

THE EFFECT OF SUPERINTENDENT-TEACHER RAPPORT  
ON OKLAHOMA VOCATIONAL AGRICULTURE  
DEPARTMENTS PARTICIPATION IN THE  
VOCATIONAL EDUCATION ACT OF  
1963 AND THE ELEMENTARY  
AND SECONDARY ACT OF  
1965

By

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1965

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## CHAPTER I

### PURPOSE AND DESIGN OF THE STUDY

#### Introduction

In this world of ever increasing automation and mechanization society is beginning to realize the importance of vocational training. Krebs (6)<sup>a</sup> in an editorial appearing in the December 1959 issue of the Agricultural Education Magazine entitled, "Let the Public Decide", commented: "Education for work is still one of the really important reasons for the very existence of public schools." As one can readily see from the history of the following major federal acts the emphasis, in terms of dollars, our nation is putting into vocational education. In the last five years more funds have been made available for vocational education by the federal government than in the previous forty-five years.

In 1917 a vocational education act known as the Smith-Hughes Act (10) was passed by the Sixty-fourth Congress. This Act was designed to encourage states to

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<sup>a</sup>Refers to reference number in bibliography.

promote and further develop programs of vocational education in the area of agriculture, trades and industries, and homemaking.

The Smith-Hughes Act appropriated three million dollars for the purpose of co-operating with the states in paying part of the cost of the vocational agriculture programs. State or local funds or state and local funds combined were required for matching, dollar for dollar, the federal funds provided by this act.

In 1946 the Seventy-ninth Congress passed the George-Barden Act (4) which was designed to supplement the Smith-Hughes Act. This Act appropriated ten million dollars for vocational education in agriculture. The George-Barden Act was also on the matching funds basis.

The Vocational Education Act of 1963 (12) was passed by the Eighty-eight Congress. Its purpose was to strengthen and improve the quality of vocational education and to expand the opportunities in the nation. This Act authorized two-hundred twenty-five million dollars which is more than four times the total amount authorized by the Smith-Hughes and George-Barden Acts. Again, this Act was on the matching funds basis.

In 1965 the first major legislation of national significance to be enacted by the Eighty-ninth Congress was the passage of the Elementary and Secondary Education Act (2). This Act was keyed to the "educationally disadvantaged." The Elementary and Secondary Education Act provided

for more than one billion dollars for vocational education to expand and raise its standards. There are five major provisions in this Act labeled as Title I, Title II, Title III, Title IV, and Title V. Title I is the only section of the Act the writer of this report is concerned with.

In the Title I program funds are allocated to states on the basis of the number of children in families with annual income of less than two-thousand and families receiving aid-for-dependent-children payments of more than two-thousand dollars a year. In this program grants are made by the federal government upon receipt of "proposed improvements" from the local school. The Title I program does not require matching funds by the local school district or state.

The Vocational Education Act of 1963 was designed to strengthen, improve, and expand vocational education. Title I of the Elementary and Secondary Education Act of 1965 was designed for "innovations" in education. The state of Oklahoma does not specify how Title I money is to be spent, therefore, schools are allowed to use Title I money according to the needs of the school.

In Oklahoma, mainly due to the State Board of Vocational Education, the vocational agriculture programs were authorized to upgrade their farm mechanics program by taking advantage of the funds made available to the local schools

by the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965.

The funds made available by the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965 provided an opportunity for schools in Oklahoma offering vocational agriculture to upgrade their farm mechanics program by purchasing equipment and supplies. Schools could match the funds available under the Vocational Education Act of 1963 or if the school qualified under the Elementary and Secondary Education Act of 1965, improvements could be made at no cost to the school.

#### Need for the Study

As has been pointed to earlier, schools offering vocational agriculture had an excellent opportunity to upgrade their farm mechanics programs by participating in Vocational Education Act of 1963 or in the Elementary and Secondary Education Act of 1965, or in both acts. Some schools took advantage of this opportunity to improve their shops to a greater degree than did other schools by taking advantage of the two federal acts. School's participation in these two acts varied from no participation to more than twenty-thousand dollars of participation according to the State Department of Vocational Agriculture evaluation survey for the school years 1964-65 and 1965-66. The majority of the school's participation in these two acts ranged from five hundred to two-thousand four-hundred

dollars. The average participation for the three-hundred twenty-one schools that had sent in their annual reports was one-thousand six-hundred twenty dollars.

With the present emphasis being place on agriculture mechanics, the writer feels an inquiry into why some schools failed to participate or had low participation as compared with schools that had average or high participation, deserves attention at this critical time in America's educational development.

#### Purpose of the Study

The purpose of this study was to determine those selected factors that are associated with schools offering vocational agriculture participation in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965. The central problem of the investigation was to determine if significant differences exist between the selected factors of schools having high participation as against those schools having low participation. The factors selected for study were: age of instructor, years of teaching experience, tenure, enrollment of high school (grades 9-12), semester credit hours of training in farm mechanics, size of shop in square feet, size of patio in square feet, percent of student's time spent using shop equipment, instructor's teaching preference, value of shop equipment before 1964, teacher's knowledge of his school's participation in the two federal acts,

initiator of attempt to participate in the federal acts, sources of matching funds, changing the farm mechanics program to add more time in shop after receiving new equipment, hours spent conferring with superintendent per month, teacher's response to how he feels about shop, and the superintendent-teacher rapport.

#### Limitations of the Study

This study was undertaken for the purpose of collecting and analyzing data in an effort to discover possible associations existing between certain selected factors and the degree that schools participated in the Vocational Education Act of 1965 and the Elementary and Secondary Education Act of 1965. It was not proposed that this research attempt would establish any complete and final answer as to causative factors or circumstances.

No claim is made that the factors selected for investigation are the only factors carrying possible degrees of association. However, the author of this report feels that the factors that were selected were the most important factors to be considered in the investigation.

The population for this investigation was limited to the schools offering vocational agriculture during the school years 1964-65 and 1965-66.

For the population of schools that fell within the average participation range a random selection was made. It is hoped that the randomly selected departments are

representative of other departments throughout the state that fell into the average participation range.

The method of contacting instructors was limited to a mail questionnaire. No personal contacts were made.

#### Definition of Terms Used

The term low participation group refers to those schools that participated less than \$500 in the Vocational Education Act of 1963 and Elementary and Secondary Education Act of 1965 for the school years 1964-65 and 1965-66.

The term average participation group refers to those schools that participated from \$501 to \$2,400 in the Vocational Education Act of 1963 and Elementary and Secondary Education of 1965 for the school years 1964-65 and 1965-66.

The term group III refers to those schools that participated more than \$2,401 in the Vocational Education Act of 1963 and Elementary and Secondary Education Act of 1965 for the school years 1964-65 and 1965-66.

The term participation refers to dollars received by a school from the federal funds made available to the school by the Vocational Education Act of 1963 and Elementary and Secondary Education Act of 1965.

The term upgrading farm mechanics refers to the purchasing of shop equipment for the improvement of instruction in the agriculture shop.

## CHAPTER II

### REVIEW OF LITERATURE

By searching the literature, one sees that the success of any program of education and particularly vocational education, will in the last analysis depend largely upon the teacher (3).

Ability to work with others is one of the secrets of success in managing an agriculture education program. The teacher must work with people: school authorities, boards of education, teachers, other agriculture teachers, supervisors, high school students, plus many other groups. His success or failure is dependent on his ability to work with the people in these various groups.

Phipps (7) reports that perhaps one of the most important persons to the agriculture teacher, as far as having an effect on his program, will be the school administrator. Most school administrators, Phipps suggests, try to the best of their present ability the principles of working with others. The administrator expects each teacher to do his share of routine duties, and considerable importance is usually placed on dependability and promptness. Administrators try to be fair, and being fair is defined as not giving any one teacher special privileges which are denied the other teachers.



This sometimes results in a conflict between a teacher of agriculture and an administrator. What the teacher considers basic to a good agriculture education program may be considered a special privilege by the administrator. Conflicts often arise when both parties refuse to try to understand the attitudes, outlooks, value systems and pressures under which the other works.

