degree	88-93	90
Supervisory District	88-109	97
Experience	88-102	94
Tenure	83-97	89
Average Total	84-102	92

Eight statements were included as a part of the attitude portion of the instrument which were negative in nature. The average response for all negative statements was 2.75, or a neutral response. For the entire group, five of the statements received an average response of "neutral", the average of another was unfavorable toward the concept, and two of the negative statements were interpreted as being favorable to the standardized curriculum concept.

Factors Influencing Instruction

Relative to the eight items listed as being influential to

teachers in determining their instruction, the most influential factor was found to be previous teaching experience. The least influential factor was determined to be college class notes. The other six factors included ranged in between.

Conclusions

The findings of the study provided a basis for reaching a series of conclusions concerning current and recommended curriculum agreement, attitudinal influences and other factors affecting instructional program content. As perceived by the investigator, it can be concluded:

1. That older vocational agriculture teachers, especially those 39 years of age and older, are more likely to develop programs of instruction in accordance with those recommended by the core curriculum. The programs of teachers who are from 22 to 38 years old deviate most from the core curriculum suggestions.
2. That vocational agriculture programs offered in the different supervisory districts do not vary a great deal in terms of the overall average percentage of agreement between current content and that suggested by the core curriculum. Therefore, supervisory districts apparently are not important factors in influencing degree of adoption of the recommended curriculum.
3. That current programs offered in vocational agriculture I, II, and III are more closely aligned with the suggested core curriculum and that because of the current emphasis or lack of emphasis on farm business management, animal science, plant science and agricultural chemicals; voca-

tional agriculture IV programs are the most deviant.

4. That, in general, for all four classes of vocational agriculture, current programs tend to exceed core curriculum recommendations in leadership, agricultural mechanics, agricultural chemicals and animal science, which results in lowered percentages of overall average agreement with the core curriculum.
5. That those teachers having higher levels of education tend to develop programs which are more closely aligned with those proposed by the core curriculum.
6. That teachers' tenure in their present schools is not a major determinant of the overall average percentage of agreement between current and suggested content for vocational agriculture as indicated by the findings that programs of teachers with the most tenure did not differ substantially from those of some groups of teachers with less tenure.
7. That teachers with more experience tend to adhere more closely to the core curriculum recommendations in developing their instructional programs.
8. That, in general, the teachers surveyed have favorable attitudes toward the concept of a standardized core curriculum for vocational agriculture as indicated by their average responses to the attitude statements and also by their indication that the current core curriculum guide is the second most useful aid in determining the content of their programs.

9. That teachers of vocational agriculture consider the suggested core curriculum to be an important aid in developing program content but that it must be supplementary and complimentary to other factors such as experience, professional meetings, etc.

Recommendations

Findings of the study seem to indicate that certain factors do have an effect on the use of the Oklahoma Basic Core Curriculum for Vocational Agriculture I, II, III, and IV. The following recommendations are offered by the investigator for consideration by teachers, by those who are responsible for the training of teachers, and by those who are responsible for the development of instructional content and materials.

1. There should be increased emphasis on training teachers to teach farm business management to high school students. Data obtained in this study indicate that teachers generally are teaching less than the recommended amounts of farm business management.
2. There should be careful reevaluation of the suggestions made by the Core Curriculum for Vocational Agriculture IV. The extent of disagreement between current and suggested programs for Vocational Agriculture IV as compared to the other three years would seem to indicate that proper hours and subject matter areas have not yet been correctly established, assuming that what is now taught is also a measure of the adequacy of the core curriculum guide.

3. Teachers should continue to be involved in the production and development of curriculum materials. The scores on the attitude scale indicate that teachers are most receptive to a curriculum developed by teachers, leaving flexibility for adaption to local situations.
4. The rankings of items utilized by teachers in establishing a basis for instruction would seem to point to the need for expanding the roles, activities, and services of those in administration, supervision, and teacher preparation.
5. According to the responses to the attitude statements, teachers feel that there are enough basic similarities in production agriculture to permit the standardization of a relatively large percentage of the curriculum in vocational agriculture. Therefore, there appears to be a need for more rapid and complete development of a basic suggested curriculum outline and related instructional materials.
6. There should be a concerted and continuing effort to inform all teachers relative to the understanding and utilization of the basic core curriculum guide for vocational agriculture.
7. While the study indicates general agreement between current programs and the core curriculum, it would seem appropriate to recommend that additional research should be initiated, especially after the complete guide has been developed and distributed to teachers.

