

A COMPARISON OF THE SUMMER PROGRAMS OF OKLAHOMA
VOCATIONAL AGRICULTURE TEACHERS AND
ADMINISTRATOR PERCEPTIONS OF
SELECTED ASPECTS OF THE
SUMMER PROGRAM

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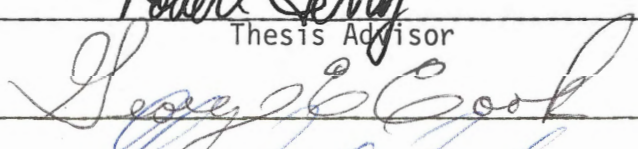
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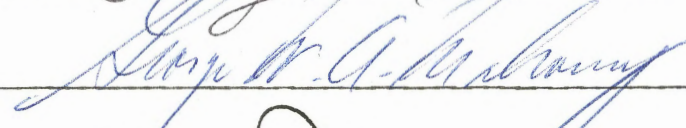
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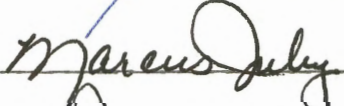
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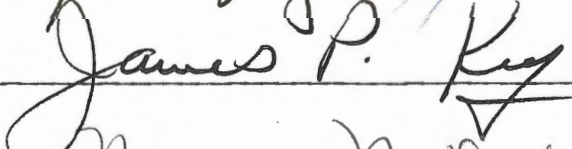


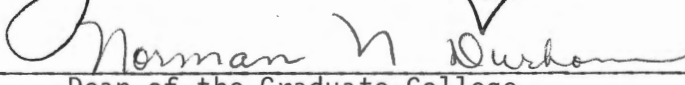
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CHAPTER I

INTRODUCTION

For the past 60 years the vocational agriculture program has been an integral part of many public schools in Oklahoma. Likewise, the summer program has always been an integral phase of the program of vocational agriculture. Since the passage of the Smith-Hughes legislation in 1917, (60 years ago) a teacher of vocational agriculture in Oklahoma has been employed on a twelve month contract because of the need for instruction year-round.

The act that made vocational agricultural education possible, envisioned the need of twelve months employment in the beginning of the program. Year-round instruction provides for a continuation of learning beyond the confines of the formal school year. Especially in agriculture there is a need for instruction and continuity during the summer months due to increased agricultural activity. Also, most supervised farming programs are continuous programs which do not terminate with the school year. The vo-ag teacher therefore must be on hand to assist in directing individual programs of students and aiding established farmers and ranchers of the community in their planning and agricultural problems. The summer time is also used to supplement and increase leadership abilities and agricultural knowledge through field days, contests, livestock shows and various group activities.

Thompson (17) State Superintendent, Department of Public

Instruction, State of Wisconsin recently made this statement concerning full-time employment:

It is perhaps high time that we acknowledge the proven model created and put to practice by vocational agriculture teachers where an extended school year is used to better understand and know the individual student, his family, and home environment..... It is not enough to prevail in the classroom in a sterile unrealistic environment and hope that accidentally or coincidentally what is being taught will have some bearing on the life of the individual student. (p. 2)

Vocational agriculture teachers who use their time wisely during the regular school term and the summer have been most effective in contributing to the social, economic and leadership training of a large segment of the school population.

Statement of the Problem

As more and more pressure is placed on funds for public education some administrators may question the vocational agriculture summer program as they attempt to allocate financial resources for maximum educational returns. This may be especially true if the summer program is deficient. In some schools, the vocational agriculture teacher may work hard during the summer but his time may be poorly used. In this situation also the administrator may question the value of summer employment of vocational agriculture teachers. In Oklahoma, the execution of duties for two months during the summer accounts for approximately \$1,890.00 in state funds to schools for services rendered by the vocational agriculture teacher. Additional funds may be allocated by local districts in varying amounts depending on the number of teachers within a specific department, education degree held by the teacher, amount of tenure and the amount of salary paid above the state

base. In order to insure that schools and the public is receiving maximum educational returns for monies allocated, the importance of adequate planning and preparation with regards to the summer program can be readily seen.

Doering (6) Head Consultant in Agricultural Education, Madison, Wisconsin stated the following:

Our summer programs will continue to exist so long as we have hard working, dedicated and well organized instructors who keep the administration and the public informed of their activities (p. 246).

The above philosophy would appear to be easily maintained. But the fact is, the philosophy is difficult to carry out. Evidence of this contention is that less than one-third of the states in the nation now have 100 percent of their vocational agriculture teachers employed on a twelve month basis. Oklahoma recognizes the summer program as being vital to a good program in vocational agriculture. It may be recognized, however, that this position may tend to weaken as an increasing number of states adopt different policies or if the quality of summer programs are not maintained.

The duties of the vocational agriculture teachers during the summer may vary as does the diversification of vocational agriculture programs across the state; however, there are many duties which are common responsibilities of all teachers. The literature on the summer program in vocational agriculture includes numerous activities in which the teacher may engage to justify summer employment. But the question is, do some teachers have better summer programs than others? If so, what are the differences in their activities and time spent conducting various aspects of their summer programs? No current information is available which indicates what summer activities are

engaged in by those teachers who are considered to be operating superior summer programs and how much activity is present within activities. Likewise, no information is currently available which reveals the opinions which administrators hold concerning the operation of the summer program in vocational agriculture in Oklahoma.

Purpose of the Study

The purpose of this study was to examine those segments which are basic to the summer program of vocational agriculture as viewed by Oklahoma vocational agriculture teachers and to determine differences between various Oklahoma vocational agriculture summer programs. Additionally, it was the purpose of this study to examine administrators' opinions concerning selected portions of the summer activities of those teachers determined to be conducting superior summer programs.

Objectives of the Study

In order to accomplish the purposes outlined, the following objectives were organized:

1. To identify basic components included in the summer programs of vocational agriculture in Oklahoma.
2. To compare the extent of activity included in summer programs of those vocational agriculture teachers identified as having superior summer programs to those of other teachers.
3. To determine teacher perceptions of the value of selected activities engaged in during the summer.
4. To determine teacher perceptions of the relative importance of groups of activities which are assumed to be an important part of the vocational agriculture summer program.

5. To secure administrators' opinions concerning selected portions of the summer programs of those teachers identified as having superior summer programs.

Rationale for the Study

From time to time it seems necessary to point out why any particular program may be an asset to the educational development of society. So it is with vocational agriculture and the summer program which is a part of the total vocational agriculture program. As educators continually strive to strengthen the various aspects of programs in vocational agriculture because of their genuine interest in education and because they are not exempt from scrutiny of their programs, research must be conducted to help firm convictions and guide decisions.

There are those who have their ideas concerning the basic components which make up a desirable summer program in vocational agriculture. This study should give some indication as to the value of the various activities engaged in as perceived by vocational agriculture teachers who are assumed to be conducting desirable summer programs as well as trends occurring across the state as a whole. This information should be useful to the State Department of Vocational Agriculture and the Agricultural Education Department, Oklahoma State University, in giving them insight for future planning relating to the many aspects of the summer program. Second to the vocational agricultural educators' close examination of the program, the school administrator must scrutinize the program, therefore, the information provided through this study should be useful regarding teacher and superintendent collaboration.

Assumptions of the Study

Concerning this study, the following assumptions were made: (1) The responses made by participants of this study were accurate and sincere, (2) those teachers identified as conducting superior summer programs were conducting outstanding summer programs.

Definition of Terms

For better understanding of facts presented in this study, the following terms were defined:

1. P. I. Group - Professional Improvement Group (subdivision of the five vocational agriculture districts in Oklahoma).
2. Select group - the composite of those teachers determined to be conducting superior summer programs.
3. Others group - all teachers surveyed other than select group.
4. Total teachers - select group combined with all other teachers completing the survey.
5. All-day students - students presently enrolled in vocational agriculture.
6. Prospective students - those students who are pre-enrolled in vocational agriculture for the first time or those students who may enroll in vocational agriculture the coming regular school year.
7. Summer program - activities undertaken by teachers during that period of time which the vocational agriculture teacher is employed between school terms, usually June 1st through August 15th.

8. Supervised farming program - supervised occupational experience program emphasizing production agriculture.

Scope and Limitations

An attempt was made to include all Oklahoma vocational agriculture teachers in this research effort. In order to insure the most accurate means of data collection, the questionnaire used to gather information was personally administered by district supervisors of vocational agriculture during regularly scheduled P. I. Group meetings. For this reason a follow-up questionnaire was not mailed to those teachers unable to attend the P. I. meeting designated for summer program of activities preparation. The administering process yielded 83 percent participation by vocational agriculture teachers (346 participants). Teachers and supervisors of vocational agriculture in Oklahoma assisted in selecting those teachers considered to be conducting superior summer programs. In order for a teacher to be selected as conducting a superior summer program he must have been selected by both a majority of the teachers in his P. I. Group as well as his District Supervisor. Selection of administrators involved in this study was dictated by the schools from which the select group of teachers came.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to present for the reader an overview of material which was related to the subject of this study. The presentation of this background information was divided into three major areas and a summary. The areas of concern were the twelve-month program, planning an effective summer program, and teacher and superintendent communication.

The Twelve-Month Program

The Smith-Hughes legislation in 1917 provided for a year-round program in vocational agriculture. According to a study conducted by Titsworth (18) only sixteen states presently have 100 percent of their vocational agriculture teachers employed on a twelve month basis. Halcomb (10) Alabama Subject Matter Specialist for Agribusiness Education Supervision stated:

How well summer programs are planned and implemented will determine to a great extent the continuation of 12-month contracts (p. 254).

As Halcomb continued, he indicated if we are to be accountable for our summer programs a plan for our summer activities is as important as our regular teaching plans. Maintaining a mandatory position on a twelve-month contract for vocational agriculture teachers concerns those who are vitally interested in a continuing, strong vocational

agriculture program. Doering (6) indicated in a magazine article that the summer program is vital to a good program in vocational agriculture. With this thought in mind, a position paper dealing with the extended contract in vocational agriculture was developed and approved by the State Board of Education in order to strengthen the twelve-month program in Wisconsin, (other states have similar policies). Doering points out in the article that unless the teacher plans carefully for his summer activities, he may run out of time without having done those things recognized as being vital to the program (6).

A high correlation may exist between the attitudes of teachers toward a certain activity and their performance in relation to accomplishing that activity. In a study conducted by Combs (4) attitudes of teachers toward vocational agriculture activities were revealed. Of 61 randomly selected vocational agriculture teachers, all gave negative response to a statement that vocational agriculture teachers should be employed only ten months of each year. The study concluded that if the summer program is a needed, integral part of the total vocational agriculture program and if the vocational agriculture teacher is vitally interested in the summer program, adequate plans should be made in order to implement an effective summer program. Greg (9) California Supervisor, in a recent article in the Agricultural Education Magazine stated:

Summer programs are so vital to Agricultural Education because so many of the essential learning activities occur during the summer months. The practice of employing agriculture instructors on a twelve month basis was not questioned for many years. However, because of tight budgets and a few outdated summer programs, many districts are carefully examining these summer activities and in some cases the programs have been cut back. Because of this potential threat, we should examine our summer programs

and question our summer activities in light of today's needs (p. 248).