Phipps further stated that an administrator will usually do all he can to assist a teacher of agriculture to develop his program if the teacher will keep him fully informed. An administrator will support an approved practice in the teaching of agriculture if he understands why the practice is desirable. The administrator often has reasons why an approved practice cannot be put into effect immediately. The administrator may be unable to obtain the necessary finances for carrying out a desired practice. It may also be necessary for him to educate his faculty or board regarding the value of a new practice before it is instigated. Phipps suggested that if a teacher wants his administrator to "go to bat" for him, he will have to conduct himself and his program so that the administrator will desire to assist him in every way possible.

Most school administrators are conscious of costs in school operation and certainly, the nature and extent of a farm mechanics program would influence the costs of such an operation.

Quite often these administrators are not able to understand the cost figures placed upon farm mechanics.

This is largely due to the administrator not being properly informed. T. J. Wakeman (13) in a survey of the southern region of Virginia, found that some administrators felt that fifty cents per student was enough allocation for a farm mechanics program while others felt that twenty dollars per student was a reasonable amount for this program.

The amount of funds allocated to the farm mechanics program may depend upon how well the administrator understands the need and is able to visualize the benefits to be derived from adequate funds. Keeping administrators informed cannot be over-emphasized as a factor for success in the operation of a vocational agriculture farm shop or for that matter, for the total vocational agriculture program.

In an article in the Agriculture Education Magazine, Lowell D. Satterlee (9) stated that the vocational agriculture instructor should have weekly conferences with the administrator for the purpose of informing him and enlisting his help in improving the instructional program. The teacher should not wait for the administrator to request information on the activities of the department.

This exchange of information should extend through all phases of the vocational agriculture program. Since finance of a farm shop program is usually of concern to administrators, the vocational agriculture instructor should discuss these finance plans with the superintendent. Lee W. Doyen (1) pointed out in his study that the budget

estimate for vocational agriculture should be submitted in time to be considered for the total school budget and that the teacher should meet with the administrator to discuss budget estimates.

In a study by C. R. Wood (10) it was found that teachers might find it advantageous to council more with their administrators concerning problems of vocational agriculture programs. Sometimes misunderstandings between teacher and administrator happen simply due to a lack of communication between one another.

The agriculture teacher not leaving a note or information for the administrator, telling where he is going to be when he leaves the school grounds, can be very irritating to the administrator. The teacher should assume the responsibility of keeping the administrator informed as to his whereabouts. On days when the teacher is going on field trips, he should assume a definite obligation to leave word or a note in their administrator's office stating where he expects to be during the day.

Another possible area of conflict between the agriculture teacher and administrator is the time spent at fairs, shows, and contests. If excessive time is spent at these activities the student can easily get behind in his other academic courses. Administrators and teachers should put forth every effort to reach an harmonious agreement on the matter of time to be spent at fairs, shows, and contests.

Phipps (7) reports that relationships between the agriculture teacher and administrator are usually good when teachers of agriculture observe the following practices:

1. Maintain realistic but challenging instructional standards.
2. Maintain discipline.
3. Maintain neat appearances.
4. Accept fair share of school "chores."
5. Avoid "unclean" speech and irritating habits.
6. Avoid going "over the head" of administrators.
7. Arrange for necessary absences in advance.
8. Provide necessary reports and records promptly and accurately.

Howard Terry (11) reports in his study that the use of independent earnings of the FFA for financing any part of the farm shop program is not usually the most desirable situation, but in some schools, the use of these earnings will allow the vocational agriculture department to purchase materials and supplies or even items of equipment it would not normally be able to get. If the use of independent earnings of the FFA will assure a good working relationship between the superintendent and of schools and the vocational agriculture instructor and provide the students with more learning activities in farm shop, they should be used for this.

A study made by Fred Raunikaar (8) reveals that the high school enrollments seem to indicate many school

characteristics. The small attendance is the primary reason for such limited curriculum offerings. Almost all high schools included in this study depend on state aid because the assessed valuation of the school districts will not provide adequate local financing of the schools. Since the amount of state aid is computed on the basis of average daily attendance in each school, the total school program is directly affected by attendance.

Raunika's study also implied that the amount of money allocated to any particular department may well depend upon the ability of the teacher of that department to show the need for equipment and supplies.

The quality and quantity of equipment, and the size of the shop should be a factor to be considered when trying to determine why schools participated to the extent they did in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965. Some schools may have had adequate equipment and facilities, or have had a large enough shop to add much more equipment while other school shops may not have enough room to put much new equipment in the present building.

It has been recommended by the United States Office of Education (3) that the shop be a minimum of 40 feet in width, with a width-to-length ratio not greater than 1 to 2. In addition, provisions should be made for 150 square feet of floor space per student in the largest class.

In conjunction with the inside space, a minimum of 2,400 square feet of patio space is recommended.

#### HYPOTHESES

1. Teachers who were in the high participation group will have better rapport with the superintendent than will teachers who fall into the low participation group.

##### Corollary A.

Teachers in the high participation group will have more square feet of shop and patio space than will teachers in the low participation group.

##### Corollary B.

Schools in the high participation range will have a larger enrollment in grades 9-12 than will schools in the low participation group.

##### Corollary C.

Teachers in the high participation group will spend more hours per month conferring with the superintendent than will teachers in the low participation group.

## CHAPTER III

### METHODS AND PROCEDURE

For the study of the various selected factors, a questionnaire including the teacher's resources and the superintendent-teacher rapport which may affect the school's participation in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965 was constructed.<sup>a</sup>

The questionnaire was first prepared and presented for review to the Oklahoma State University Department of Agricultural Education and the State Department of Vocational Education. The questionnaire and research proposal was presented to the departments by means of a personal interview in which the instruments were used as a basis for evaluation. The consultants of the departments were asked to evaluate the questionnaire in terms of briefness, completeness, and clarity of the various items. They were asked to delete any items which they felt may not be significant and also were asked to make any additions which they felt would have merit to the study.

Following a brief section concerning the personal aspects of the instructor, the questionnaire is concerned

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<sup>a</sup>See Questionnaire in Appendix A.

with the following areas: (1) Enrollment of the high school (2) Available facilities (3) Teaching preference (4) Teacher's knowledge of the two federal acts (5) Hours per month teacher confers with superintendent and (6) the superintendent-teacher rapport. Every effort was made to make the questionnaire as compact and precise as possible to facilitate an early reply.

All three groups of schools received the same questionnaire which was mailed the same day.

#### Population of the Study

The entire population of schools offering vocational agriculture was arranged in order, from low to high, in terms of dollars of participation in the Vocational Educational Act of 1963 and the Elementary and Secondary Education Act of 1965. The chart on page 20 shows the range of schools in terms of their participation.

There are three hundred seventy-one schools in Oklahoma offering vocational agriculture. Schools that had not sent in their reports to the State Department of Vocational Agriculture as to the amounts they spent for the farm mechanics program during the school years 1964-65 and 1965-66 were immediately omitted. This left three hundred twenty-one schools left to be placed in a range from low to high. Fifty schools were counted off from the lower end of the range of schools. In terms of dollars, this group of schools participation ranged from \$0 to \$500 dollars. Fifty schools were then counted off from



the upper end of the range. In terms of dollars, this group of schools participation ranged from \$2,400 to \$20,630 dollars. Any differences relating to superintendent-teacher rapport should be demonstrated by comparing these two groups. In order to make inferences about schools with an average participation, fifty schools were randomly chosen from the remaining two-hundred twenty-one schools that fell between the range of \$501 to \$2,400 dollars.

To further qualify the schools the vocational agriculture teacher must have been at the school since 1964. After this qualifying statement, twenty-three schools were dropped from the low participation group, eighteen schools were dropped from the average participation group. This left a sample of ninety schools. Schools then numbered twenty-seven in the low participation group, thirty-two in the average participation group and thirty-one in the high participation group.

#### Area Covered by the Study

Questionnaires were sent to teachers located in ninety communities which represented fifty-four different counties out of the seventy-seven counties in the state. The map on page 21 shows the distribution of the counties which participated.<sup>b</sup>

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<sup>b</sup>Also see the list of the counties which participated in Appendix B.