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APPENDIX A

THE BASIC CORE CURRICULUM FOR OKLAHOMA VOCATIONAL AGRICULTURE I, II, III, IV

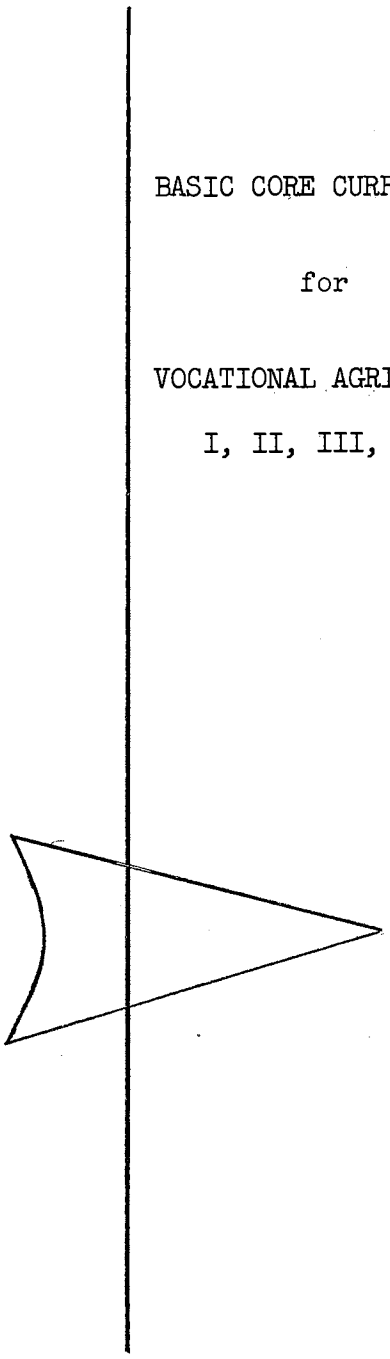
O K L A H O M A V O C A T I O N A L A G R I C U L T U R E

BASIC CORE CURRICULUM

for

VOCATIONAL AGRICULTURE

I, II, III, IV



State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

PREFACE

This curriculum is designed to provide a uniform core of basic instruction recommended for all students of vocational agriculture in Oklahoma. Approximately 120 periods of each school year should be used for instruction in these basic areas, and the application of this instruction to the local community.

The remaining 60 periods should be used in: (1) further instruction in these areas as necessary, (2) other areas where instruction is needed to meet the needs of the students, or (3) other special needs as determined by the local instructor.

Prepared by State Vocational Agriculture Curriculum Committee: Chairman, Benton Thomason; Members, Dr. Robert Meisner, Ronald Meek, Joe Raunikar, Ralph Dreessen, Cleo Collins, Don Brown, John Jones, Bob Patton, John Kusel, Ross Stivers, Charles Hargrave, John Thur, Jim Hunter, Richard Lowe, Willard Bradley, Harvey Clagg, Kent Pennington, Glen Gardner, Ray Holman, Kent Metcalf, Hallard Randell, Dean Reeder, and Keith Hoar.

OKLAHOMA
STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS T. TUTTLE, DIRECTOR 1515 WEST SIXTH AVENUE STILLWATER, OKLAHOMA 74074

Vocational Agriculture Instructors

Gentlemen:

The course outline reproduced in this booklet represents many months of planning and hours of hard work. Its use should improve vocational agriculture instruction in Oklahoma. Each instructor is urged to use this outline and adapt it to his department.

I want to express appreciation to the vocational agriculture personnel who applied their efforts in preparing this outline. The best thinking of many people was solidified into a workable and comprehensive form.