Planning An Effective Summer Program

The need for effective planning of the summer program has been recognized for a long time. According to Phipps (15) in his textbook on agricultural education:

Every teacher with the help of others, should develop a list of activities he plans for the summer and allot time for each. It is true that the activities in various communities will differ; nevertheless, there are many duties that apply to every community (p. 62).

In the late 1950's, Gaar (8) Teacher Educator, Louisiana State University, disclosed his concern when he wrote about the summer program. He pointed out that many vocational agriculture teachers work hard during the summer months but do not prepare a well organized plan and timetable to follow. Several studies have been conducted which have attempted to develop a list of activities a teacher of vocational agriculture might use in developing an efficient and effective summer program. As reported by Coster and Nelson (5) the question of the proportion of time to be devoted to each of five major summer activity areas was put to 48 teachers and 30 school administrators in Indiana. Median responses indicated the following distribution: Visiting high school students - 35 percent, visiting adult and/or young farmers - 20 percent, preparing for teaching - 15 percent, other activities - 10 percent, and school related activities - 20 percent. About the same time, 1962, Anderson (1) studied the summer activities of Colorado teachers. The percentage of time spent on each of 11 categories of official school connected activities was as follows:

	Percent
FFA Activities	31.41
Supervised Farming Programs	17.43
Professional Improvement	14.68
Improving Physical Facilities	11.83
Planning Next Year's Program	9.03
Developing Teaching Material	4.18
Contacting Students & Parents	3.73
Performing Public Relations	3.54
Correspondence, Records, Reports	2.70
Community Activities99
Out-of-School Programs48

According to Bradley (2) a study of Kansas vocational agriculture teachers indicated almost one-third of their time was allotted to planning for the school year. Supervising work-experience programs and professional improvement involved almost 20 percent of the teachers' summer time. About 10 percent of the teachers' time was allotted for Future Farmers of America activities. An average of six percent of the teachers' time was spent on each of the following activities: out-of-school programs, school and community services, publicity, and reports and records.

A study conducted in New Mexico included 75 teachers, 68 school administrators and 136 FFA members. Noland (14) reported that the three groups surveyed indicated that the supervised occupational experience program involved the most teacher time during the summer months, (approximately 28 percent). The administrators and teachers were in fairly close agreement that planning and preparing instructional programs and improving facilities and equipment each required approximately 14 percent of the teacher's time. On the average, 10 percent of the time was devoted to professional improvement. The administrators felt that more time should be spent conducting FFA activities than did teachers, (14.3 and 8.7 percent respectively).

In 1970, an Iowa State University graduate student, Ford, (7) attempted to determine how the summer program relates to the total program and show the importance and need for continued emphasis on summer programs. Information for the investigation was secured from reports completed by vocational agriculture teachers. A rating of vocational agriculture programs was completed by four agricultural education consultants in the Department of Public Instruction. The major thrust of the study implied that each of eighteen variables secured from reports are important to a strong summer program and that there was a high positive correlation between strong summer programs and strong total programs.

Over twenty-five years ago, McCarley (13) studied the summer activities engaged in by teachers in north-eastern Oklahoma. According to time devoted, the supervised farm training program of all day boys was the greatest in importance. Next in importance was the supervision of adult farmers and in third place, professional improvement.

In 1951, Wood (19) designed a study to determine what administrators desired and what they might not desire in a vocational agriculture program. The study revealed that in general, administrators in Oklahoma were pleased with their vocational agriculture programs. However, some administrators believed their teachers did not counsel with them adequately concerning the vocational agriculture program. Failure to provide an itinerary of trips was a particular weakness indicated by some administrators. This study as well as others emphasizes the importance of communication and concurrence between the vocational agriculture teacher and school administrator.

Teacher - Superintendent Communication

In order to develop mutual understandings between administrators and teachers concerning various aspects of the summer activities of vocational agriculture teachers a conference for teachers and school administrators was held in Indiana (11). A total of 263 teachers and 130 school superintendents and principals attended the meeting. Implications for an effective summer program were made. With reference toward teacher-superintendent communication the conferees recommended that prior to completion of the school year, the teacher should prepare a plan of proposed activities for the summer months and the amount of time (in days) allotted for each activity. The study suggested that school administrators are human resources available to assist and advise the teacher in planning and conducting a quality program of activities. The conferees stressed that the teacher should keep his administration informed of his summer activities.

In 1965, Lalman (12) studied the effect of superintendent-teacher rapport in a selected area of vocational agriculture in Oklahoma. It was interesting to note that 23 of 74 teachers spent six or more hours per month conferring with the superintendent while 31 of 74 teachers spent two or less hours per month conferring with the superintendent. Lalman recommended that teachers of vocational agriculture spend more time conferring with their superintendents about problems in agriculture. Keeping the superintendent well informed about the agriculture program may result in better superintendent-teacher rapport.

In a period between 1965 and 1971 there was a steady decrease in number of students and teachers for vocational agriculture in

Mississippi. A study by Shoemake (16) was to determine the reasons for enrollment changes and underlying factors contributing to the decline. It was assumed that one factor may have been the image of the entire agricultural education program. Results of the study as reported by Shoemake showed evidence that there was a lack of communication and clarity toward certain policy items of the program. In Shoemake's recommendations he declared that free floating ideas and communication of groups charged with the task of administrating the program should be of concern.

In 1965, Brown (3) conducted an investigation to determine if significant differences existed between attitudes and opinions held by teachers of vocational agriculture and their administrators. A questionnaire was distributed to 25 percent of the total population of vocational agriculture teachers and their administrators in Texas. In this study, there was a large number of differences between teachers and administrators concerning a 36 item survey. Brown concluded that there was a strong indication that teachers and administrators have presently failed to achieve a highly coordinated plan for maintaining a uniform program of vocational agriculture. Concerning school administrators, Phipps (15) stated the following:

Most school administrators try to the best of their ability to operate good schools, and they also practice to the best of their present ability the principles of working with others. An administrator will usually do all he can to assist a teacher of agribusiness to develop his program if the teacher will keep him fully informed. An administrator will support an approved practice in the teaching of agribusiness if he understands why the practice is desirable (p. 518).

Summary

This review of literature presented background information with emphasis on three areas: the twelve-month program, planning an effective summer program and teacher and superintendent communication.

Although Smith-Hughes legislation provides for a year round program in vocational agriculture, it may be alarming for the reader to note that only sixteen states presently have 100 percent of their teachers employed on a 12-month basis. It was the opinion of recognized authorities in the field that the summer program in vocational agriculture is as important today as it has been in the past but because of pressure being placed on funds for public education it becomes increasingly important for the vocational agriculture teacher to conduct a well planned summer program with specific amounts of time allocated for pre-determined priorities in order to continue to maintain an accountable 12-month program. Several states have conducted surveys, studies and conferences in order to improve the summer program of activities. The researcher found through this review that most of the studies conducted were from the states who presently maintain a mandatory position on the 12-month continuing contract for vocational agriculture teachers. This would indicate that previous research has been an aid in strengthening present programs. The review of literature further revealed that teacher and superintendent communication is vital to a successful summer program in vocational agriculture.

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this chapter is to illustrate the methods used and the procedures followed in conducting this study. In order to collect data which would provide information relating to the purposes and objectives of this study, the population was determined and instruments were developed for data collection. A procedure was established for data collection and methods of data analyses were selected. Information was collected during the summer of 1976.

The Population

The population of this study was comprised of the entire group of Oklahoma Vocational Agriculture teachers. However, responses were received only from those attending Professional Improvement meetings of May and June, 1976. To accomplish the purposes of the study, it was necessary to divide the population into two groups according to the quality of summer programs conducted. To do this each vocational agriculture teacher was presented a list of the teachers in his P. I. group. On the checklist he was asked to indicate the top 25 percent of the teachers within his P. I. group who, according to his opinion, were presently conducting the most desirable summer program in vocational agriculture. The district supervisors were also asked to check the top 25 percent of the teachers within each P. I. group in his

district on the same basis. The average ranking in the upper quartile as provided by teachers were compared with the list provided by supervisors. Those teachers receiving an upper quartile rating by both their colleagues and their district supervisor were considered the "select" group for the purposes of this study. The remainder of the teachers were placed in the "others" group. The two groups were used for statistical purposes only and only the researcher of this study knew the identity of the two groups.

A total of 346 questionnaires were administered to teachers present at 22, May and June P. I. meetings across the state. Of the 417 vocational agriculture teachers employed in Oklahoma at that time, 83 percent participated in the survey. Through the selection process, 61 of the 417 teachers in the state were identified as conducting superior programs. In only one instance was more than one teacher in a multiple teacher department selected to participate in the select group. The selection technique provided a stratified sample across the state representing each district uniformly.

To collect related information, those superintendents of the teachers in the select group were mailed a questionnaire in August, 1976, relating to the second part of this study. Of the 60 questionnaires mailed, 54 or 90 percent were returned.

The Instruments

In order to gather information concerning the summer activities of Oklahoma vocational agriculture teachers, a closed or restricted form questionnaire was developed (Appendix A). Information in Quarterly Reports and the Summer Program of Work Report provided a basis for

determining basic components included in the summer programs of vocational agriculture in Oklahoma. Members of the researcher's committee and the vocational agriculture state supervisory staff were instrumental in refinement of the data collection instrument. Prior to administering the questionnaire it was field tested by a group of vocational agriculture teachers and final adaptations were made. Following the completion and evaluation of all teachers' questionnaires, a second questionnaire was developed to gather information from administrators involving their opinions concerning selected portions of the summer programs of vocational agriculture teachers (Appendix B). The short questionnaire included statements related to selected aspects of the summer program accompanied by a five point likert scale for the administrators to check their responses. This instrument was administered by mail and was accompanied by a cover letter (Appendix C) and self-addressed, stamped return envelope.

Analysis of the Data

Information obtained from the teacher's questionnaire provided a means to identify activities, determine activity within activities and determine the relative importance of groups of activities as perceived by vocational agriculture teachers. It contained questions requiring answers provided on an interval scale as well as short answer questions. Major topics included background of teacher respondents, teacher involvement with students and FFA members, teacher involvement with young and adult farmers, improving knowledge and professionalism, planning and administering the vocational agriculture program and importance of the summer program. All information

collected was key punched on I.B.M. (International Business Machine) cards and a S.A.S. (Statistical Analysis System) program was utilized in initiating statistical computations by the I.B.M. System 370, Model 158 computer. The mean, range, rank order, number and percentage were used to describe the data collected. Chi-square analysis was employed to test differences between select group and other teachers responses. It is important to note that for the benefit of the reader, observed significance levels were reported under all data tables, however, differences must have been at the .05 level or higher for this researcher to have considered them statistically significant. Spearman's rank-order correlation was used to relate teachers in the two groups responses to ranking of major activities in the summer program.