## Methods of Collecting the Data

After selection of the population, the questionnaires were mailed to each of the schools which had been chosen. To facilitate replying and for the added convenience of the respondents, a stamped, self-addressed envelope was enclosed with each questionnaire. A cover letter which had been endorsed by leaders from the Agriculture Education Department and approved by the State Vocational Education Department was enclosed with each questionnaire.<sup>c</sup>

Within three days after the mailing, responses began to arrive; by the end of the third week after mailing, sixty-eight percent of the questionnaires had been returned. With a reduction in replies, a post card was constructed for mailing the card was a reminder to the teacher that he had not returned the questionnaire and that his co-operation would be truly appreciated. Immediately responses began to arrive and within short time after the second mailing, seventy-five of the ninety questionnaires sent out had been received for an eighty-three percent return.

After the questionnaire had been received, code numbers were assigned the individual items. The numbers were recorded on I.B.M. sheets and punched on cards for processing. In addition to the processing, various statistical tests were performed to determine significance.

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<sup>c</sup>See cover letter in Appendix C.

The statistical treatment used in this study was the Friedman two-way analysis of variance test, the Mann-Whitney U test, the Kruskal-Wallis one-way analysis of variance, and the Chi Square test. Further analysis was done with Means and Frequency Counts.

Number  
of  
Schools

250

200

150

100

50

0

0

\$500

\$1000

\$1500

\$2000

\$2500

\$3000

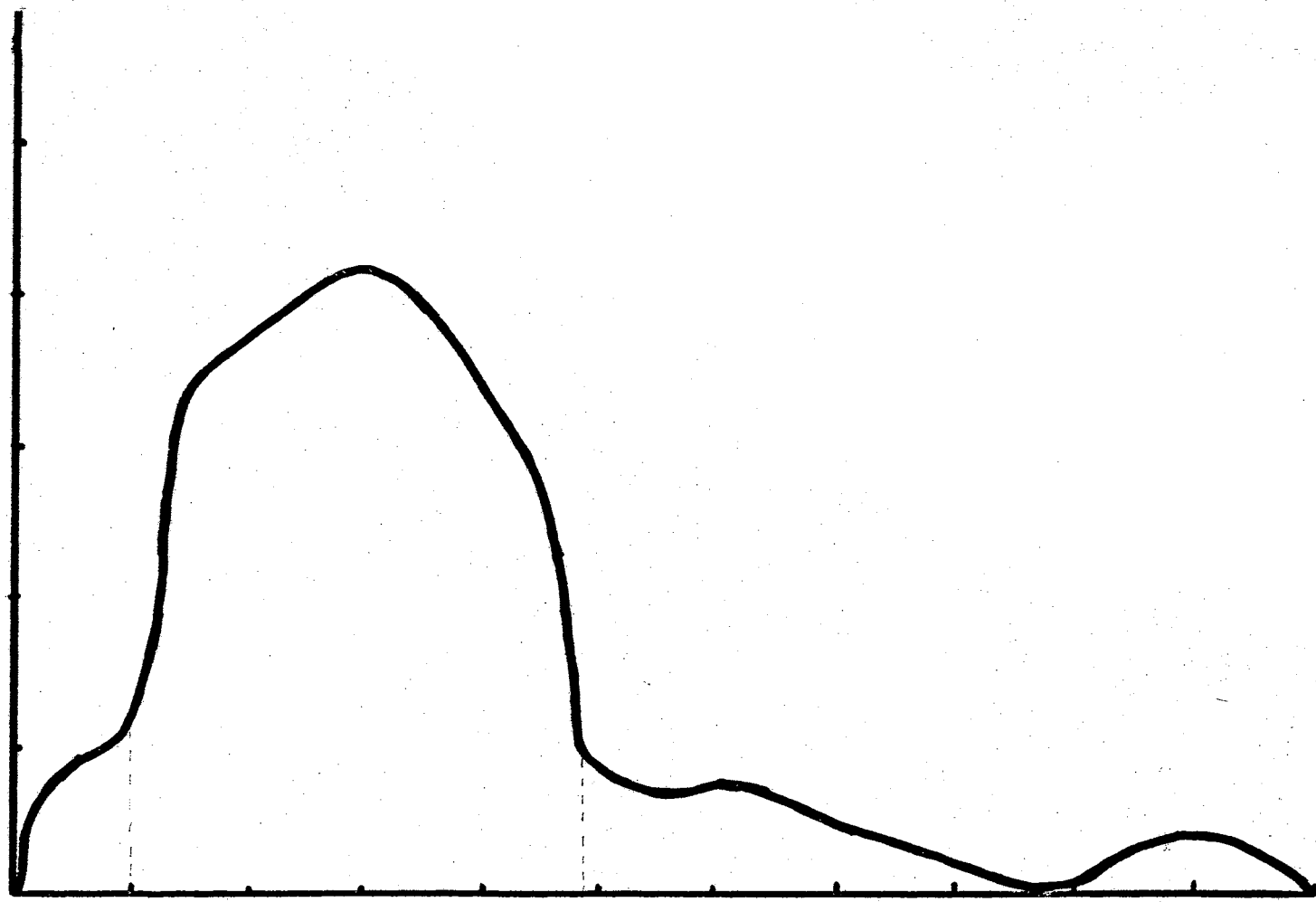
\$3500

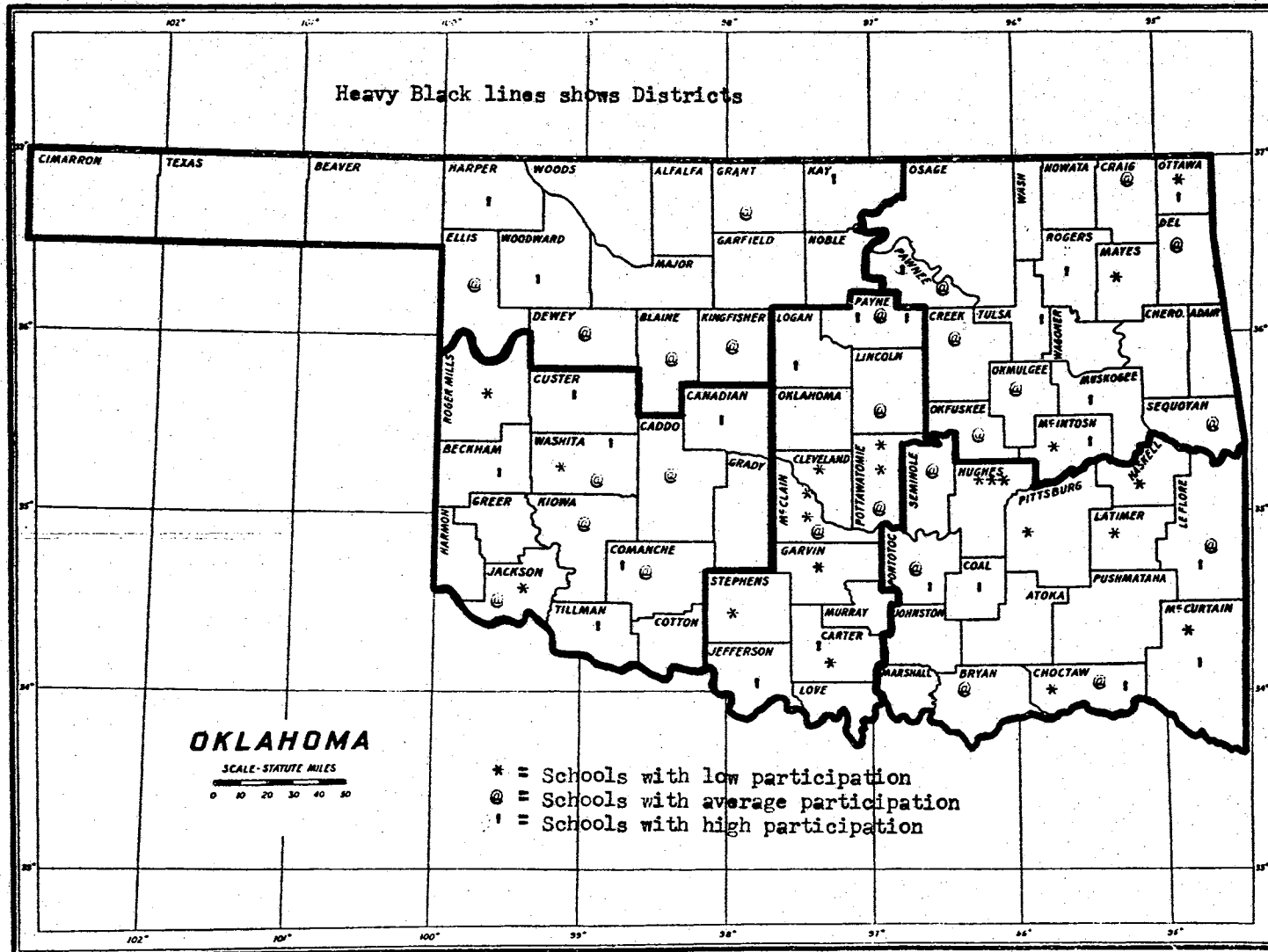
\$4000

\$6000

-----\$21,000

Range of Participation





## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The following tables, analysis, and comments constitute a presentation of data secured in the course of this investigation. Schools offering vocational agriculture were ordered from low to high in terms of their participation in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965. These seventy-five departments were composed of twenty-two schools classified as having low participation, twenty-seven schools were classified as having average participation, and twenty-six schools were classified as having high participation.

Information was secured by mailed questionnaires and the data collected has been tabulated and analyzed in this chapter.

No school or teacher is identified in this study; responses from the teacher were classified and reported by groups.

Table I presents a distribution of the three groups of agriculture teachers classified by age. Almost one-half (46 percent) of the high participating teachers were 39 years-of-age or less whereas, nearly one-half

(45 percent) of the average and low participants were 40 to 48 years of age. Only 19 percent of the high participants were 40 to 48 years-of-age.

TABLE I  
DISTRIBUTION OF SAMPLES BY AGRICULTURE  
TEACHERS AGE CLASSIFICATION

Age of Teacher	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
39 or less	12	46	10	37	6	28
40 to 48	5	19	12	45	10	45
49 and over	9	35	5	18	6	27
Total	26	100	27	100	22	100

Mean Age of Teacher	42.4	41.0	43.4
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Not significant.  $\chi^2 = 5.54$  < critical value of 9.49  
needed at .05 level with 4 d.f.

In Table II the years of teaching experience of the three groups of agriculture teachers is presented. The high and average participation groups had less years of teaching experience than did the low participation group. The years of teaching experience ranged from 3 to 33 years.

TABLE II  
DISTRIBUTION OF SAMPLES BY YEARS  
OF TEACHING EXPERIENCE

Years of Experience of Teachers	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
13 or less	10	40	12	44	7	32
14 to 17	6	20	8	30	8	36
18 and over	10	40	7	26	7	32
Total	26	100	27	100	22	100
Mean Age of Teacher	16.1		13.8		16.7	
Not significant. $\chi^2 = 1.87$ < critical value of 9.49 need at .05 level with 4 d.f.						



The tenure of the teachers in the present school system by the three groups of agriculture teachers is presented in Table III. Almost one-half (46 percent) of the high participating group had 7 or less years of tenure whereas, only one-fourth (27 percent) of the low participants had 7 or less years of tenure. Forty-one percent of the low participating group had 15 and over years of tenure. The average participating group had the highest number (40 percent) of teachers falling into the range of 8 to 14 years of tenure. The years of tenure for the three participating groups ranged from 3 to 32 years.

There was a direct relationship between tenure of the teacher and the degree of participation. Teachers with the least number of years of tenure had higher degrees of participation.