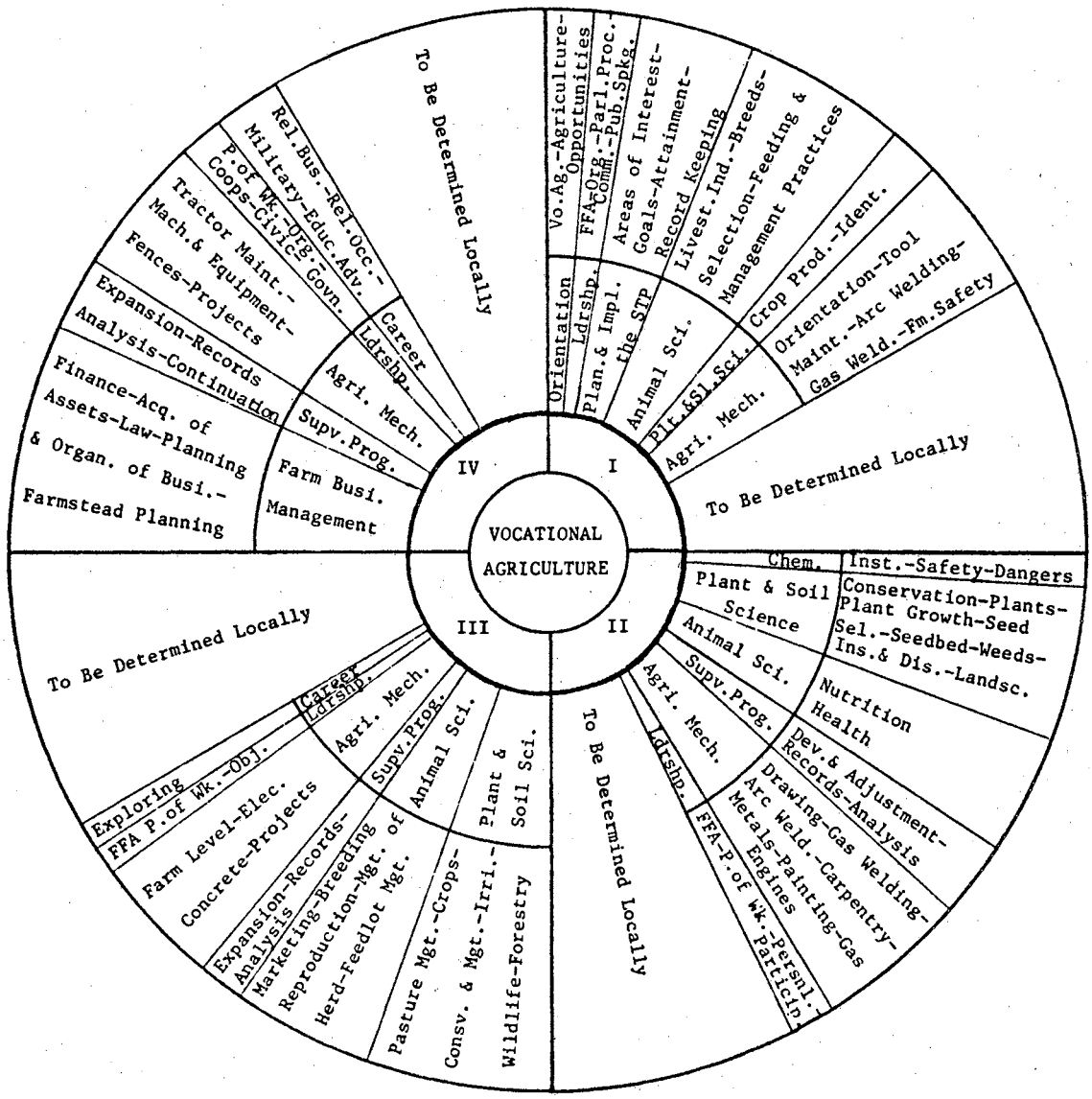
We are always open to suggestion on how we may improve vocational agriculture instruction. This curriculum guide should help achieve this objective.

Sincerely,

Byrle Killian

Byrle Killian
State Supervisor
Agriculture Education

A FOUR-YEAR COURSE OF INSTRUCTION



OKLAHOMA

VOCATIONAL AGRICULTURE BASIC COURSE CONTENT

AGRICULTURE I

		Approximate Number of Class Periods
I.	ORIENTATION AND CAREERS	10
	A. Vocational Agriculture	
	B. Agriculture	
	1. The realm of agriculture and its importance to us	
	2. Agriculture occupations	
	3. Choosing your career	
	C. Opportunities provided through FFA and Vocational Agriculture	
II.	LEADERSHIP	10
	A. FFA (The organization, purpose and history)	
	B. Organizing the local FFA	
	C. Parliamentary procedure	
	D. Committee work	
	E. Public speaking	
III.	PLANNING AND IMPLEMENTING THE SUPERVISED TRAINING PROGRAM	25
	A. Exploring areas of interest	
	B. Determining goals	
	C. Discovering ways and means of attaining goals	
	D. Beginning record keeping (Inventory, expenses, sales, etc.)	
IV.	ANIMAL SCIENCE	35
	A. The Livestock Industry	
	1. Economic importance of livestock in Oklahoma and home county (Use, value and trends)	
	2. Job opportunities associated with the industry	
	B. Breeds of livestock	
	1. History of the breeds, their characteristics and advantages	
	C. Livestock selection	
	1. Kind of livestock adaptable to home farms	
	2. Animal parts and their identification	
	3. Selecting individual animals	
	D. Elementary livestock feeding and related management practices	
	1. Determining the availability and general characteristics of different feeds	
	2. Planning general feeding programs and practices for various classes of livestock	
	3. Some suggested rations	

AGRICULTURE I
(Continued)