The questionnaire developed to secure administrator opinions included a five point likert scale for their responses which were assigned numerical values as follows:

Response Category	Numerical Value
Great amount of emphasis or importance	1
Much emphasis or importance	2
Some emphasis or importance	3
Little emphasis or importance	4
No emphasis or importance	5

Here, statistical treatments included the mean response, number and percentage.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to examine those segments which are basic to the summer program of vocational agriculture as viewed by Oklahoma vocational agriculture teachers and to determine differences between various Oklahoma vocational agriculture summer programs. Additionally, it was the purpose of this study to examine administrators' opinions concerning selected portions of the summer activities of those teachers determined to be conducting superior summer programs.

Data collected in this study involved opinions given by 346 vocational agriculture teachers and 60 high school administrators in Oklahoma. The purpose of this chapter is to report to the reader those facts revealed from the analysis of data assembled in this research effort.

Background of Teacher Respondents

The major source of data for this study was the 31 item questionnaire completed by vocational agriculture teachers. These findings were treated and presented in three vocational agriculture teachers categories. The categories were identified and referred to as the select group, (61 teachers identified as conducting superior programs) others group (285 teachers) and total (combining select and others

groups). The design of the study provided a stratified sample of uniform distribution for both "select" and "others" groups. The following table reveals the number of years teaching experience total and tenure at present school of teachers included in this study as well as the number of students the teachers were responsible for in their vocational agriculture programs.

TABLE I
BACKGROUND OF TEACHER RESPONDENTS

Comparison Factor	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>No.</u>	<u>Mean</u>	<u>No.</u>	<u>Mean</u>	<u>No.</u>	<u>Mean</u>
Total Years Taught	61	12.61	282	10.52	343	10.89
Years at Present School	61	10.26	282	7.41	343	7.92
Number Students Responsible for in vo-ag	61	63.62	282	48.87	343	51.45

As noted in Table I, teachers in the select group had both more years total teaching experience and tenure at their present location. The teachers who were identified as being in the select group had more students enrolled in vocational agriculture also as determined by comparing an average student load of nearly 64 students for the select group to nearly 49 for other teachers. When examining the total

population surveyed, the average tenure was found to be almost eleven years with an average of near eight years at their present locations. Considering the total number of teachers surveyed, (83 percent of Oklahoma vocational agriculture teachers), the average student-teacher ratio was found to be 51.45 students per teacher.

Teacher Involvement with Students and FFA Members

A major responsibility of the vocational agriculture teacher is the operation of the instructional program for in-school youth. Therefore, interaction between the teacher and student would seem to be an important summer activity. This sector dealt with the various direct teacher-student contacts.

Contacts Made with All-Day and Prospective Students

The supervised farming program is recognized as an important aspect of the summer program. Table II of this study represents a summary of those contacts made with all-day students concerning their supervised farming program and new students concerning their prospective vocational agriculture program. All but two of the select teachers visited 51 percent or more of their all-day students and a larger percentage of them visited a greater percentage of prospective students than did the others group. However, as established by chi-square tests, there was no significant difference between percentage of contacts made by teachers in the select group and other teachers. When observing the total group it was found that 90 percent of the teachers indicated

TABLE II
 SUMMARY OF TEACHER CONTACTS MADE WITH ALL-DAY
 AND PROSPECTIVE STUDENTS

Percent Students Contacted	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>All-Day</u>						
Below 25	0	0.00	5	1.76	5	1.45
26 - 50	2	3.28	26	9.16	28	8.12
51 - 75	19	31.15	71	25.00	90	26.09
76 - 99	26	42.62	126	44.37	152	44.06
100 percent	14	22.95	56	19.72	70	20.29
<u>Prospective</u>						
Below 25	2	3.28	15	5.30	17	4.94
26 - 50	9	14.75	67	23.67	76	22.09
51 - 75	16	26.23	79	27.92	95	27.62
76 - 99	22	36.07	75	26.50	97	28.20
100 percent	12	19.67	47	16.61	59	17.15

Observed significance level all-day students = .376

Observed significance level prospective students = .383

contacting over 50 percent of their all-day students. With reference to prospective students, 73 percent of the teachers said they contacted over 50 percent of the prospective students during the summer and over 45 percent reported contacting over 75 percent of their prospective students.

Amount of Student Visitation

When considering the percentage of all-day and prospective students contacted during the summer, an important concern is the number of times they were visited. Table III reveals detailed information concerning that question.

Again, there was considerable similarity reported by the select group and other teachers. It would be well to note that over 83 percent of the total group of teachers reported visiting their all-day students three or more times during the summer period and the study further revealed that over 31 percent of the teachers reported visiting their all-day students five or more times. Additional teachers' time was spent working with prospective students as 56 percent of the teachers indicated visiting those students three or more times during the summer months.

Assisting Students Select Projects

In addition to visiting students on their farms concerning individual supervised farming programs the vocational agriculture teacher assists many students in expanding their present programs or in the case of some prospective students, he may assist them in beginning a new supervised occupational experience program. Information provided

TABLE III
SUMMARY OF NUMBER OF TEACHER VISITS
DURING THE SUMMER

Number of Times Students Were Visited	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>All-Day</u>						
One	1	1.64	10	3.56	11	3.21
Two	11	18.03	35	12.41	46	13.41
Three	23	37.71	88	31.21	111	32.36
Four	6	9.84	61	21.63	67	19.53
Five or more	20	32.79	88	31.21	108	31.49
<u>Prospective</u>						
One	2	3.28	38	13.52	40	11.69
Two	27	44.26	84	29.89	111	32.46
Three	21	34.43	95	33.81	116	33.92
Four	5	8.20	32	11.39	37	10.82
Five or more	6	9.84	32	11.39	38	11.11

Observed significance level all-day students = .196

Observed significance level prospective students = .081

in Table IV illustrates the number and percentage of students the vo-ag teachers assisted in beginning or expanding their supervised farming program as a part of their summer accomplishments.

Although the select group of teachers assisted a slightly higher percentage of their all-day students obtain additional projects than did other teachers, statistically no differences existed indicating both groups operated basically the same. Over one-third of the teachers surveyed indicated they assisted over 50 percent of their all-day students to select additional projects during the summer.

When considering work with prospective students, however, the select group exhibited a significantly greater degree of assistance in the area of project commencement or expansion than did others as established by the chi-square observed significance level of .042. Fifty-four percent of the select group reported having assisted over 50 percent of their prospective students select projects as opposed to 42 percent of the other teachers. On the other hand, 31 percent of the other teachers assisted less than 25 percent of their prospective students procure new or additional projects as compared to only 11 percent of the select group.

Assisting FFA Members at Livestock Shows

In connection with the vo-ag teachers' involvement with students and FFA members, and united with many FFA members' supervised farming programs are the livestock shows at which members may exhibit their projects. Thus, a part of some teachers' efforts were devoted to assisting FFA members at livestock shows during the summer months. Table V depicts this pattern of events found in Oklahoma.

TABLE IV
SUMMARY OF TEACHER ASSISTANCE TO STUDENTS
SELECTING PROJECTS DURING SUMMER

Percentage of Students Assisted	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>All-Day</u>						
Below 10	0	0.00	11	3.96	11	3.25
11 - 25	11	18.03	54	19.42	65	19.17
26 - 50	20	32.79	119	42.18	139	41.00
51 - 75	21	34.43	61	21.94	82	24.19
Over 75	9	14.75	33	11.87	42	12.39
<u>Prospective</u>						
Below 10	2	3.28	22	7.83	24	7.83
11 - 25	5	8.19	65	23.13	70	23.13
26 - 50	21	34.43	74	26.33	95	26.33
51 - 75	19	31.15	63	22.42	82	22.42
Over 75	14	22.95	57	20.28	71	20.29

Observed significance level all-day students = .122

Observed significance level prospective students = .042

TABLE V
SUMMARY OF TEACHER ASSISTANCE GIVEN FFA
MEMBERS AT LIVESTOCK SHOWS

Number of Days Spent Assisting	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	11	18.33	69	24.91	80	23.74
1 - 2	15	25.00	50	18.05	65	19.29
3 - 5	9	15.00	59	21.30	68	20.18
5 - 8	12	20.00	46	16.61	58	17.21
Over 8	13	21.67	53	19.14	66	19.58

Observed significance level = .465

In observing Table V, virtually no difference in the pattern set by vo-ag teachers in the select group and other teachers was found according to the chi-square test of significance. However, a higher percentage of select teachers spent five or more days assisting FFA members at livestock shows. It was interesting to note also that in five categories ranging from no days spent to over eight days spent assisting FFA members at livestock shows, almost 20 percent of the teachers reported participation in each category.

FFA Summer Meetings

Finally, in considering direct teacher contacts with students, the

researcher focused his attention on summer Future Farmers of America meetings. Table VI delineates this activity.

TABLE VI
SUMMARY OF FUTURE FARMERS OF AMERICA
SUMMER MEETINGS

Distribution by Response Group

Number of Meetings	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	0	0.00	10	3.58	10	2.96
One	4	6.78	30	10.75	34	10.06
Two	14	23.73	90	32.26	104	30.77
Three	26	44.07	113	40.50	139	41.12
Four	15	25.42	36	12.90	51	15.09

Observed significance level = .05

When reflecting on Table VI it is important to note that all teachers in the select group held at least one summer FFA meeting and that over 40 percent of both the select group and other teachers reported conducting three summer FFA meetings. It was found that 9.49 percent of the select group held three or more FFA summer meetings. Differences between the groups were revealed however when an additional 25 percent of the select group reported conducting four meetings while

only 13 percent of the others group reported scheduling that number. It was noted that when conducting fewer meetings, (in this case two summer meetings), only 24 percent of the select group did so while over 32 percent of the other teachers conducted this number of meetings. Less than 13 percent of all teachers reported they held only one or less summer FFA meeting.

Teacher Involvement with Young and Adult Farmers

Another recognized vocational agriculture priority in Oklahoma is the out-of-school educational program. Generally, the major emphasis of out-of-school or adult education is placed on young or adult farmer programs. The young and adult farmer educational program includes those persons actively engaged full and part-time in production agriculture as well as those persons in ag-related occupations and others who are interested in furthering their knowledge in agriculture.

Young and Adult Farmer Visitation

With the above thought in mind, an area of interest was how much of the vocational agriculture teachers' time was spent during the summer visiting young and adult farmers on their farms concerning their agricultural programs and problems. Additionally, there was an interest as to how many times these individuals were contacted during the summer. Information concerning these areas may be observed in Table VII.

TABLE VII
SUMMARY OF TEACHER VISITS TO YOUNG AND ADULT
FARMER CLASS MEMBERS DURING THE SUMMER

Comparison Factor	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Other</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Number Individuals Visited</u>						
Five or Less	4	6.56	22	7.86	26	7.62
6 - 10	5	8.20	57	20.36	62	18.18
11 - 15	13	21.31	64	22.86	77	22.59
16 - 20	12	19.67	57	20.36	69	20.24
Over 20	27	44.26	80	28.57	107	31.38
<u>Number of Times Visited</u>						
One	6	10.17	38	13.62	44	13.02
Two	24	40.68	111	39.79	135	39.94
Three	19	32.20	83	29.75	102	30.18
Four	5	8.48	23	8.24	28	8.28
Over Four	5	8.48	24	8.60	29	8.58

Observed significance level number visited = .084

Observed significance level number times visited = .965

When observing tabulations reproduced in Table VII, it was found that over 44 percent of the teachers in the select group visited over 20 adults during the summer. This percentage was considerably higher than that calculated from the others group. When considering the total group, it was detected that over one-half of the teachers reported visiting more than 16 young and adult farmer class members concerning their programs while an additional 23 percent of the teachers reported visiting between 11 and 15 farmers and ranchers. The data further indicated that the majority of the teachers surveyed visited each class member two or three times during the summer months. The two groups' patterns of responses as to the number of times individuals were visited were quite similar.