A possible explanation of the existing relationship between tenure and degree of participation is that young teachers, who tended to be the higher participators, naturally would have fewer years of tenure and they are being better trained in the area of farm mechanics. Another explanation may be that teachers who have long years of tenure tend to stabilize their teaching program because they feel more secure and are reluctant to changing their program to include more time in their farm mechanics program.

TABLE III  
 DISTRIBUTION OF SAMPLES BY  
 TENURE CLASSIFICATION

Years of Tenure of Teacher	<u>High</u>		Participants		<u>Average</u>		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
7 or less	12	46	8	30	6	27		
8 to 14	9	35	11	40	7	32		
15 and over	5	19	8	30	9	41		
Total	26	100	27	100	22	100		
Mean Tenure of Teacher	9.9		11.1		14.0			

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Not significant.  $\chi^2 = 3.73 <$  critical value of 9.49  
 needed at .05 level with 4 d.f.

According to the literature reviewed, one may conclude the enrollment of a high school affects many characteristics of a school. By referring to Corollary B, one sees that the enrollment of the high school (grades 9-12) is expected to be larger for the high participation group than for the low participation group. Table IV indicates this to be true.

Table IV shows that one-half (50 percent) of the high participation group had a school enrollment of 221 and over as compared with one-third (32 percent) of the low participation group. The average participation group had the largest number (40 percent) of teacher reporting an enrollment of 100 or less. It is interesting to note that the low participation group had a larger mean enrollment than did the average participation group.

TABLE IV  
DISTRIBUTION OF SAMPLES BY ENROLLMENT  
OF HIGH SCHOOL CLASSIFICATION

Enrollment (9-12)	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
100 or less	7	26	11	40	8	36
101-220	6	24	11	40	7	32
221 and over	13	50	5	20	7	32
Total	26	100	27	100	22	100

Mean Enrollment of High School	422	186	247
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Not significant.  $X^2 = 6.00 <$  critical value of 9.49  
needed at .05 level with 4 d.f.

Table V reveals the semester credit hours taken in the area of farm mechanics by the three groups of agriculture teachers. Nearly one-half (46 percent) of the high participation group had 15 and over semester credit hours whereas, less than one-fourth (23 percent) of the low participation group had 15 and over semester credit hours in the area of farm mechanics.

The semester credit hours taken by the participants ranged from 6 to 32 hours. The mean semester credit hours taken by the high participation group was 14.1 as compared with 13.1 and 11.8 for the average and low participation group respectively.

TABLE V  
DISTRIBUTION OF SAMPLES BY CLASSIFICATION OF  
SEMESTER CREDIT HOURS TAKEN IN THE  
AREA OF FARM MECHANICS

Credit Hours in Farm Mechanics	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
9 or less	6	23	10	37	7	32
10 to 14	8	31	7	26	10	45
15 and over	12	46	10	37	5	23
Total	26	100	27	100	22	100
Mean Hours Taken in Farm Mechan- ics	14.1		13.1		11.8	
-----						
Not significant. $X^2 = 4.14$ < critical value of 9.49 needed at .05 level with 4 d.f.						

By referring to Corollary A, one expects the high participation group to have more square feet of shop space than the low participation group. Data in Table VI shows this hypothesis to be true.

It is interesting to note that 43 percent of the high participants had more than 2,100 square feet of shop space. Only 15 percent of the high participants fell into the range of 1,200 or less square feet of shop space as compared with 41 percent of the low participants and 37 percent of the average participants falling into this range. The mean square feet of the high participants was 2,097 square feet as compared with 1,697 square feet for the average participants and 1,487 square feet for low participants.

One school in the high participants reported no shop; however, this particular school was the highest participator of the high participation group. The teacher of this school wrote that a new shop was being constructed and a third agriculture teacher was being added to the faculty for instruction of farm mechanics.

Two schools in the low participation group reported no shop. One teacher stated the building that was being used for a shop is being torn down, no mention was made by the teacher of plans for a new shop. The other school reporting no shop, reported students take trades and industry courses for their welding, carpentry, and machine work.

TABLE VI  
 DISTRIBUTION OF SAMPLES BY SQUARE  
 FEET OF SHOP SPACE

Square Feet of Shop Space	<u>High</u>		Participants		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
No shop	1	4	0	0	2	9
1200 or less	4	15	10	37	9	41
1201 to 2999	10	38	9	33	6	27
2100 and over	12	43	8	30	5	23
Total	26	100	27	100	22	100
Mean Square Feet of Shop Space	2097		1697		1487	

---

Not significant.  $\chi^2 = 8.54$  < critical value of 12.59  
 needed at .05 level with 6 d.f.