		Approximate Number of Class Periods
V.	PLANT AND SOIL SCIENCE	10
	A. Importance of crop production B. Plant and seed I.D.	
VI.	AGRICULTURAL MECHANICS	30
	A. Orientation, organization and safety 1. Course content 2. Aims and purposes of training 3. Arrangement and placement of tools and equipment 4. Introduce a system to keep a clean, orderly shop with tools in good working condition 5. Fire extinguisher and first aid instruction 6. Safe working habits (Understanding color code, State Law 824 and other safety practices) 7. Use of standard school shop safety inspection list B. Repairing and sharpening tools 1. Tool-fitting equipment and supplies 2. Sharpening and repairing various tools 3. Cleaning and storing tools C. Arc welding 1. Introduction and orientation 2. Selecting and caring for arc welding equipment 3. Recognizing and using safety precautions 4. Striking an arc and running a bead 5. Making a flat butt weld D. Gas welding 1. Becoming acquainted with safe operation of gas welding equipment 2. Adjusting valves, gauges and flame 3. Proper use of the cutting torch and cutting flat plate E. Farm safety 1. Tractor operation 2. Farm machinery and equipment 3. Belt-driven equipment 4. Herbicides and insecticides 5. Other hazardous occupations	

AGRICULTURE II

		Approximate Number of Class Periods
I.	AGRICULTURE CHEMICALS	5
	A. Interpreting instructions	
	B. Safety precautions	
	C. Liability possibilities	
II.	PLANT AND SOIL SCIENCE	35
	A. Elementary study of soils and soil conservation practices	
	B. Importance of plants	
	C. Plant growth and reproduction	
	D. Seed selection	
	E. Seedbed preparation, cultural practices and equipment used	
	F. Chemical weed control	
	G. Insect and disease control	
	H. Landscaping	
III.	ANIMAL SCIENCE	25
	A. Animal nutrition	
	1. Feed nutrients including feed additives	
	2. Composition and classification of feeds	
	3. The digestive process	
	4. Measuring the value of feeds	
	5. How to combine feeds to make satisfactory rations	
	B. Animal health	
	1. Maintaining animal health	
	2. Diseases—prevention and treatment	
	3. Parasite control	
IV.	SUPERVISED TRAINING PROGRAM	15
	A. Developing and adjusting the program	
	B. Maintaining records	
	C. Summary and analysis	
V.	AGRICULTURAL MECHANICS	30
	A. Sketching and drawing	
	1. Making simple sketches and reading blueprints	
	2. Figuring bill of materials	
	3. Project design	

AGRICULTURE II
(Continued)

	Approximate Number of Class Periods
V. AGRICULTURAL MECHANICS (Continued)	
B. Advanced gas welding	
1. Selecting proper tip size, gas pressure, rod size, flux and materials	
2. Making various welds with mild steel, brazing and soldering	
C. Advanced arc welding	
1. Study and identification of metals and selecting electrodes	
2. Preparation of metal for welding	
3. Out of position welding	
4. Using the carbon-arc torch	
D. Farm carpentry	
1. Selecting and caring for lumber	
2. Selecting and using wood fasteners	
3. Framing, bracing and rafter cutting	
E. Metal work	
1. Cutting, shaping and drilling metal	
2. Pipe and bolt selecting, measuring, marking, cutting and threading	
F. Painting	
1. Selecting and using paints, brushes and sprayers	
2. Preparation and application of paint	
G. Gas engines	
1. Principles of operation	
2. Disassemble and assemble	
3. Engine troubleshooting and tune-up	
VI. LEADERSHIP	10
A. FFA Foundation Awards and advanced degrees	
B. Planning and implementing FFA Program of Work	
C. Personal habits, appearance and communications	
D. Participation in school and community activities	

AGRICULTURE III

	Approximate Number of Class Periods
I. PLANT AND SOIL SCIENCE	40

A. Pasture management
   1. Improving native pastures
   2. Establishing tame pastures
   3. Planning year-round pasture program
   4. Weed, brush and tree control
   5. Determining grazing capacity

B. Crops
   1. Planning the cropping system
   1. Use of fertilizers
   3. Harvesting crops
   4. Marketing crops

C. Soil and water conservation and management
   1. Soil types
   2. Use of soils maps
   3. Soils sampling and testing
   4. Planning the soil and water conservation system on a farm
   5. Soil Conservation Service and soil conservation districts
   6. Agricultural Stabilization and Conservation Service
   7. Soil and water conservancy districts

D. Irrigation (Optional)

E. Wildlife conservation (Optional)

F. Forestry (Optional)

II. ANIMAL SCIENCE	30

A. Livestock marketing
   1. Price trends and cycles of livestock
   2. Market grades and classes of livestock
   3. Securing and interpreting market information
   4. The function of marketing agencies
   5. When to market
   6. Ways and means of marketing
   7. Transporting animals to market
      a. Methods of transportation
      b. Safety precautions in loading, hauling, etc.