Young and Adult Farmer Summer Meetings

As a result of efforts to investigate the number of young and adult farmer summer meetings held in Oklahoma, significant differences between the select group and other teachers were discovered. This was evidenced by an observed chi-square value having significance at a level of .012. The select group displayed more summer activity in this area. Almost 30 percent of the teachers in the select group were found to be conducting three meetings during the summer as opposed to only 13 percent of the other teachers. Other teachers were more inclined to hold two meetings than were select group teachers as 31 percent of the other teachers reported doing so in contrast to only 16 percent of the select group. Finally, 26 percent of the teachers in the select group coordinated no summer meetings while over 32 percent of the other teachers organized no meetings during the summer.

Inspection of the data related to summer young and adult farmer meetings may be viewed in Table VIII.

TABLE VIII
SUMMARY OF YOUNG AND ADULT FARMER
SUMMER MEETINGS

Number of Meetings	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	16	26.23	92	32.86	108	31.67
One	12	19.67	47	16.79	59	17.30
Two	10	16.39	87	31.07	97	28.45
Three	17	27.87	36	12.86	53	15.54
Four or more	6	9.84	18	6.43	24	7.04

Observed significance level = .012

Improving Knowledge and Professionalism

Field Days and Judging Contests

Some portion of the vocational agriculture teachers' time is spent during the summer improving his knowledge in agriculture. In doing so, many times he is able to assist others in becoming more informed and current in his field. Hence, attending field days and judging contests

was an appropriate area to explore. Two questions logically arose. How many days did the vo-ag teacher spend attending field days and judging contests, and who did he involve in these activities?

When evaluating responses given by vo-ag teachers, displayed in Table IX, dissimilarities between teachers in the select group and other teachers were realized. A higher percentage of the select group teachers spent more time attending field days and judging contests. Fifty-five percent of the select group spent six or more days attending field days and/or judging contests in contrast to only 34 percent of the other teachers. Conversely, when spending two to five days participating in those activities, a higher percent of the others group suggested their attendance was at this level. Sixty-two percent indicated spending two to five days as compared to only 38 percent of the select group. The chi-square value calculated disclosed that the difference was significant at the .012 level.

Discussion of this topic would not be complete without reference to the total group of vo-ag teachers. A meaningful point here was that less than five percent of all teachers spent only one or no days attending field days or judging contests while over 70 percent of the teachers designated their spending in excess of three days engaging in this summer activity.

Coupled with time spent attending field days and judging contests as previously mentioned, attention must be given to the question of who did the vo-ag teacher involve in that activity. Concerning that question, several points were revealed when examining Table X. With reference to the data, it was established that teachers did not generally attend field days and judging contests alone. Only three

TABLE IX
 SUMMARY OF TEACHER TIME SPENT ATTENDING
 FIELD DAYS AND/OR JUDGING CONTESTS

Number of Days	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	1	1.67	7	2.50	8	2.34
One	3	5.00	6	2.14	9	2.65
2 - 3	8	13.33	75	26.79	83	24.41
4 - 5	15	25.00	98	35.00	113	33.24
Six or more	33	55.00	94	33.57	127	37.35

Observed significance level = .012

TABLE X
 SUMMARY OF PERSONS INVOLVED IN FIELD DAYS
 AND/OR JUDGING CONTESTS AS REPORTED
 BY VO-AG TEACHERS

Persons Involved	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Only Vo-Ag Teacher	1	1.67	2	0.73	3	0.89
FFA Members	17	28.33	129	46.76	146	43.45
Young and/or Adult Farmers	1	1.67	3	1.09	4	1.19
FFA and Young and/or Adult Farmers	40	66.67	142	51.45	182	54.17
Others	1	1.67	0	0.00	1	0.29

Observed significance level = .025

teachers of both groups (.89 percent) reported doing so. Young and/or adult farmers as the only other persons attending summer functions were designated by four teachers (1.19 percent). It may benefit the reader however to note that when considering involvement of both FFA members and young and adult farmers, select group teachers and other teachers differed somewhat in their opinions. According to responses given, 67 percent of the select group involved both FFA members and farmers while only 51 percent of the other teachers involved these same persons. On the other hand, about 47 percent of the other teachers involved only FFA members in contrast to the little more than 28 percent of the select group who suggested they attended field days and judging contests with only FFA members. The difference between the groups was calculated to be significant at the .025 level according to the chi-square test.

P. I. Group and Other Meetings

A second major avenue in which the vocational agriculture teacher may improve his knowledge and professionalism would be attendance at P. I. Group meetings or other organized meetings. Table XI discloses information encompassing this area of activity.

No significant difference was determined between the select and other teachers when considering professional improvement participation according to chi-square tests. Considering the total group, approximately one-half of the vo-ag teachers indicated their attendance at P. I. group meetings for three days during the summer. An additional 24 percent of the teachers indicated attending meetings for two days and 25 percent indicated expending four or more days in P. I. meetings.

TABLE XI
 SUMMARY OF TEACHER INVOLVEMENT IN P. I. AND OTHER
 GROUP MEETINGS TO IMPROVE KNOWLEDGE
 AND PROFESSIONALISM

Number of Days By Type of Meeting	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Within P. I. Group</u>						
None	0	0.00	2	0.72	2	0.59
One	1	1.67	6	2.15	7	2.07
Two	17	28.33	64	22.94	81	23.89
Three	24	40.00	141	50.54	165	48.67
Four or more	18	30.00	66	23.66	84	24.78
<u>Other Group Meetings</u>						
None	1	1.67	8	2.87	9	2.66
1 - 2	13	22.03	55	19.71	68	20.12
3 - 5	22	37.29	129	46.24	151	44.67
6 - 10	17	28.81	68	24.37	85	25.15
11 or more	6	10.17	19	6.81	25	7.40

Observed significance level within P. I. group = .558

Observed significance level other meetings = .669

Also, the reader should note that the top portion of Table XI includes only P. I. group meetings (eliminating the five day state-wide summer conference of vo-ag teachers) therefore, this would amplify the number of days if considering total days of specific vocational agriculture oriented professional improvement.

When compared by groups, it was found that all but one of the select teachers participated in at least two P. I. group meetings. Eight of the other teachers took part in one or no meetings. Percentage-wise, more of the select teachers (30.0 percent) attended four or more meetings than did the other group (23.66 percent).

College and university credit attendance as well as non-credit school district meetings were considered to be a part of the vo-ag teachers professional improvement and were classed under other group meetings. The lower portion of Table XI imparts information concerning this matter. Again, the test groups appeared very similar. When examining the results of data collected, the total population displayed a Bell-shaped curve (high concentration about the mean with uniformly fewer responses at the two extremes). Forty-five percent of the teachers reported expending three to five days at other meetings, 20 percent reported one to two days and 25 percent reported involving six to ten days. As was true with the previous comparison, a higher percentage of select teachers participated at the highest level than was found for the other group.

Planning and Administering the Vocational
Agriculture Program

Administrator Involvement with
Summer Programs

Vocational agriculture teachers were asked to respond to a question concerning the extent to which their administrators were involved in planning summer activities. Their degree of involvement was to be designated on a five point scale from none to greatly involved. Responses delivered by the select group and other teachers were congruent as shown in Table XII.

Totally, 38 percent of the teachers reported their administrators as having had some involvement in planning the summer program of activities. It was interesting to note that only 32 teachers (nine percent) reported their administrators as being much or greatly involved while approximately 25 percent recorded little involvement and 25 percent recorded no involvement. By comparison of percentage of responses by the level of administrator involvement, it was found that the two groups differed no more than slightly over four percentage points at the most.

A second question was put to the vo-ag teachers concerning the amount of time expended working with their administrators. In this instance, the number of hours per week devoted to working with the administration in developing the vocational agriculture summer program was requested. Information concerning this proposition may be viewed in Table XIII.

Unlike the previous comparison, the select group and other teachers

TABLE XII
 SUMMARY OF TEACHERS RESPONSES AS TO EXTENT OF
 ADMINISTRATOR INVOLVEMENT IN PLANNING
 OF SUMMER PROGRAM

Degree of Involved	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	13	21.67	72	25.81	85	25.07
Little	16	26.67	77	27.60	93	27.43
Some	25	41.67	104	37.28	129	38.05
Much	5	8.33	19	6.81	24	7.08
Greatly	1	1.67	7	2.51	8	2.36

Observed significance level = .92

TABLE XIII
SUMMARY OF TEACHERS TIME EXPENDED WORKING
WITH LOCAL ADMINISTRATION

Hours Per Week	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Less than 1	7	11.48	17	6.01	24	6.99
1 - 3	18	29.51	146	51.59	164	47.67
3 - 6	23	37.71	59	20.85	82	23.84
6 - 9	7	11.48	26	9.19	33	9.59
Over 9	6	9.84	35	12.37	41	11.92

Observed significance level = .008

differed significantly in their responses. This was evidenced by a chi-square observed significance level of .008. Basic differences are discerned by observing two categories (one to three hours and three to six hours). When considering one to three hours per week spent working with the administration, 29 percent of the teachers in the select group reported doing so, while on the other hand, over 50 percent of the other teachers indicated spending that amount of time. However, when observing the three to six hour category, the reverse situation was found. In the select group, thirty-eight percent testified to spending three to six hours while only 21 percent of the other teachers indicated the spending of that amount of time. More of the select teachers (11.48 percent to 9.19 percent) spent from 6 to 9 hours with their administrators in summer program development. It was encouraging to note that all but 7 percent of the total group spent one or more hours with their administrators on this task.

Itinerary of Summer Activities

Closely related to the development of the summer program is the formulation of an itinerary for summer activities. Hence, Table XIV, and information concerning that topic is presented.

As pertained to the total group, 24 percent of the Oklahoma vo-ag teachers reported providing their superintendents with weekly itineraries. An additional 30 percent indicated filing weekly or monthly itineraries and less than four percent of the teachers disclosed that no itinerary was filed. However, it was important to note that 42 percent of the teachers reported only providing the superintendent with a copy of his Summer Program of Work Report which is filed with the State

Department of Vocational Agriculture rather than an itinerary for the activities contained in that report.

Of special interest in this table is how comparable were the patterns of response from both groups. The chi-square value of .966 fruther verified this contention.

TABLE XIV
SUMMARY OF TEACHERS FILING ITINERARY OF SUMMER
ACTIVITIES BY TYPE WITH SUPERINTENDENT

Type of Itinerary	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	2	3.33	11	3.91	13	3.81
Daily	13	21.67	69	24.55	82	24.05
Weekly	13	21.67	51	18.15	64	18.77
Monthly	7	11.67	32	11.39	39	11.44
Report copy	25	41.67	118	41.99	143	41.94

Observed significance level = .966

Work at the Vocational
Agriculture Building

A portion of the vocational agriculture teachers summer time may be spent at the vo-ag building. When offered the question

relating to the keeping of regular office hours during the summer, one-half of the teachers designated they did not. Additional information concerning the vo-ag teachers' time management concerning the vocational agriculture building is shown in Table XV.