Corollary A also predicts the high participation group would have more patio space than the low participation group. The data in Table VII shows this hypothesis to be true.

It is interesting to note that one-third (32 percent) of all the samples reported no patio space. Almost one-half (45 percent) of the low participation group reported no patio space. One-fifth (22 percent) of the average participants and only one-tenth (11 percent) of the high participants reported no patio space.

The mean (1783) square feet of patio space of the high participation group was more than twice the mean (624) square feet of patio space for the low participation group. The high participation group had a mean of 718 more square feet of patio space than did the average participation group.



TABLE VII  
DISTRIBUTION OF SAMPLES BY SQUARE  
FEET OF PATIO SPACE

Patio Space in Square Feet	<u>High</u>		Participants		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
No patio	3	11	6	22	10	45
600 or less	5	19	6	22	7	32
601 to 1599	6	23	11	41	3	14
1600 and over	12	47	4	17	2	9
Total	26	100	27	100	22	100
Mean Square Feet of Patio Space	1783		1065		624	
-----						
Significant. $\chi^2 = 18.25 >$ critical value of 16.81 needed at .01 level with 6 d.f.						

Table VIII presents the amount of time a student would spend using shop equipment if he took vocational agriculture four years.

Nearly one-half of the average and high participation groups reported their students spending 31 and over percent of their time using shop equipment.

The high and average participation groups are spending more time using shop equipment than is the low participation group. A possible explanation is that the low participation group have smaller shops and a lack of sufficient shop equipment.

TABLE VIII  
DISTRIBUTION OF SAMPLES BY PERCENT OF TIME  
STUDENT SPENDS USING SHOP EQUIPMENT

Time Spent Using Shop Equipment	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
29 or less	5	19	6	22	5	22
30	9	35	8	30	10	50
31 and over	12	46	13	48	6	28
Total	26	100	27	100	22	100
Mean Average Time in Shop	33.2		33.4		28.2	

Not significant.  $\chi^2 = 2.28 <$  critical value of 9.49  
needed at .05 level with 4 d.f.

Table IX presents the teaching preference of the three groups of agriculture teachers by their degree of participation. The first and second teaching preference of all three participation groups was Animal Science and Farm Mechanics respectively. No other teaching preference was unanimous ranked by the participants.

No significant differences exist between the three groups as to teaching preference according to the Mann-Whitney U test. Significant differences according to the Friedman test did exist within each group according to their preferences. This means that all three groups had definite teaching preferences.

TABLE IX  
DISTRIBUTION OF SAMPLES BY RANKINGS  
OF TEACHERS' TEACHING PREFERENCE

Subject	Participants		
	High Mean Rank	Average Mean Rank	Low Mean Rank
Animal Science	1	1	1
Farm Mechanics	2	2	2
F.F.A. Activities	3	3	4
Plant Science	5	4	3
Preparing for fairs, shows, and contests	6	5	6
Soil Science	4	6	5

When the hypothesis was written that the high participants would have more shop and patio space than the low participants, it was suspected that the larger shops would also be better equipped. Teachers were asked to place a value, in terms of dollars, on the equipment that existed in their shops before 1964. Table X presents the analysis of data collected.

The mean value of shop equipment before 1964 for the high participants was \$1,800 whereas, the mean value for the average participants was \$1,400 and the mean value for the low participants was only \$900. It is of interest to note the high participants reported a range of \$0 to \$19,000 for the value of shop equipment before 1964. Five of the high participants reported no shop equipment existed in their schools before 1964. The low participants reported a range of \$200 to only \$2,000 for the value of shop equipment before 1964. The average participants reported a range of \$25 to \$10,000 for the value of shop equipment before 1964.

TABLE X  
 DISTRIBUTION OF SAMPLES BY THE VALUE OF  
 SHOP EQUIPMENT PREVIOUS TO 1964

Value of Equipment	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
\$500 or less	9	34	8	30	9	41
\$501-\$1,499	8	32	10	40	7	32
\$1,500 and over	9	34	8	30	6	27
Total	26	100	26	100	22	100
Mean Value of Equipment	\$1800		\$1400		\$900	
-----						
Not significant. $\chi^2 = .82$ < critical value of 9.45 needed at .05 level with 4 d.f.						

Data collected and analyzed in the Table XI through Table XIV was an attempt to find out about the agriculture teacher's knowledge of the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965 and his school's financial situation. There was no significant differences in the three groups as to their knowledge of the federal acts and the financial situation of their school.

Table XI shows the frequency response given to the statement, "The school had funds to purchase all the equipment and supplies you wanted without federal help." Two schools in each of the three participation groups reported "yes" to the statement. Two schools in the high participation group and two schools in the average participation group reported "they did not know." All of the low participants, except two, reported "no" to the statement.

TABLE XI  
 DISTRIBUTION OF SAMPLES BY TEACHER'S  
 KNOWLEDGE OF SCHOOL'S  
 FINANCIAL SITUATION

Response	Participants					
	<u>High</u>		<u>Average</u>		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
Yes	2	8	2	8	2	9
No	22	84	23	84	20	91
Don't Know	2	8	2	8	0	0
Total	26	100	27	100	22	100

Not significant.  $X^2 = 1.77 <$  critical value of 9.49  
 needed at .05 level with 4 d.f.

Table XII presents the distribution of responses to the question, "Did your school qualify for participation in the Elementary and Secondary Education Act of 1965?" Nearly one-third of the participants reported not knowing if their school qualified for participation in the Elementary and Secondary Education Act of 1965. Only one participant reported his school did not qualify and he was in the high participating range.

TABLE XII

DISTRIBUTION OF SAMPLES BY TEACHER'S KNOWLEDGE  
OF HIS SCHOOL'S PARTICIPATION IN THE  
ELEMENTARY AND SECONDARY EDUCATION  
ACT OF 1965

Response	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
Yes	17	65	19	70	15	70
No	1	4	0	0	0	0
Don't Know	8	31	8	30	7	30
Total	26	100	27	100	22	100

Not significant.  $X^2 = 1.95 <$  critical value of 9.49  
needed at .05 level with 4 d.f.



The distribution of responses to the question, "Was an attempt made for participation in the Vocational Education Act of 1963," is presented in Table XIII. As one may suspect, there was a direct relationship between attempting to participate in the 1963 act and the amount of funds received.

Four of the low participants reported no attempt was made for participation in the Vocational Education Act of 1963. A space was provided on the questionnaire asking the teacher to explain why no attempt was made. The reason given by low participants, that did not make an attempt in the 1963 act, was a lack of school funds necessary to match the federal funds and a lack of knowledge about the act. The high participants and average participants that did not attempt to participate in the Vocational Education Act of 1963 did attempt to participate in the Elementary and Secondary Act of 1965.

TABLE XIII

DISTRIBUTION OF SAMPLES BY TEACHER'S KNOWLEDGE  
OF HIS SCHOOL'S ATTEMPT TO PARTICIPATE IN  
THE VOCATIONAL EDUCATION ACT OF 1963

Response	<u>High</u>		Participants <u>Average</u>		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
Yes	23	88	20	74	16	73
No	2	8	3	11	4	18
Don't Know	1	4	4	15	2	9
Total	26	100	27	100	22	100

Not significant.  $X^2 = 3.31 < \text{critical value of } 9.49$   
needed at .05 level with 4 d.f.

Table XIV presents the distribution of responses to the question "Was an attempt made for participation in the Elementary and Secondary Education Act of 1965?"

It is interesting to note that 34 percent of the high participation group reported they did not know if an attempt was made for participation in the Elementary and Secondary Education Act of 1965. The one participant in the high participation range that reported no attempt was made for participation in the act stated that his school did not qualify for participation in the Elementary and Secondary Education Act. There was one school in each of the average and low participants that reported no attempt was made for participation did report they were qualified for participation in the 1965 education act.

TABLE XIV

DISTRIBUTION OF SAMPLES BY TEACHER'S KNOWLEDGE OF HIS SCHOOLS ATTEMPT TO PARTICIPATE IN THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Response	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
Yes	16	62	20	74	14	64
No	1	4	1	4	1	4
Don't Know	9	34	6	22	7	32
Total	26	100	27	100	22	100

Not significant.  $X^2 = 1.13 < \text{critical value of } 9.49$   
needed at .05 level with 4 d.f.