B. Animal breeding
   1. Animal genetics
      a. Laws of inheritance
      b. Hereditary abnormalities
      c. Crossbreeding, line breeding and inbreeding
      d. Performance testing
      e. Pedigrees
      f. Selecting breeding stock
   2. Reproduction
      a. Reproductive system
      b. Age and size to breed
      c. Methods of breeding
      d. Fertility testing
      e. Gestation period

AGRICULTURE III
(Continued)

		Approximate Number of Class Periods
II.	ANIMAL SCIENCE (Continued)	
	C. Management of herd or flock	
	1. Determining capacity of farm, ranch or feedlot	
	2. Buildings, and equipment needs	
	3. Care and management	
	D. Feedlot management	
III.	SUPERVISED TRAINING PROGRAM	10
	A. Expanding the program	
	B. Maintaining records	
	C. Summary and analysis	
IV.	AGRICULTURAL MECHANICS	30
	A. Use of the farm level	
	1. Contour and terrace lines	
	2. Profile leveling	
	3. Laying out building foundations	
	B. Farm electricity	
	1. Understanding the nature of electricity and related terms	
	2. Electrical safety	
	3. Identification of electrical tools, wiring devices, conductors, symbols and electrical connections	
	4. Servicing and maintaining minor electrical equipment	
	5. Maintaining the permanent wiring system	
	6. Cost of operating electrical equipment	
	C. Concrete work	
	1. Selecting ingredients and determining amounts and mixes needed	
	2. Preparation of base	
	3. Reinforcement materials	
	4. Constructing adequate footings	
	5. Finishing and curing concrete	
	D. Design and construction of projects	
V.	LEADERSHIP	5
	A. Developing the chapter FFA Program of Work	
	B. Application of FFA objectives to successful careers	
VI.	CAREER SELECTION	5
	A. Exploring careers	
	B. Employer-employee, co-worker and customer relationship	
	C. Collecting information on selected careers	

AGRICULTURE IV

	Approximate Number of Class Periods
I. FARM BUSINESS MANAGEMENT	50

A. Advanced finance and accounting
   1. Farm inventories
   2. Net worth statements
   3. Interest rates
   4. Sources of credit: banks, individuals, companies, Federal Land Bank, P.C.A., Bank of Cooperatives, F.H.A., insurance companies
   5. Farm records
   6. Tax management
   7. Insurance: crop, property, liability, health, life, social security, workmen's compensation

B. Acquisition of farm land, livestock and equipment
   1. Leasing
   2. Buying
   3. Appraising
   4. Partnerships
   5. Part-time farming

C. Farm business law
   1. Farm business agreements
   2. Estate planning
   3. Liabilities

D. Planning and organizing the total farm business
   1. Combination of livestock and/or crop enterprises
      a. Labor utilization
      b. Land utilization
      c. Capital utilization
      d. Machine and equipment utilization
      e. Cost analysis of enterprises
      f. Probable income
   2. Budgeting