Information provided in Table XV concerning the select group and other teachers is somewhat analogous. One exception is the finding that all select teachers spent five or more hours per week at the vocational agriculture building. Another was that more select teachers spent more than 20 hours per week at the building. Otherwise, for the benefit of the reader, attention should be drawn to totals provided. Some variation between teachers was found when examining the number of hours per week contributed to work at the vo-ag building. About 20 percent indicated spending five to eight hours at the vo-ag building and just under 26 percent responded to the nine to thirteen hour interval. The largest number of teachers; however, (33 percent) reported spending 14 to 20 hours at their local vocational agriculture facility. In addition, almost 18 percent of the teachers indicated spending over 20 hours at the vocational agriculture building.

When considering the number of days the teachers could usually be found at the vo-ag building, many teachers (45 to 46 percent of each group) reported being there for a portion of the day, five days a week. An additional 21 percent indicated being there at least four days each week. Eleven percent declared working at the vo-ag building six days or more per week and near 20 percent said they could be found at the vo-ag building only three days or fewer. A higher percentage of the select group (15 percent) spent 6 or more days at the building than did the other teachers (10.21 percent). However, these or no other

TABLE XV
 SUMMARY OF AMOUNT OF VO-AG TEACHERS' TIME SPENT
 IN SUMMER AT VOCATIONAL AGRICULTURE
 BUILDING

Time Allocation	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Hours Per Week</u>						
Less than 5	0	0.00	14	4.91	14	4.06
5 - 8	14	23.33	53	18.60	67	19.42
9 - 13	14	23.33	75	26.32	89	25.80
14 - 20	19	31.67	95	33.33	114	33.04
Over 20	13	21.67	48	16.84	61	17.68
<u>Days Per Week</u>						
2 or less	3	5.00	19	6.69	22	6.39
three	8	13.33	44	15.49	52	15.12
four	13	21.67	61	21.48	74	21.51
five	27	45.00	131	46.13	158	45.93
6 or more	9	15.00	29	10.21	38	11.05

Observed significance level hours per week = .36

Observed significance level days per week = .84

differences observed were significant at the .05 level.

Publicizing the Vocational
Agriculture Program

Publicity concerning the vocational agriculture summer activities might be approached both internally and externally. With reference to internal publicity, some vo-ag teachers may send some type of newsletter to FFA and/or young farmers to keep them informed of their summer activities. Data collected but not reported in tabular form made known to the researcher that approximately 47 percent of the select group of teachers mailed such a newsletter. It was interesting to note that only 33 percent of the other teachers reported engaging in this activity.

In relation to external publicity, the local newspaper is probably the most accessible mass news media for the vocational agriculture teacher. Table XVI compares teachers exploitation of this media.

A very high level of significance (.0001) established from the chi-square test computed on data presented in Table XVI was largely accounted for when it was detected that 41 percent of the teachers in the select group submitted over six articles pertaining to the vocational agriculture program during the summer as compared to only 15 percent of other teachers who also submitted in excess of six articles. It was found that a majority of the other teachers were inclined to submit a lesser number of articles during the summer as over 60 percent submitted one to four articles while only 30 percent of the select group submitted that few a number. Only 3.39 percent of the select group submitted no articles while 8.99 percent of the other

group fell in this category.

TABLE XVI
SUMMARY OF NEWSPAPER ARTICLES SUBMITTED BY
VOCATIONAL AGRICULTURE TEACHERS
DURING THE SUMMER

Number of Articles	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	2	3.39	25	8.99	27	8.01
1 - 2	9	15.25	84	30.22	93	27.60
3 - 4	15	25.42	87	31.29	102	30.27
5 - 6	9	15.25	41	14.75	50	14.84
Over 6	24	40.68	41	14.75	65	19.29

Observed significance level = .0001

Contacts Made in Planning the
Vocational Agriculture Program

All teacher respondents were asked the number of contacts they made per week with businesses and other persons concerning planning their FFA , young or adult farmer activities or the instructional program. Teachers from the select group were more visible in the number of community contacts. Almost two-thirds of the teachers in

the select group reported making from at least three to over nine contacts per week. Only forty percent of the other teachers reported that amount of activity. A majority (56 percent) of the other teachers apparently considered one to two contacts adequate in planning their programs while only 36 percent of the select group regarded this number of contacts as being sufficient. The observed differences were found to be significant at the .012 level. A more detailed inspection of these facts may be made by examining Table XVII below. It is noteworthy that more than 97 percent of all the teachers made one or more contacts per week in developing plans for their local programs.

TABLE XVII
SUMMARY OF TEACHER CONTACTS MADE IN PLANNING
THE VOCATIONAL AGRICULTURE PROGRAM

Contacts Per Week	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	0	0.00	9	3.24	9	2.67
1 - 2	21	35.59	156	56.12	177	52.52
3 - 5	25	42.37	73	26.26	98	29.09
6 - 9	10	16.95	26	9.35	36	10.68
Over 0	3	5.08	14	5.04	17	5.05

Observed significance level = .012

Importance of Major Activities

Through the text of this research effort, basic components included in the summer program have been identified. Teacher perceptions of the value of those activities have been discussed. A portion of the teacher questionnaire was designed to determine their perceptions of the relative importance of groups of activities which were assumed to be an important part of the vocational agriculture summer program, thus objective four of this study was investigated.

A list formulated from suggestions included in the summer program report form obtained from the State Department of Vocational-Technical Education, Vocational Agriculture Division, was presented to the vocational agriculture teachers. The activities and their rank in importance as perceived by vocational agriculture teachers is presented in Table XVIII. Spearman's rank-order correlation was computed with reference to the select group and the other teachers responses. The means and ranks of each group were reported, however a correlation value of .843 suggested a high positive correlation between perceptions of select group and other teachers.

Taken together the teachers of Oklahoma clearly agreed that work with all-day students was their principle concern during the summer. Work with prospective students ranked second on their list of priorities. Ranking third in importance was FFA activities which was closely followed by work with young and adult farmers. Mid-way down the list appeared work with the local administration and then preparing and ordering teaching materials. Professional improvement ranked seventh while promotional and goodwill activities ranked eighth. Ranking lowest on

TABLE XVIII
 SUMMARY OF TEACHERS PERCEPTIONS AS TO
 IMPORTANCE OF MAJOR ACTIVITIES
 IN THE SUMMER PROGRAM

Major Activity	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>Mean</u>	<u>Rank</u>	<u>Mean</u>	<u>Rank</u>	<u>Mean</u>	<u>Rank</u>
Professional Improvement	6.41	8	6.07	6	6.13	7
Work With Local Administration	5.98	7	5.30	4	5.41	5
Work With All-Day Students	1.58	1	1.74	1	1.71	1
Work With Prospective Students	3.28	2	3.39	2	3.37	2
Teaching Aids and Materials	5.89	6	6.03	7	6.00	6
Work With Other Agricultural Agencies	8.09	9	8.09	10	8.09	10
Work With Young and Adult Farmers	5.28	4	5.52	5	5.48	4
Promotional and Good Will Activities	5.75	5	6.35	8	6.25	8
FFA Activities	4.07	3	4.88	3	4.75	3
Records and Reports	8.64	10	7.62	9	7.79	9

Spearman's rank-order correlation = .843

the suggested list was records and reports followed by work with other agricultural agencies.

Compared by groups, the rankings were quite similar except for the activities, "Promotional and Good Will Activities" ranked fifth and eight by the select and other groups respectively and "Work with Local Administration" which was ranked seventh by the select group and fourth by the others.

Importance of the Summer Program

Each vocational agriculture teacher was requested to respond to the question of how important the summer program was in order to have a strong over-all program. Table XIX graphically illustrates their opinions concerning this question.

Sixty-six percent of the teachers in the select group pointed out that the summer program was of great importance to a strong over-all program and 34 percent considered it of much importance. Over 90 percent of the other teachers also viewed the summer program as having great or at least much importance. Near eight percent of the other teachers imagined the summer program as being of only some importance in relation to a strong over-all program.

In addition to the perceived importance of the summer program, the teachers were asked if they would teach vocational agriculture on a 10-month basis and if they would prefer 10-month employment. When confronted with this question, 71.4 percent of the teachers replied they would not teach vocational agriculture on a 10-month basis and only 12 of the 346 Oklahoma vocational agriculture teachers surveyed indicated a preference for 10-month contracts.

TABLE XIX
 SUMMARY OF TEACHERS PERCEPTIONS OF THE IMPORTANCE
 OF THE SUMMER PROGRAM IN RELATION TO
 THE TOTAL PROGRAM OF VOCATIONAL
 AGRICULTURE

Importance of the Summer Program	<u>Distribution by Response Group</u>					
	<u>Select</u>		<u>Others</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Great	40	65.6	154	54.2	194	56.2
Much	21	34.4	106	37.3	127	36.8
Some	0	0.0	22	7.7	22	6.4
Little	0	0.0	2	0.7	2	0.6
No Importance	0	0.0	0	0.0	0	0.0

Observed significance level = .091

School Administrator Perceptions

An important aspect of this study was to examine administrators' opinions concerning selected portions of the summer program. Sixty superintendents were mailed a seven item questionnaire concerning this field of inquiry. A stratified sample was obtained by using the list of superintendents of the select group of teachers in this study. Fifty-four or 90 percent of the superintendents included, responded to the questionnaire. In order to compare the seven opinion items listed in the questionnaire, a numerical value was assigned each response and an average group rating was computed for each item. Limits were set as follows:

- 1.5 and less - great importance or emphasis
- 1.51 - 2.5 - much importance or emphasis
- 2.51 - 3.5 - some importance or emphasis
- 3.51 - 4.5 - little importance or emphasis
- 4.51 or above - no importance or emphasis

Emphasis Now Being Placed On The Summer Program

Table XX delineates the superintendents' responses when asked their perception of the amount of emphasis or importance now being placed on six selected areas of the summer program. The number and percentage responses to each category for each area was recorded, a mean response was calculated and a rank-order was established on the basis of the mean responses.