The initiator (s) of the attempt to participate in either the Vocational Education Act of 1963 or in the Elementary and Secondary Education Act of 1965 is presented in Table XV. The agriculture teacher was the initiator the highest percent of the time according to all three groups of participants. There was a tendency for the superintendent to play a greater role as the initiator in the low participation group than in the high and average groups of participants.

Only one teacher stated that no one attempted to initiate an effort for participation in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965. This teacher commented that his community and school enrollment had such an increase that school finances had become a big problem.

The teacher, superintendent, and teacher-superintendent combination was the initiators for participation in the two federal acts 93 percent of the time.

TABLE XV  
 DISTRIBUTION OF SAMPLES BY INITIATOR (S) WHO  
 ATTEMPTED PARTICIPATION IN THE FEDERAL  
 EDUCATION ACTS OF 1963 AND 1965

Initiator (s)	<u>High</u>		Participants		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
No One Attempted	0	0	0	0	1	4
Agriculture Teacher	11	42	10	37	9	41
Superintendent	8	31	6	22	9	41
School Board	0	0	1	4	0	0
Teacher-Superintendent	5	19	9	33	3	14
Teacher-Superintendent-School Board	2	8	1	4	0	0
<b>Total</b>	<b>26</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>22</b>	<b>100</b>

Table XVI presents the sources of funds in percentages, used by the participants to match federal funds made available by the Vocational Education Act of 1963. The high participants had 97 percent of their funds coming from the school board as compared with 90 percent and 87 percent of the average and low participants, respectively, reporting their source of matching funds as the school board. One teacher in the low participants reported the mothers' club as his only source of matching funds; however, the amount of federal funds matched by the mothers' club was less than \$50. Another teacher in the low participants reported the Parent-Teacher Association (P.T.A.) was the only source of his matching funds which amounted to less than \$150. There was a direct relationship between the amount school boards matched and the degrees of participation.

TABLE XVI  
DISTRIBUTION OF SAMPLES BY SOURCES OF  
MATCHING FUNDS

Sources of Matching Funds	Participants					
	<u>High</u>		<u>Average</u>		<u>Low</u>	
	Percent	Matched	Percent	Matched	Percent	Matched
School Board	97		90		87	
F.F.A.	3		8		9.5	
Mothers' Club	0		2		1	
P.T.A.	0		0		2.5	
Total	27	100	27	100	18	100

\*Four of the low participants reported no source of matching funds.

Table XVII shows the amount of funds received from each of the federal acts (Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965) by the three groups of agriculture teachers. It should be noted that 81 percent of the federal funds used to upgrade farm mechanics in Oklahoma during the school years 1964-65 and 1965-66 came from the Vocational Education Act of 1963. Only 19 percent of the federal funds came from Title I of the Elementary and Secondary Education Act of 1965.

The low and average participation groups reported only 3 percent and 9 percent, respectively, of their total funds coming from Title 1. The high participation group reported 26 percent of their federal funds coming from Title 1.

TABLE XVII

DISTRIBUTION OF SAMPLES BY THE AMOUNT OF  
FEDERAL FUNDS RECEIVED FROM EACH ACT

Federal Acts	Participants					
	<u>High</u>		<u>Average</u>		<u>Low</u>	
	Amount	Percent	Amount	Percent	Amount	Percent
V.E.A. of 1963	\$74,900	74	\$31,300	91	\$5,700	97
E.S.E.A. of 1965	\$19,300	26	\$ 3,050	9	\$ 200	3
Total	\$94,200	100	\$34,350	100	\$5,900	100



It was strongly suspected by the author of this report that a higher percent of the schools that had high participation would change their teaching program to include more time in the shop than would participants of the average and low group. Table XVIII suggests the suspicion to be true.

Almost all (96 percent) of the high participants said they started spending more time in shop after receiving federal aid. Only three-fourths of the average and low participants changed their teaching programs to include more time in the shop. There was a direct relationship between the degrees of participation and changing the teaching program to include more time in the shop. This may suggest that teachers can be influenced to change their programs by the providing of new facilities.

TABLE XVIII

DISTRIBUTION OF SAMPLES BY RESPONSES TO QUESTION ASKING, "WAS MORE TIME SPENT IN SHOP AFTER RECEIVING FEDERAL FUNDS?"

Response	Participants					
	High		Average		Low	
	Number	Percent	Number	Percent	Number	Percent
Yes	25	96	20	74	15	70
No	1	4	7	26	7	30
Total	26	100	27	100	22	100

Significant.  $\chi^2 = 6.75 >$  critical value of 5.99 needed at .05 level with 2 d.f.

By referring to Corollary C, one expects the high participants to spend more hours per month conferring with the superintendent about the agriculture program than the average and low participants.

Table XIX supports the hypothesis. The high participants had a mean of 5.3 hours per month spent conferring with the superintendent, whereas the average and low participants had a mean of 3.5 hours per month spent conferring with the superintendent.

TABLE XIX

DISTRIBUTION OF SAMPLES BY THE NUMBER OF HOURS  
PER MONTH SPENT CONFERRING WITH THE SUPERINTENDENT

Hours per Month	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
2 or less	9	33	13	48	9	43
3 to 5	7	27	8	31	5	24
6 and over	10	40	6	21	7	33
Total	26	100	27	100	21	100
Mean Number of hours per month	5.3		3.5		3.5	

---

Not significant.  $X^2 = 5.54 <$  critical value of 9.49  
needed at .05 level with 4 d.f.

Table XX shows the age of participants by the percent of student's time spent using shop equipment. The age of the participants and the amount of time students spend in shop is highly related. The younger teachers, 39 or less years of age, are spending more time in the shop than are the older teachers.

TABLE XX

DISTRIBUTION OF PARTICIPANTS' AGE BY THE PERCENT OF STUDENTS' TIME SPENT USING SHOP EQUIPMENT

Time Spent in Shop	Age of Instructor Classified					
	39 or less		40 to 48		49 and over	
	Number	Percent	Number	Percent	Number	Percent
29 or less	2	7	10	36	4	22
30	9	32	8	30	11	40
31 and over	17	61	11	40	4	22
Total	28	100	29	100	19	100

Significant.  $X^2 = 13.39 >$  critical value of 13.28  
needed at .01 level with 4 d.f.

An instrument of 26 statements was developed in an attempt to measure the rapport between the superintendent and the agriculture teacher. The instrument gave the agriculture teacher five possible choices to each statement. The possible choices were: strongly agree, agree, neutral, disagree, and strongly disagree. A numerical value of 5 was attached to the strongly agree answer, 4 to the agree answer, 3 to the neutral answer, 2 to the disagree answer, and 1 to the strongly disagree answer. Thus a numerical "rapport" scale of 1 through 5 was developed, with the higher end (4,5) of the rapport scale meaning good rapport existed between the superintendent and teacher. The lower end of the rapport scale (1,2) means that rapport between the superintendent and teacher is poor.

The instrument data was treated with the Kruskal-Wallis two-way analysis of variance test to determine if significant differences existed between the participants. The Mann-Whitney U test was then used to determine between which participants the significance differences existed. The mean rapport scale ranking of the participants was determined by multiplying the frequency response count for each possible answer by the answer's numerical value and then dividing by N for each group.

Appendix D presents the 26 statements attempting to measure the superintendent-teacher rapport by the mean numerical responses of the participants.

By observing the primary hypothesis, one expects the high participants to have better rapport with their

superintendent than the low participants have with their superintendent. The hypothesis was supported. Five of the twenty-six statements in the instrument, measuring superintendent-teacher rapport, showed significant differences.

Table XXI presents the significant (.05 level) statements by the mean response according to the rapport scale. In each of the five significant statements, the high participants were higher on the rapport scale than the average and low participants. It is interesting to note that the average participants were also higher on the rapport scale than were the low participants.

Teachers who had the best rapport with their superintendents were the teachers that received the most federal funds to upgrade their shops.