E. Farmstead planning

II. SUPERVISED TRAINING PROGRAM	15

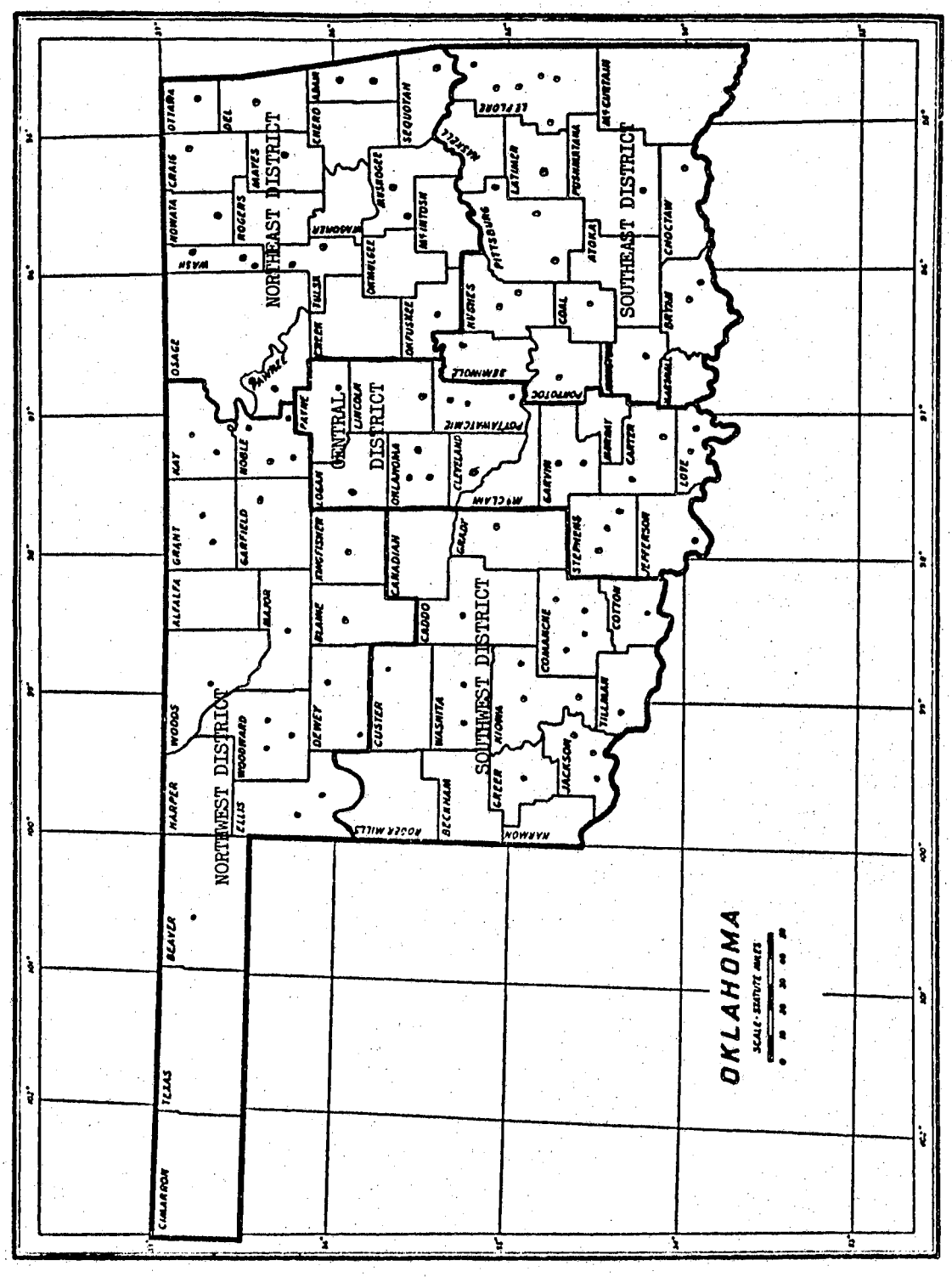
A. Expanding supervised training
B. Maintaining records
C. Summary and ayalysis
D. Continuing the training program

AGRICULTURE IV
(Continued)

		Approximate Number of Class Periods
III.	AGRICULTURAL MECHANICS	30
	A. Tractor maintenance	
	1. Servicing the tractor	
	a. Cooling system	
	b. Fuel system	
	c. Electrical system	
	d. Lubricating system	
	e. Air supply system	
	2. Minor tractor repair	
	3. Selecting and storing tractor fuels and lubricants	
	B. Farm machinery and equipment	
	1. Selection	
	2. Operation	
	3. Safety precautions	
	4. Maintenance, adjusting and repair	
	C. Fence construction and repair	
	D. Design and construction of projects	
IV.	LEADERSHIP	10
	A. Developing the FFA Program of Work	
	B. Farm organizations	
	C. Cooperatives	
	D. Civic organizations	
	E. Local, county, state and national government	
V.	CAREERS	15
	A. Farming and related business	
	1. Ownership and control	
	2. Capitalization	
	3. Government regulation	
	4. Buying and selling	
	B. Related occupations	
	1. Responsibilities	
	2. Salaries	
	3. Advancement	
	4. Security	
	5. Unions or organizations	
	C. Military service	
	1. Selection of a branch	
	2. Career opportunities	
	3. Educational opportunities	
	D. Educational Advancement	
	1. College	
	2. Trade school	
	3. Special skills	

APPENDIX B

OKLAHOMA SUPERVISORY DISTRICTS AND LOCATIONS OF SCHOOLS IN THE SAMPLE


NORTHWEST DISTRICT
NORTHEAST DISTRICT
CENTRAL DISTRICT
SOUTHWEST DISTRICT
SOUTHEAST DISTRICT
OKLAHOMA
SCALE - STATUTE MILES
0 10 20 30 40 50
CIMARRON
TEXAS
BEAVER
HARPER
WOODS
ALFALFA
GRANT
KAY
OSAGE
WASH
NOWATA
CRAIG
OTTAWA
DEL
MAYES
ROGERS
CHEROKEE
ADAIR
SEQUOYAH
LE FLORE
MCCURTAIN
MUSKOGEE
MCINTOSH
LATIMER
PUSHMATAHA
HASKELL
PITTSBURG
CHOCTAW
OKMULGEE
CREEK
TULSA
OKFUSKEE
HUGHES
COAL
ATOKA
BRYAN
PAWNEE
PAYNE
LINCOLN
SEMINOLE
POTTAWATOMIE
POTTAWATOMIE
JOHNSTON
MARSHALL
NOBLE
LOGAN
OKLAHOMA
CLEVELAND
MURRAY
CARTER
LOVE
GARFIELD
KINGFISHER
CANADIAN
GRADY
MCCLAIN
GARVIN
STEPHENS
JEFFERSON
MAJOR
BLAINE
CADDO
COMANCHE
COTTON
WOODWARD
ELLIS
DEWEY
CUSTER
WASHITA
KIOWA
TILLMAN
ROGER MILLS
BECKHAM
GREER
JACKSON
HARMON