According to the superintendents surveyed, the group of activities including professional improvement, teaching aids, work with other agricultural agencies and records ranked first on a list indicating priorities they conceived their vo-ag teachers displaying. The

TABLE XX

SUMMARY OF EMPHASIS OR IMPORTANCE NOW BEING PLACED ON SELECTED
AREAS OF THE SUMMER PROGRAM AS PERCEIVED BY ADMINISTRATORS

Selected Areas	Distribution By Response Category										MEAN	RANK
	Great		Much		Some		Little		No			
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Professional Imp., Aids, Work with Ag. Agencies, Records and Reports	11	20.4	24	44.4	13	24.1	6	11.1	0	0.0	2.26	1
Work with Young and Adult Farmers	8	14.8	19	35.2	23	42.6	1	1.9	3	5.5	2.48	2
Active FFA Organization with Planned Activities	11	20.4	18	33.3	8	14.8	12	22.2	5	9.3	2.67	3
Work with All-Day and Prospective Students	8	14.8	15	27.8	20	37.0	8	14.8	3	5.5	2.69	4
Scheduled Time At Voc. Agri. Building including Filing Itinerary	5	9.3	10	18.5	21	38.9	12	22.2	6	11.1	3.07	5
Administrator Involvement with Planning Summer Program	3	5.6	5	9.3	23	42.6	14	25.9	9	16.7	3.39	6

mean response of 2.26 fell in the much category. Work with young and adult farmers seemed to be a number two priority according to the superintendents as revealed by their 2.48 (much) response to this item. Close to the adult education area, with a 2.67 or "some" mean response ranked FFA activities after which working with all-day and prospective students evolved as determined by the 2.69 mean response. Fifth on the list according to emphasis or importance now being placed by the vo-ag teacher was a regularly scheduled time for office hours at the vo-ag building, including filing of itinerary with the superintendent. This drew a mean response of 3.07 (some). Ranking last was administrators involvement with planning the summer program. The 3.39 mean response placed this item in the some category.

Emphasis Which Should Be Placed

On the Summer Program

In relation to the six preceding areas, administrators were also asked to respond as to the importance or emphasis which they sensed should be placed by their vocational agriculture teachers. In reacting to these same statements in this manner, the administrators altered their responses.

As shown in Table XXI, professional improvement, teaching aids, work with other agricultural agencies and records and reports remained first on the superintendents' perceived priority list with a 1.74 or much mean response. However, a regularly scheduled time for the vo-ag teacher to be at the vocational agriculture building including an itinerary filed when he was not received a 2.00 (much) response and moved to second on the superintendents list of needed emphasis. Third

TABLE XXI

SUMMARY OF EMPHASIS OR IMPORTANCE WHICH SHOULD BE PLACED ON SELECTED AREAS
OF THE SUMMER PROGRAM AS PERCEIVED BY ADMINISTRATORS

Selected Areas	Distribution By Response Category										MEAN	RANK
	Great		Much		Some		Little		No			
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Professional Imp., Aids, Work with Ag. Agencies, Records and Reports	22	40.7	24	44.4	8	14.8	0	0.0	0	0.0	1.74	1
Scheduled Time At Voc. Agri. Building including Filing Itinerary	17	31.5	24	44.4	9	16.7	4	7.4	0	0.0	2.00	2
Active FFA Organization with Planned Activities	17	31.5	21	38.9	9	16.7	4	7.4	3	5.6	2.16	3
Work with All-Day and Prospective Students	12	22.2	22	40.7	15	27.8	4	7.4	1	1.9	2.20	4
Administrator Involvement with Planning Summer Program	7	13.0	27	50.0	18	33.3	2	3.7	0	0.0	2.28	5
Work with Young and Adult Farmers	12	22.2	21	38.9	17	31.5	0	0.0	4	7.4	2.31	6

in average response with a 2.16 or much mean was an active FFA organization with planned summer activities. It was interesting to note that ranking fourth was working with all-day and prospective students. On the average, the group responded at the 2.20 or much level. The administrators' involvement with planning the summer program ranked fifth in terms of importance which should be placed on this activity. Previously, the superintendent perceived the vo-ag teacher as placing his work with young and adult farmers second on the six item priority list. In response to importance or emphasis which should be placed, the superintendent placed work with young and adult farmers last as determined by the 2.31 mean response.

Importance of the Summer Program

As Perceived by Administrators

When confronted with the proposition of the amount of importance or emphasis being placed on the summer program by their vocational agriculture teachers, a majority (54 percent) of the administrators perceived much or great importance or emphasis associated with the summer portion of the total vo-ag program as revealed in Table XXII. Thirty-one percent of the superintendents attached some importance or emphasis to the summer program and 15 percent indicated little emphasis or importance was now being placed.

A higher number of administrators, (80 percent), expressed the need for much or great emphasis or importance to be placed on the summer program. Only twenty percent of the administrators suggested some, little, or no importance or emphasis be placed with the summer program of vocational agriculture.

TABLE XXII

SUMMARY OF EMPHASIS OR IMPORTANCE PLACED ON THE SUMMER PROGRAM IN RELATION TO THE TOTAL PROGRAM AS PERCEIVED BY ADMINISTRATORS

Comparison Factor	Distribution by Response Category										Mean
	Great		Much		Some		Little		No		
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
Emphasis Now Placed	8	14.8	21	38.9	17	31.5	8	14.8	0	0.0	2.22
Emphasis Which Should Be Placed	16	30.0	27	50.0	7	13.0	1	1.9	3	5.6	1.83

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this chapter is to present in a concise manner the following topics: purpose of the study, specific objectives, rationale for the study, design of the study and the major findings of the research. Through a detailed inspection of the preceding issues, conclusions and recommendations were presented based on the analysis of data herein.

Purpose of the Study

The purpose of this study was to examine those segments which are basic to the summer program of vocational agriculture as viewed by Oklahoma vocational agriculture teachers and to determine differences between various Oklahoma vocational agriculture summer programs. Additionally, it was the purpose of this study to examine administrators' opinions concerning selected portions of the summer activities of those teachers determined to be conducting superior summer programs.

Objectives of the Study

In order to accomplish the purposes outlined, the following objectives were formulated:

1. To identify basic components included in the summer programs of vocational agriculture in Oklahoma.
2. To compare the extent of activity included in summer programs of those vocational agriculture teachers identified as having superior summer programs to those of other teachers.
3. To determine teacher perceptions of the value of selected activities engaged in during the summer.
4. To determine teacher perceptions of the relative importance of groups of activities which are assumed to be an important part of the vocational agriculture summer program.
5. To secure administrators' opinions concerning selected portions of the summer programs of those teachers identified as having superior summer programs.

Rationale for the Study

For the past 60 years the vocational agriculture program has been an integral part of many public schools in Oklahoma. Likewise, the summer program has been an integral phase of the program of vocational agriculture. Oklahoma recognizes the summer program as being vital to a good program in vocational agriculture. However, less than one-third of the states in the nation have 100 percent of their vocational agriculture teachers currently employed on a twelve month basis. It is recognized that Oklahoma's position on the compulsory twelve month program could tend to weaken as an increasing number of states adopt different policies or if present summer programs become deficient.

How the vocational agriculture teacher can utilize his time most

effectively during the summer in serving his school and community is of vital concern to those interested in a strong and accountable summer program. And as leaders continually strive to strengthen the various aspects of programs in vocational agriculture, research must be conducted to help firm their convictions and guide their decisions.

Design of the Study

Following a review of selected literature, a procedure was established in order to satisfy the purposes and objectives of this study.

An attempt was made to include all vocational agriculture teachers of Oklahoma in this study. As determined by teachers and supervisors, the population was divided into a select group (those determined by teachers and supervisors to be conducting superior summer programs) and other teachers.

A 31 item questionnaire was administered to 346 Oklahoma vocational agriculture teachers of which 61 teachers were considered to be in the select group. Chi-square analysis was used to determine differences between the select group and other teachers' responses. Spearman's rank order correlation was used to establish the relationship between the test groups' rankings. The mean, rank, number and percentage were used to describe the data. A second, seven item questionnaire was developed and administered to 60 high school superintendents in order to secure administrators opinions concerning selected portions of the summer program of vocational agriculture.

Major Findings of the Research

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

1. Background of teacher respondents
2. Teacher involvement with students and FFA members
3. Teacher involvement with young and adult farmers
4. Improving knowledge and professionalism
5. Planning and administering the vocational agriculture program
6. Importance of major activities
7. Importance of the summer program
8. School administrators perceptions

Background of Teacher Respondents

The design of this study yielded a stratified sample across the state with uniform distribution in each district of both select and others groups. When considering the total population included in this study, the mean value for number of years taught vocational agriculture was found to be 10.89 years. The mean value for the number of years at the teachers present school was computed to be 7.92 years and the average number of students each teacher reported being responsible for in vo-ag was 51.45. When considering those three items, in each case the select group excelled the other teachers (average of 12.61 total years taught compared to 10.52, average of 10.26 years at present school compared to 7.41 years and student load of 63.62 compared to 48.87 for other teachers).

Teacher Involvement with Students
and FFA Members

Similarities between the groups surveyed were revealed when considering contacts made with all-day and prospective students, number of times students were visited and assisting FFA members at livestock shows.

It was found that 90 percent of the teachers indicated contacting over 50 percent of their all-day students. When considering prospective students, 73 percent of the teachers said they contacted over one-half of those students during the summer. Eighty-three percent of the teachers reported visiting their all-day students three or more times during the summer and 56 percent of the teachers indicated visiting prospective students that number of times. When observing assistance given FFA members at livestock shows, it was interesting to note that approximately 20 percent of the teachers spent no days, 20 percent spent 1 - 2 days, 20 percent spent 3 - 5 days, 20 percent used 5 - 8 days and about 20 percent expended over 8 days for that activity.

With reference to assistance given students in selecting projects and summer FFA activities, differences began to develop between the two test groups. Although the select group of vo-ag teachers assisted a higher percentage of their all-day students obtain additional projects than did other teachers, statistically, both groups operated basically the same. Over one-third of the teachers surveyed indicated they assisted over 50 percent of their all-day students select additional projects during the summer. With regards to the prospective

students however, the select group exhibited more assistance. Fifty-four percent of the select group reported having assisted over 50 percent of their prospective students secure projects as opposed to 42 percent of the other teachers. On the other hand, 31 percent of the other teachers assisted less than 25 percent of their prospective students procure new or additional projects as compared to only 11 percent of the select group.

The select group tended to be more active in the area of summer FFA meetings also. Twice the percentage (25.42 versus 12.90) of teachers in the select group held four summer meetings. More teachers in the select group also, (44.07 percent compared to 40.50 percent) held three summer meetings. In holding as few as two summer meetings the others group excelled the select teachers as 32 percent of the other teachers indicated scheduling that number of meetings as opposed to only 24 percent of the select group of teachers.

Teacher Involvement with Young and Adult Farmers

Three areas were considered in relation to the young and adult farmer program. These areas were the number of adults visited, repetition within the activity, and the number of summer meetings.

Forty-four percent of the select group of vo-ag teachers testified they visited over 20 young and adult farmers and 29 percent of the other teachers indicated visiting the same number. About 20 percent of each group reported visiting between 16 and 20 young and adult farmers during the summer as did the same percentage indicate visiting between 11 and 15 farmers and ranchers.

Even more similarity between groups was expressed when examining the number of times the young and adult farmers were visited. A majority of the teachers surveyed (about 70 percent) reported visiting each farm two or three times during the summer.

As with FFA meetings, the select group scheduled more young and adult meetings during the summer months. This was evidenced by the almost 30 percent of the select group who conducted three meetings during the summer as opposed to only 13 percent of the other teachers. More of the other teachers were inclined to hold only two meetings (31 percent versus 16 percent). Finally, 33 percent of the other teachers held no summer meetings in comparison to 26 percent of the teachers in the select group.