TABLE XXI

STATEMENTS SHOWING SIGNIFICANT DIFFERENCES IN THE  
 SAMPLES ACCORDING TO THEIR SUPERINTENDENT-  
 TEACHER RAPPOROT

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Statements	High	Average	Low
1. My school provides me with adequate classroom equipment and supplies-----	4.0	3.6	3.0*
2. The superintendent is strongly interested in keeping the agriculture shop equipped and supplied-----	4.3	3.7	3.3*
3. I feel that the superintendent stands behind my program rather than against it-----	4.3	4.1	3.7*
4. I am well satisfied with my present teaching position-----	4.5	3.9*	3.8*
5. The superintendent greatly influences what is taught in vocational agriculture-----	4.5	4.1	4.0*

---

\*Indicates participant that is significantly different from the high participant.

---

In an attempt to find out teachers attitude towards farm mechanics, six statements were constructed with five possible answers to each statement. The possible answers were strongly agree, agree, neutral, disagree, and strongly disagree.

Table XXII presents the statement, "If I had more funds to buy new equipment for the shop, I could do a better job of teaching farm mechanics." It is interesting to note that no one in the low participants strongly disagreed with the statement whereas, 19 percent of the high participants strongly disagreed with the statement. It is suggested that teachers who were in the high participation range felt more satisfied with their farm mechanics shop than did teachers who were in the low participation range.

TABLE XXII

DISTRIBUTION OF SAMPLES BY RESPONSES TO STATEMENT "IF I HAD MORE FUNDS TO BUY NEW EQUIPMENT FOR THE SHOP, I COULD DO A BETTER JOB OF TEACHING FARM MECHANICS."

Responses	Participants					
	High		Average		Low	
	Number	Percent	Number	Percent	Number	Percent
Strongly Agree	1	4	4	15	6	27
Agree	5	19	9	33	8	36
Neutral	8	31	7	26	3	14
Disagree	7	27	5	18	5	23
Strongly Disagree	5	19	2	8	0	0
Total	26	100	27	100	22	100

Table XXIII presents the responses to the statement, "Teaching farm mechanics is my favorite subject." It is of interest to note that 44 percent of the average participation group gave their responses as the disagree answer.

TABLE XXIII

DISTRIBUTION OF SAMPLES BY RESPONSE TO STATEMENT  
"TEACHING FARM MECHANICS IS MY FAVORITE SUBJECT"

Response	<u>High</u>		Participants		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
Strongly Agree	1	4	1	4	1	5
Agree	7	26	4	15	5	22
Neutral	12	46	9	33	9	41
Disagree	6	14	12	44	6	27
Strongly Disagree	0	10	1	4	1	5
Total	26	100	27	100	22	100



Table XXIV presents the frequency of responses to the statement, "I need more training in the use of shop equipment." Sixty-three percent of the average participation group agreed that they need more training in the use of shop equipment. The lack of training in the use of shop equipment may be the reason that farm mechanics is not the teaching preference of 44 percent of the average participation group.

TABLE XXIV

DISTRIBUTION OF SAMPLES BY RESPONSES TO THE STATEMENT,  
"I NEED MORE TRAINING IN THE USE OF SHOP EQUIPMENT"

Response	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
Strongly Agree	7	27	5	19	2	9
Agree	11	40	17	63	11	50
Neutral	5	19	0	0	6	27
Disagree	2	10	2	7	3	14
Strongly Disagree	1	4	3	11	0	0
Total	26	100	27	100	22	100

Table XXV presents the frequency of responses to the statement, "I have equipment that I do not yet know how to use." It should be noted that 23 percent of the high participation group reported they had equipment that they did not know how to use.

TABLE XXV

DISTRIBUTION OF SAMPLES BY RESPONSES TO STATEMENT,  
"I HAVE EQUIPMENT THAT I DO NOT  
YET KNOW HOW TO USE"

Responses	High		Participants Average		Low	
	Number	Percent	Number	Percent	Number	Percent
Strongly Agree	0	0	0	0	0	0
Agree	6	23	2	7	1	5
Neutral	4	15	4	15	3	13
Disagree	10	39	17	63	9	41
Strongly Disagree	6	23	4	15	9	41
Total	26	100	27	100	26	100

Table XXVI shows the distribution of responses to the statement, "I feel that I have all the equipment I need for my shop." Thirty-one percent of the high participation group agreed they had all the equipment they needed for their shops. Only 15 percent and 14 percent of the average and low participants, respectively, reported they had all the shop equipment needed.

TABLE XXVI

DISTRIBUTION OF SAMPLES BY RESPONSE TO STATEMENT,  
"I FEEL THAT I HAVE ALL THE EQUIPMENT  
I NEED FOR MY SHOP"

Response	Participants					
	<u>High</u>		<u>Average</u>		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
Strongly Agree	1	4	0	0	0	0
Agree	8	31	4	15	3	14
Neutral	0	0	3	11	2	9
Disagree	15	55	12	44	11	50
Strongly Disagree	2	10	8	30	6	27
Total	26	100	27	100	22	100

Table XXVII shows the responses to the statement, "There is too much 'red tape' to go through in order to participate in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965. Thirty-three percent of the average participation group agreed there was too much "red tape" to go through for participation in the federal acts.

TABLE XXVII

DISTRIBUTION OF SAMPLES BY RESPONSES TO THE STATEMENT,  
 "THERE IS TOO MUCH RED TAPE TO GO THROUGH IN ORDER  
 TO PARTICIPATE IN THE VOCATIONAL EDUCATION  
 ACT OF 1963 AND THE ELEMENTARY AND  
 SECONDARY ACT OF 1965"

Responses	<u>High</u>		Participants		<u>Low</u>	
	Number	Percent	Number	Percent	Number	Percent
Strongly Agree	1	4	0	0	0	0
Agree	3	11	9	33	3	13
Neutral	7	27	6	22	7	33
Disagree	8	31	8	30	4	18
Strongly Disagree	7	27	4	15	8	36
Total	26	100	27	100	22	100

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Purpose of the Study

The stated purpose of this study is to determine the effect of superintendent-teacher rapport on the participation of vocational agriculture departments in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965. There was a wide variation in the amount of federal funds received by the agriculture departments in Oklahoma. Because of this wide variation in the amount of federal funds received, an investigation was made into possible factors that are associated with the degrees of participation in the two federal education acts of 1963 and 1965.

#### Methods and Procedures

For the study of the selected characteristics that may affect superintendent-teacher rapport, a questionnaire was constructed.

After the questionnaire was approved by both the Oklahoma State University Department of Agriculture Education and the State Department of Vocational Education, it was sent to agriculture teachers that received more than

\$2,400 of federal funds and to agriculture teachers that received less than \$500 of federal funds. Because the majority of agriculture teachers that participated in the two federal education acts fell somewhere between \$500 and \$2,400 in the amount of federal funds received, a random selection of teachers was made from this group and sent questionnaires.

Following a brief section concerning the personal aspects of the instructor, the questionnaire was concerned with the following areas: (1) Enrollment of the high school, (2) Available facilities, (3) Teaching preference, (4) Teacher's knowledge of the two federal acts, (5) Hours per month teacher confers with superintendent, and (6) superintendent-teacher rapport.

The population that took part in the study consisted of seventy-five schools selected by a previously described method. Schools numbered twenty-two in the low participation group, twenty-seven in the average participation group and twenty-six in the high participation group.

#### Hypotheses Tested

1. Teachers who were in the high participation group will have better rapport with the superintendent than will teachers who fall into the low participation group.

#### Corollary A.

Teachers in the high participation group will have more square feet of shop and patio space than will teachers in the low participation group.

#### Corollary B.

Schools in the high participation range will have a larger enrollment in grades 9-12 than will schools in the low participation range.

#### Corollary C.

Teachers in the high participation group will spend more hours per month conferring with the superintendent than will teachers in the low participation group.

### Conclusions

Based upon an analysis of data presented in this study, certain conclusions can be suggested as to the differences in the amount of federal funds received by schools offering vocational agriculture by their participation in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965. The following is presented as a summary of these conclusions.