APPENDIX C

CURRICULUM DATA INFORMATION FORM

CURRICULUM DATA

INFORMATION FORM

Personal Information:

Name: _____

School: _____

Age: _____

Total Number of Years You Have Taught Vocational Agriculture: _____

Number of Years at Present School: _____

Highest College Degree Held: (Circle One) B.S. M.S. M.S.+

District in Which School is Located: (Circle One) NW NE C SE SW

Number of Years You Have Been in This Supervisory District: _____

Please indicate the approximate number of hours taught or expected to be taught this year in each of the respective subject areas for each year of vocational agriculture. Examples of typical instruction have been provided under each subject matter area. You may add other subjects to the list if desired.

SUBJECT MATTER AREA	APPROXIMATE HOURS TO BE TAUGHT			
	Vocational Agriculture I	Vocational Agriculture II	Vocational Agriculture III	Vocational Agriculture IV
Orientation and Careers (Importance of agriculture, etc)				
Leadership (FFA, public speaking, etc)				
Supervised Farm Training (projects, record keeping, etc)				
Animal Science (livestock selection, feeding, etc)				
Plant and Soil Science (soils, plant i.d., etc)				
Agricultural Mechanics (metal work, welding, cutting,etc)				
Agricultural Chemicals (safety, applying herbicides, etc)				
Farm Business Management (economics, farm planning, etc)				
Other(please specify)				

APPENDIX D

ATTITUDE OPINIONNAIRE

TEACHER ATTITUDES TOWARD INSTRUCTIONAL PROGRAM DEVELOPMENT

Directions: Please respond to the following list of statements by circling the response in the right hand column which most accurately reflects your feelings about that particular statement. You may feel free to mark any statement not clear to you.

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

Note: The concept of a standardized curriculum and/or uniform plan of instruction in the opinionnaire refers to a guide containing subject matter areas of instruction recommended as basic to all vocational agriculture departments in the state.

1.	I would not readily use a standardized curriculum if available to me.	SA	A	N	D	SD
2.	Long range and annual teaching plans are extremely useful as guidelines for vocational agriculture instruction in Oklahoma.	SA	A	N	D	SD
3.	The vocational agriculture curriculum in Oklahoma should be improved and expanded.	SA	A	N	D	SD
4.	Local communities vary to such an extent that vocational agriculture instructional programs should be tailored to each situation.	SA	A	N	D	SD
5.	My annual teaching plan accurately reflects the content of my instructional program.	SA	A	N	D	SD
6.	An experienced teacher has no need for a standardized curriculum.	SA	A	N	D	SD
7.	A standardized curriculum is hard to follow in teaching vocational agriculture.	SA	A	N	D	SD
8.	A standardized curriculum outline is not the kind of help I need in improving my teaching.	SA	A	N	D	SD
9.	Oklahoma vocational agriculture teachers need help in curriculum development.	SA	A	N	D	SD
10.	A uniform plan of instruction would greatly improve vocational agriculture instruction in Oklahoma.	SA	A	N	D	SD

11.	Standardized curriculum materials restrict a teacher's creativity in preparing instructional materials.	SA	A	N	D	SD
12.	At least sixty-five percent of an instructional program could be standardized on a statewide basis.	SA	A	N	D	SD
13.	Standardized curriculum does not provide for individual student needs.	SA	A	N	D	SD
14.	A uniform plan of study in vocational agriculture developed by a committee of teachers with flexibility for local adoption is acceptable to me.	SA	A	N	D	SD
15.	There are enough basic similarities in the production of agricultural commodities that a uniform course of instruction would be helpful.	SA	A	N	D	SD
16.	A standardized curriculum has more advantages than disadvantages.	SA	A	N	D	SD

Please rank the following items in order of their importance in providing you a basis for deciding what to teach.

_____Old Lesson Plans

_____Professional Improvement Meetings

_____Fellow Vocational Agriculture Teachers

_____College Class Notes

_____Core Curriculum Guide

_____Influence of State Personnel

_____Influence of Previous Teaching Experience

_____Influence of Agricultural Education Department

Please make any additional comments:

APPENDIX E

INSTRUMENT COVER LETTER

March 11, 1970

Box 165
Buffalo, Oklahoma 73834

Mr.
Vocational Agriculture Instructor

Dear Mr.