Improving Knowledge and Professionalism

When pondering the question of professional improvement and increasing one's knowledge in agriculture, three points were discussed; time spent attending field days and judging contests, who was involved in those activities and P. I. group and other meetings for improvement of knowledge and professionalism. Differences were disclosed when contemplating the first two points.

A higher percentage of the select group of teachers spent more time attending field days and judging contests. Fifty-five percent of the select group spent six or more days attending field days and judging contests in contrast to only 34 percent of the other teachers. Conversely, when spending two to five days participating in those activities, 62 percent of the other teachers indicated spending that few number of days to only 38 percent of the select group. In

addition, 67 percent of the select group involved both FFA members and farmers in those activities while only 51 percent of the other teachers involved the same persons. On the other hand, 47 percent of the other teachers involved only FFA members in contrast to 28 percent of the select group who suggested approaching field days and judging contests from that standpoint.

No difference was determined between the test groups when considering professional improvement according to chi-square tests of significance. Approximately one-half of the vo-ag teachers indicated their attendance at P. I. group meetings for three days during the summer. An additional one-fourth of the teachers indicated attending meetings for two days and 25 percent indicated expending four or more days in P. I. meetings. (The five day, state wide summer conference of vo-ag teachers was not included in this evaluation.) About 45 percent of the teachers reported expending three to five days at other meetings, 20 percent reported one or two days and 25 percent reported involving six to ten days.

Planning and Administering the Vocational Agriculture Program

When inspecting the broad area of planning and administering the summer program, eight areas of inquiry were studied. Four of the areas proved statistically similar with reference to select group and other teachers responses. Four of the areas revealed dissimilarities between the two test groups which were significant. These areas included time expended working with local administration, newsletters mailed to FFA members or young and adult farmers, use of the local

newspaper and contacts made in planning the vo-ag program.

Differences between the select group and other teachers concerning time spent (number of hours per week) working with the local administration carried a chi-square significance level of .008. Major differences were explained when observing the proposed three to six hour and one to three hour intervals. Thirty-eight percent of the select group testified to spending three to six hours per week working with the administration concerning the vocational agriculture program. Only 21 percent of the other teachers expended that amount of time. On the other hand, over 50 percent of the other teachers said they spent one to three hours per week engaging in that activity versus 29 percent of the select group who agreed on that amount of time.

With reference to internal publicity (newsletters) and external publicity (local news articles) again dissimilarities were discovered. Approximately 47 percent of the select group of teachers mailed a newsletter to their FFA and/or young and adult farmer members in order to keep them informed of their summer activities. Thirty-three percent of the other teachers reported pursuing this communication media. In addition, during the summer, 41 percent of the teachers in the select group submitted over six articles to their local newspapers pertaining to the vocational agriculture program, while only 15 percent of the other teachers also submitted in excess of six articles. A majority of the other teachers were inclined to submit from one to four articles; over 60 percent did so as compared to only 30 percent of the select group.

Teachers in the select group were also more visible in the number of community contacts made in planning the vocational agriculture

program. Almost two-thirds of the teachers in the select group reported making from three to over nine such contacts per week. Only 40 percent of the other teachers reported that amount of activity. A majority (56 percent) of the other teachers considered one or two contacts adequate in planning their programs while only 36 percent of the select group regarded this number of contacts as being sufficient.

As the reader will recall however, many similarities were also found concerning planning and administering the vocational agriculture program. Thirty-eight percent of the teachers concurred that their administrators had some involvement in planning their summer program of activities. It was interesting to note that only 32 teachers (nine percent) reported their administrators as being much or greatly involved while 25 percent recorded little involvement and 25 percent recorded no involvement.

Twenty-four percent of the Oklahoma vo-ag teachers reported providing their superintendents with weekly itineraries. An additional 30 percent indicated filing weekly or monthly itineraries and less than four percent of the teachers disclosed that no itinerary was filed. It was important to note that 42 percent of the teachers reported only providing his superintendent with a copy of his summer plans report which is filed with the State Department of Vocational Agriculture.

When offered the question of keeping regular office hours during the summer, one-half of the teachers designated they did not, however, over 50 percent of the teachers reported spending over 14 hours per week at the vo-ag building. Furthermore, many teachers (46 percent) reported being at the vo-ag building for a portion of the time, five

days per week. An additional 21 percent indicated being there at least four days and eleven percent declared working at their local vo-ag facility six days or more per week.

Importance of Major Activities

A portion of the teachers' questionnaire was designed to determine perceptions of the relative importance of groups of activities which were assumed to be an important part of the vocational agriculture program. A Spearman's rank-order correlation coefficient of .843 suggested much similarity between perceptions of the select group and other teachers. The ten item list of priorities in rank order by group was found to be as follows:

	<u>Total Group</u>	<u>Select Group</u>	<u>Others Group</u>
Work with all-day students	1	1	1
Work with prospective students	2	2	2
FFA activities	3	3	3
Work with young and adult farmers	4	4	5
Work with local administration	5	7	4
Teaching aids and materials	6	6	7
Professional improvement	7	8	6
Promotion and good will activities	8	5	8
Records and reports	9	10	9
Work with other agencies	10	9	10

Importance of the Summer Program

Each vocational agriculture teacher was requested to respond to

the question of how important the summer program was in order to have a strong over-all program. A majority of the teachers (194 teachers, 56.2 percent) indicated the summer program was of great importance. An additional 127 teachers (36.8 percent) suggested the summer program as being of much importance. Only 6.4 percent of the teachers (22 teachers) felt the summer program was of only some importance.

When asked if they would teach vocational agriculture on a ten-month basis an alarming 71.4 percent of the teachers replied they would not and only 12 (3.52 percent) of the 346 Oklahoma vocational agriculture teachers surveyed indicated a preference for ten-month contracts.

In order to provide the reader with an overall comparison of select and other teachers as to differences in developing and carrying out summer programs, Table XXIII was developed. It is important to note that of the 25 statistical tests which were computed, 8 or 32 percent of the tests showed a significant difference between the select group and other teachers. In all cases when differences occurred, the select group proved to be more active, and in most instances significant differences were found in activities denoting high visibility of the vocational agriculture program.

School Administrators Perceptions

A portion of this study was designed to examine administrators opinions concerning selected aspects of the summer program. Their perceptions, in rank order, as to emphasis or importance which is currently being placed and which should be placed by their vo-ag teachers on six selected areas of the summer program were as follows:

TABLE XXIII

A SUMMARY OF COMPARISONS OF SELECT AND OTHER TEACHERS
AS TO DIFFERENCES IN DEVELOPING AND CARRYING
OUT SUMMER PROGRAMS

<u>Activity</u>	<u>Comparison Factor</u>		
	Significant Difference Select Group More Active	Significant Difference Others Group More Active	No Significant Difference
Percentage All-day Students Contacted	-	-	x
Percentage Prospective Students Contacted	-	-	x
Times All-day Students Were Visited	-	-	x
Times Prospective Students Were Visited	-	-	x
All-day Students Selecting Projects	-	-	x
Prospective Students Selecting Projects	x	-	-
Assistance Given At FFA Livestock Shows	-	-	x
Number of FFA Summer Meetings	x	-	-
Number of Young and Adult Farmers Visited	-	-	x
Number of Times Farmers Are Visited	-	-	x
Young and Adult Farmer Summer Meetings	x	-	x
Attending Field Days or Judging Contests	x	-	-
Field Days/Judging Contests-Persons Involved	x	-	-
Professional Improvement - Within P.I. Group	-	-	x
Professional Improvement - Other Meetings	-	-	x
Administrator Involvement - Planning Program	-	-	x
Time Expended Working with Administration	x	-	-
Filing Itinerary with Superintendent	-	-	x
Hours per Week at Vo-Ag Building	-	-	x
Days per Week at Vo-Ag Building	-	-	x
Number of Newspaper Articles During Summer	x	-	-
Number of Contacts Made Planning Program	x	-	-
Importance of Major Activities	-	-	x
Importance of the Summer Program	-	-	x

	<u>Emphasis Now Being Placed</u>	<u>Emphasis Which Should Be Placed</u>
Professional Improvement, teaching aids, work with other agencies, records and reports	1	1
Scheduled time at vo-ag building including filing itinerary	5	2
Active FFA Organization with Planned activities	3	3
Work with all-day and prospective students	4	4
Administrator involvement with Planning summer program	6	5
Work with young and adult farmers	2	6

When confronted with the proposition of the amount of importance or emphasis which was currently being placed on the summer program, a majority (54 percent) felt that much or great importance or emphasis was currently being placed. A high number of administrators, (80 percent) expressed the feeling that much or great emphasis should be placed on the summer program of vocational agriculture.

Conclusions

General

The vocational agriculture teachers of Oklahoma agreed on the relative importance of groups of activities, and, the two groups of vo-ag teachers reacted similarly to many of the basic components included in the summer program. However, in all cases when differences were revealed, the select group excelled other teachers as to the amount of activity in those areas. Select group teachers tended to differ from

other teachers in areas where high visibility of the summer program might be noted.

Of the administrators studied, their perceptions of the summer program did not always concur with the cumulative opinion of their vo-ag teachers. A primary exception was the importance of the summer program where their opinions were more congruent.

Specific Conclusions Concerning

Similarities of Vo-Ag Teachers

1. Both select group and other vocational agriculture teachers perceive working with all-day and prospective students as their highest priority during the summer.
2. As conceived by both test groups of vo-ag teachers, work with young and adult farmers during the summer is excelled in importance only by work with students and the FFA organization.
3. With regard to the amount of administrator involvement in planning the summer program, most teachers feel their administrators are only slightly involved. Concerning informing the superintendent as to their activities only one-half of the vo-ag teachers provide their superintendents with an itinerary of their summer activities other than a copy of their summer plans report.
4. Although considerable amount of time is spent at the vo-ag building during most days of the week, only one-half of the vo-ag teachers keep regularly scheduled hours at the vocational agriculture building.

5. An overwhelming majority of the Oklahoma vo-ag teachers feel the summer program in vocational agriculture is of much or great importance and the vo-ag teachers very highly recommend continuing the twelve month program.

Specific Conclusions Concerning Differences

Between Vo-Ag Teacher Groups

1. Select group teachers tended to give greater assistance to prospective students in starting or expanding their project programs.
2. The select group teachers scheduled more summer FFA meetings as well as young and adult farmer meetings.
3. The select group of teachers attended more field days and judging contests during the summer and were more inclined to include both FFA members and young and adult farmer groups.
4. The select group of teachers expended more time working with local school administrators as well as community agricultural agencies in planning their program.
5. The select group of teachers were more active in the area of publicity.

Specific Conclusions Concerning Administrator

Perceptions as to the Summer Program

1. Unlike the vo-ag teachers, the administrators jointly ranked work with all-day and prospective students fourth on a six item priority list of perceived "present" emphasis or importance attached to the summer program. Young and adult farmer

work excelled student importance in the eyes of the high school superintendents.

2. Administrators felt that much less emphasis "should" be placed on the young and adult farmer program.
3. Professional improvement, teaching aids, work with other agricultural agencies and records and reports were considered a number one priority by superintendents but near the bottom of the list submitted by vo-ag teachers.
4. Administrators generally choose to place the responsibility of planning the vocational agriculture program with the vo-ag teacher, but he wants to be informed as to the vo-ag teachers activities.
5. A high majority of the school administrators attached much or great importance to the summer program of vocational agriculture.

Recommendations

As a result of the conclusions drawn from the analysis and interpretation of data, the following recommendations are made:

1. Of foremost importance as indicated by the literature and this study, closer communication between the vo-ag teacher and his administrator should be encouraged. The greater majority of administrators and vo-ag teachers agreed on the importance of the summer program, but teachers should exercise care that established priorities within the program are understood and accepted by their administrators.

2. It is recommended that closer communication be established by departments in keeping their superintendents current as to summer activity by submitting an itinerary regularly.
3. In order to better serve the school and community, it is recommended that all vo-ag teachers attempt to establish, within reason, regular office hours or hours at the vocational agriculture building whereby he may be easily contacted during the summer.
4. All teachers should be particularly aware of and concerned with activities which encounter high visibility and reach mass audiences in order to strengthen the summer program of vocational agriculture.
5. Most beginning teachers are employed during the first of the summer and begin to establish a pattern for future years. Therefore, an adaptation of this study should be used in undergraduate coursework by the Agricultural Education Department, Oklahoma State University, to better inform prospective teachers of their immediate responsibilities when becoming employed.
6. Through in-service training, the State Department of Vocational-Technical Education, Vocational Agriculture Division, should utilize this study in continued efforts to improve and strengthen the program in vocational agriculture.

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APPENDIXES

APPENDIX A

TEACHER QUESTIONNAIRE

SURVEY OF SUMMER PROGRAMS OF
VOCATIONAL AGRICULTURE
IN OKLAHOMA

Name _____

Note: All answers will be confidential. They will be used for statistical purposes only.

Note: Consider the summer program as being from June 1st until August 15th when answering the following questions.

Please fill in each blank:

1. Years taught vocational agriculture? _____ years.
2. Years employed at your present location? _____ years.
3. How many students do you have in your vocational agriculture program? (if in a multiple teacher department, how many students are you responsible for?) _____ students.
4. Do you keep regular office hours at the school during the summer? _____ (yes or no)
5. Do you send some type of newsletter to FFA and/or young farmers to keep them informed of your summer activities? _____ (yes or no)
6. Would you teach vocational agriculture if you were employed on a ten month basis only? _____ (yes or no)
7. Would you prefer employment on a 10 month basis? _____ (yes or no)

Please circle the number representing the correct answer:

- A. How important is the summer program in vocational agriculture for a strong over-all program?
 1. Extremely important
 2. Very important
 3. Somewhat important
 4. Little importance
 5. No importance
- B. On the average, how many hours per week do you devote during the summer, working with your local administration concerning the vocational agriculture program?
 1. Less than one
 2. 1 to 3 hrs.
 3. 3 to 6 hrs.
 4. 6 to 9 hrs.
 5. over 9 hrs.
- C. What percent of the prospective new students do you generally contact during the summer?
 1. below 25%
 2. 26 - 50%
 3. 51 - 75%
 4. 76 - 99%
 5. 100%
- D. Of those prospective new students you do contact, how many times during the summer do you see them?
 1. one
 2. two
 3. three
 4. four
 5. five times or more
- E. During the summer what percent of your prospective new students do you assist in selecting projects?
 1. below 10%
 2. 11 - 25%
 3. 26 - 50%
 4. 51 - 75%
 5. over 75%
- F. Percent of all-day students you visit during the summer concerning supervised training programs?
 1. below 25%
 2. 26 - 50%
 3. 51 - 75%
 4. 76 - 99%
 5. 100%
- G. Of the students you do contact concerning their supervised training program, how many times do you visit them during the summer?
 1. one
 2. two
 3. three
 4. four
 5. five times or more
- H. Percent of all-day students you assist in selecting additional projects during the summer?
 1. below 10%
 2. 11 - 25%
 3. 26 - 50%
 4. 51 - 75%
 5. over 75%
- I. How many hours per week do you generally spend at the vocational agriculture building concerning your work with teaching materials, reports, equipment repair etc.?
 1. less than 5
 2. 5 - 8
 3. 9 - 13
 4. 14 - 20
 5. over 20 hrs.
- J. On the average, how many days per week during the summer could you be found at your vo-ag building sometime during the day?
 1. two days or less
 2. three
 3. four
 4. five
 5. six days or more
- K. Contacts you make per week planning FFA, young farmer or adult farmer activities or the instructional program? (Example: contacts with FHA, County Extension Agent, Bankers, Fertilizer co., etc.)
 1. none
 2. one - two
 3. three - five
 4. six - nine
 5. over nine
- L. Young farmer and/or adult farmer meetings you coordinate during the summer? (including tours and field trips)
 1. none
 2. one
 3. two
 4. three
 5. four or more
- M. Number young or adult farmers you visit on their farms each summer?
 1. less than five
 2. 6 - 10
 3. 11 - 15
 4. 16 - 20
 5. over 20

----- over -----

- N. Of the young or adult farmers you visit, how many times during the summer do you visit them on their farms?
 1. one 2. two 3. three 4. four 5. over four times
- O. How many local FFA meetings (educational and recreational) do you coordinate during the summer?
 1. none 2. one 3. two 4. three 5. four or more
- P. During the summer, about how many articles are you responsible for getting submitted to the newspaper?
 (all articles pertaining to the vo-ag program)
 1. none 2. 1 - 2 3. 3 - 4 4. 5 - 6 5. over 6
- Q. How many days during the summer will you spend attending field days and/or judging contests?
 1. none 2. one 3. two - three 4. four - five 5. six or more
- R. When attending field days and/or judging contests who do you generally involve?
 1. only yourself 2. FFA members 3. young and/or adult farmers 4. FFA members and young and/or adult farmers
 5. others (specify) _____
- S. How many days during the summer do you spend attending professional improvement meetings, (within your P.I. Group and in addition to the Summer Conference) ?
 1. none 2. one 3. two 4. three 5. four or more
- T. How many days do you spend on the average at other meetings to improve your knowledge and professionalism?
 (college credit as well as non credit meetings)
 1. none 2. 1 - 2 3. 3 - 5 4. 6 - 10 5. 11 or more
- U. How many days do you spend during the summer months assisting FFA members at livestock shows?
 1. none 2. 1 - 2 3. 3 - 5 4. 5 - 8 5. over 8 days
- V. What type itinerary of your summer activities do you provide your superintendent?
 1. none 2. daily itinerary 3. weekly itinerary 4. monthly itinerary
 5. copy of report - vocational agriculture teachers summer program of work and calendar of events
- W. To what extent is your administrator involved in planning your summer program of activities?
 1. none 2. little 3. some 4. much 5. greatly.

Below is a suggested list of major activities you might include in a summer program of activities. Please rank the areas according to their importance to your summer program. (most important - number one, second most important - number two, etc. Do Not consider amount of time needed to complete the activity when considering importance)

- _____ a. Professional Improvement
- _____ b. Work with local administration
- _____ c. Supervision of individual training program of all-day students
- _____ d. Working with prospective new students
- _____ e. Teaching materials, teaching aids (preparing, ordering, gathering)
- _____ f. Work with other agricultural agencies
- _____ g. Work with young farmer and/or adult farmers
- _____ h. Promotional and good will activities
- _____ i. Conducting FFA activities
- _____ j. Records and reports

Comments: Please express any feelings you may have concerning the summer program in vocational agriculture which have not been expressed in this questionnaire.

APPENDIX B

ADMINISTRATOR QUESTIONNAIRE

ADMINISTRATOR QUESTIONNAIRE

<p>For each of the seven statements below please circle your response in each of the two columns using the following code: 1 = Great amount of emphasis or importance 2 = Much emphasis or importance 3 = Some emphasis or importance 4 = Little emphasis or importance 5 = No emphasis or importance</p>	<p>Importance or Emphasis <u>now</u> being placed. (circle one)</p>	<p>Importance or Emphasis which <u>should</u> be placed. (circle one)</p>
A. Regularly scheduled time for office hours at Ag. building, including filing of itinerary with superintendent	1 2 3 4 5	1 2 3 4 5
B. Administrator involvement with planning and conducting summer program	1 2 3 4 5	1 2 3 4 5
C. Work with all-day and prospective new students during summer	1 2 3 4 5	1 2 3 4 5
D. Work with young farmers or adult farmers during the summer	1 2 3 4 5	1 2 3 4 5
E. Active FFA organization with planned activities during summer	1 2 3 4 5	1 2 3 4 5
F. Importance of professional improvement, preparing aids and teaching materials, work with other agencies, records, etc.	1 2 3 4 5	1 2 3 4 5
G. The summer program in relationship to the total program of vocational agriculture	1 2 3 4 5	1 2 3 4 5

APPENDIX C

COVER LETTER

Agri. Educ. Department
235 Ag Hall
Oklahoma State University
August 26, 1976

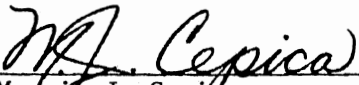
Dear Administrator,

In order to determine the degree of present emphasis and for the future, the emphasis which should be placed on selected portions of the vocational agriculture summer programs, sixty administrators and vo-ag teachers in Oklahoma have been selected to participate in a special research effort.

Knowing that you are an outstanding administrator, we need your assistance. Enclosed is a convenient and short survey we ask that you complete. Please respond to the seven items presented and return the self-addressed card today.

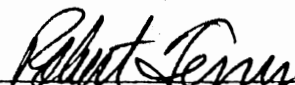
We wish to thank you in advance for your promptness and cooperation in this project.

Sincerely,

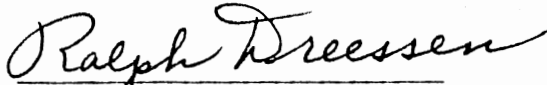


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VITA

Marvin John Cepica

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF THE SUMMER PROGRAMS OF OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS AND ADMINISTRATOR PERCEPTIONS OF SELECTED ASPECTS OF THE SUMMER PROGRAM

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Megargel, Texas, August 14, 1944, son of Mr. and Mrs. W. J. Cepica.

Education: Graduated from Megargel High School, Megargel, Texas, May, 1962; received the Bachelor of Science degree from Texas Tech University, Lubbock, Texas, in August, 1966, with a major in Agricultural Education; received the Master of Science degree from Texas Tech University in August, 1967, with a major in Agricultural Education; attended Oklahoma State University, Stillwater, Oklahoma, from August 1975 to May, 1977; completed requirements for Doctor of Education degree at Oklahoma State in May, 1977.

Professional Experience: Post graduate fellowship, Agricultural Education Department, Texas Tech University, Lubbock, Texas, August, 1966 to August, 1967; teacher of vocational agriculture at Dimmitt High School, Dimmitt, Texas, August, 1967 to July, 1971; teacher of vocational agriculture at Graham High School, Graham Texas, July, 1971 to August, 1975; graduate teaching assistant, Agricultural Education and Agricultural Engineering Departments, August, 1975 to present.

Organizations: Member of Oklahoma Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, Former member of Texas State Teachers Association, Texas Classroom Teachers Association, Texas Vocational Agriculture Teachers Association and American Vocational Association.