A study is currently being made to determine what is now being taught in vocational agriculture departments around the state. The study will attempt to analyze curriculum data and attitudinal information supplied by selected vocational agriculture departments in the state. We would hope that the results of the study might prove beneficial to the field of Agricultural Education as well as provide the basis for further study and research.

In consideration of your experience as a teacher, we would like to ask you to help by supplying the information asked for in the enclosed form. We would appreciate it if you could supply the personal information called for and also fill in the approximate number of hours taught in each of the general subject matter areas listed and complete the opinionnaire. All information will be held in confidence and will not be released.

A self-addressed, stamped envelope has been enclosed for your use and we would appreciate your consideration in filling out the form as soon as possible. We would also be grateful for any suggestions that you might have in regard to the study.

Thank you in advance for your cooperation.

Sincerely yours,

Tom M. Lucas
Graduate Student
Oklahoma State University

APPENDIX F

TEACHER ATTITUDE STATEMENT AVERAGES

TEACHER ATTITUDES TOWARD INSTRUCTIONAL PROGRAM DEVELOPMENT

Statements included in the attitude scale and their averages are as follows:

	Statement	Average
1.	I would not readily use a standardized curriculum if available to me.	2.52
2.	Long range and annual teaching plans are extremely useful as guidelines for vocational agriculture instruction in Oklahoma.	3.71
3.	The vocational agriculture curriculum in Oklahoma should be improved and expanded.	4.08
4.	Local communities vary to such an extent that vocational agriculture instructional programs should be tailored to each situation.	3.67
5.	My annual teaching plan accurately reflects the content of my instructional program.	3.40
6.	An experienced teacher has no need for a standardized curriculum.	2.00
7.	A standardized curriculum is hard to follow in teaching vocational agriculture.	2.86
8.	A standardized curriculum outline is not the kind of help I need in improving my teaching.	2.59
9.	Oklahoma vocational agriculture teachers need help in curriculum development.	4.03
10.	A uniform plan of instruction would greatly improve vocational agriculture instruction in Oklahoma.	3.80
11.	Standardized curriculum materials restrict a teacher's creativity in preparing instructional materials.	2.29
12.	At least sixty-five percent of an instructional program could be standardized on a statewide basis.	3.90
13.	Standardized curriculum does not provide for individual student needs.	2.65

	Statement	Average
14.	A uniform plan of study in vocational agriculture developed by a committee of teachers with flexibility for local adoption is acceptable to me.	4.08
15.	There are enough basic similarities in the production of agricultural commodities that a uniform course of instruction would be helpful.	3.94
16.	A standardized curriculum has more advantages than disadvantages.	4.11

VITA

2

Tom M. Lucas

Candidate for the Degree of

Master of Science

Thesis: THE EFFECTS OF SELECTED VARIABLES AND ATTITUDINAL FACTORS ON THE ADOPTION OF THE BASIC CORE CURRICULUM FOR VOCATIONAL AGRICULTURE IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Mooreland, Oklahoma, July 17, 1946, son of Elbert and Claris Lucas.

Education: Graduated from Buffalo High School, Buffalo, Oklahoma in May, 1964; received the Bachelor of Science degree from Oklahoma State University in 1968 with a major in Agricultural Education.

Professional Experience: Agribusiness Management, Ralston Purina Company, St. Louis, Missouri, 1967. Assistant to the Director of Student Activities, Oklahoma State University, 1969. Curriculum Specialist, Oklahoma State Department of Vocational-Technical Education, January, 1970, to present.

Leadership Activities: State Secretary of Oklahoma F.F.A. Association, 1965-66; American Farmer Degree, 1967; President of Oklahoma State University Student Association, 1967-68; President of Intercollegiate Knights Honorary Fraternity, Oklahoma State University, 1965-66; Oklahoma State University Student Senator, 1967; President of Oklahoma State University Young Democrats, 1966-67; Chairman of Oklahoma State University Student Union Board of Advisers, 1967-68; Alpha Gamma Rho Fraternity rush chairman, 1966, and outstanding senior, 1968; President of CCA Youth Leadership Camp, 1965; Who's Who in American Universities and Colleges, 1968; REDSKIN Congratulate, 1968; Top Twenty Seniors, Oklahoma State University, 1968; Outstanding Greek at Oklahoma State University, 1968; Outstanding "AGR" in the Nation, 1968; Honorary Lt. Governor of Oklahoma, 1967; Member of Blue Key Honorary Service Fraternity and Alpha Tau Alpha; Distinguished Military Student, Army R.O.T.C., 1970.