1. Teachers in the high participation group had a tendency to be younger, 39 or less years of age, and have fewer years of tenure, 7 or less, than teachers in the low participation group. There was no significant difference in the years of teaching experience for the three groups of agriculture teachers.
2. As indicated by the comparison, the high participation group of teachers had a larger student enrollment in the high school than did the average and low participation groups of teachers.

3. The high participation group of teachers had more semester credit hours of training in the area of farm mechanics than the low participation group. The high participation group also spends more time in the shop than the low participation group. This could be a reflection of the high participation group being better trained in the area of farm mechanics.
4. The high participation group had more shop space and patio space than did the average and low participation group. Nearly one-half of the low participation group did not have patio space.
5. There was no significant differences between the three groups as to the teaching preference; however, each group did have specific preferences. The preferences for Animal Science and Farm Mechanics over other areas (Plant Science, Soil Science, F.F.A. Activities, preparing for fairs, shows and contests) was highly significant.
6. The high participating schools were better equipped before receiving federal aid than were the average and low participating schools.
7. There was no significant difference existing between the three groups of participants according to the teacher's knowledge of the federal acts and his school's financial situation.



8. The agriculture teacher, according to the high and average participating groups, had more influence in initiating the attempt for participation in the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965 than did the superintendent. The superintendent and agriculture teacher, according to the low participation group, were rated equally as the initiator of the attempt to participate in the two federal education acts.
9. The high participation group received 97 percent of their matching funds from the school board. The average and low participation groups received a greater proportion of matching funds from other sources.
10. Eighty percent of the three participating groups changed their teaching programs to add more time to be spent in the farm mechanics shop.
11. Teachers in the high participation range had better rapport with their superintendents than did teachers that fell into the low participation range.
12. Teachers in the high participation range felt more satisfied with their farm mechanics program than did teachers that were in the low participation range.

### Recommendations

The author felt that sufficient information had been derived from this study to make useful recommendations.

In summary are the following recommendations.

1. Teachers of vocational agriculture should 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.
2. Approximately one-half of the farm mechanics shop building facilities are below that size recommended as cited in the literature. It is recommended that the facilities be improved, if feasible, and certainly future buildings be constructed according to recommendations.
3. Many of the low participation schools reported a lack of sufficient equipment in their agriculture shops. It is recommended that steps be taken by these schools to correct the deficient shop equipment problem.

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APPENDIX A

QUESTIONNAIRE REGARDING SELECTED FACTORS THAT  
INFLUENCED PARTICIPATION IN THE VOCATIONAL  
EDUCATION ACT OF 1963 AND THE  
ELEMENTARY AND SECONDARY  
ACT OF 1965

NOTE: The Questionnaire Refers Only to the School Years  
1964-65 and 1965-66.

School \_\_\_\_\_

Instructor \_\_\_\_\_ Age \_\_\_\_\_

Years experience teaching vocational agriculture \_\_\_\_\_

Years experience teaching vocational agriculture at present  
school \_\_\_\_\_

Total number of students (grades 9 through 12) in the high  
school \_\_\_\_\_

Approximately how many semester credit hours of training  
have you taken in the area of farm mechanics? \_\_\_\_\_

Estimation of size of shop in feet: Length \_\_\_\_\_ Width \_\_\_\_\_

Estimation of size of outside working space (patio) in  
feet: Length \_\_\_\_\_ Width \_\_\_\_\_

If a high school student spent four years in vocational  
agriculture, what percent of his time would be spent  
actually using shop equipment? (Example: 30%, or 40%,  
etc.) \_\_\_\_\_%

Rank in order your teaching preference: (Example: 1=most  
preferred subject, 2=second most preferred subject, etc.)

\_\_\_\_\_ Animal Science (Breeds, Nutrition, Diseases of  
Animals, etc.)

\_\_\_\_\_ Plant Science (Field Crops, Diseases of Plants,  
Insects, etc.)

\_\_\_\_\_ Farm Mechanics (Welding, Structures, Small Engines,  
etc.)

\_\_\_\_\_ Preparing for Fairs, Shows, and Contests (Judging  
teams)

\_\_\_\_\_ Soil Science (Conservation, Soil Testing, etc.)

\_\_\_\_\_ FFA Activities (Leadership Training, Record Books,  
etc.)

Place an approximate value, in terms of dollars, on the equipment (Include handtools) that existed in the shop before 1964 \$ \_\_\_\_\_

The school system had funds to purchase all the equipment (Example: welders, grinders, etc.) and supplies you wanted to purchase without federal help.

Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

Did your school qualify for participation in the Elementary and Secondary Act of 1965?-----Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

Was an attempt made for participation in the Vocational Education Act of 1963?-----Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

Was an attempt made for participation in the Elementary and Secondary Act of 1965?-----Yes \_\_\_ No \_\_\_ Don't Know \_\_\_

If the answer to one or both of the previous questions is yes, then who initiated the attempt: Circle the correct answer: Vocational Agriculture Teacher: Superintendent: Board Members:

If no, then explain briefly why no attempt was made to participate in the Vocational Education Act of 1963 and the Elementary and Secondary Act of 1965.

Our records show that during the school years 1964-65 and 1965-66 your school matched the federal government to the total of \$\_\_\_\_\_ for the purchase of equipment and supplies. Of this total amount approximately how much came from the following sources?

Mothers Club\$ _____	FFA\$ _____
School Board\$ _____	Business Firms\$ _____
Teacher Training Funds\$ _____	Others\$ _____

Did you change your program to add more time in the shop after receiving new shop equipment from funds made available by the Vocational Education Act of 1963 and the Elementary and Secondary Act of 1965?-----Yes \_\_\_ No \_\_\_

Approximate number of hours per month spent conferring with the superintendent about your program. \_\_\_\_\_  
 (Example: 8 to 10 hours per month)

This part of the questionnaire is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

#### DIRECTIONS FOR RECORDING RESPONSES ON ANSWER SHEET

Read each statement carefully. Then indicate whether you strongly agree, agree, neutral, disagree, or strongly disagree.

Circle your answer. (Remember: This questionnaire refers to the school years 1964-65 and 1965-66.)

1. The superintendent makes my work easier and more pleasant-----SA, A, N, D, SD
2. I feel free to constructively criticize administrative policy during private talks with the superintendent-----SA, A, N, D, SD
3. My school provides me with adequate classroom supplies and equipment-----SA, A, N, D, SD
4. The curriculum of our school is in need of major revisions-----SA, A, N, D, SD
5. My classes are used as a "dumping ground" for problem students-----SA, A, N, D, SD
6. The superintendent shows a real interest in my department-----SA, A, N, D, SD
7. The lines of communication between me and the superintendent are well developed and maintained-----SA, A, N, D, SD
8. The superintendent is concerned with my problems and handles these problems sympathetically-----SA, A, N, D, SD
9. Teacher's meetings as now conducted by the superintendent are a waste of time-----SA, A, N, D, SD



10. I do not hesitate to discuss school problems with the superintendent-----SA, A, N, D, SD
11. I feel that my work is not judged fairly by the superintendent-----SA, A, N, D, SD
12. The superintendent is strongly interested in keeping the agriculture shop well equipped and supplied-----SA, A, N, D, SD
13. I feel that my department does not receive its share of school funds-----SA, A, N, D, SD
14. The superintendent feels that agriculture teachers spend too much time at fairs and shows-----SA, A, N, D, SD
15. The superintendent has an adequate knowledge of technical agriculture-----SA, A, N, D, SD
16. I feel that the superintendent stands behind my program rather than against it-----SA, A, N, D, SD
17. I am well satisfied with my present teaching position-----SA, A, N, D, SD
18. The superintendent assigns me too may extra duties-----SA, A, N, D, SD
19. The superintendent greatly influences what is taught in vocational agriculture-----SA, A, N, D, SD
20. The superintendent places more importance on other vocational subjects than vocational agriculture-----SA, A, N, D, SD
21. I take my school problems to the superintendent rather than talking to the board members privately-----SA, A, N, D, SD
22. The superintendent is reluctant to change school policies even though most teachers in the school system feel a change would be beneficial-----SA, A, N, D, SD
23. I have invited the superintendent to visit the students supervised projects with me---SA, A, N, D, SD
24. The superintendent would like for me to spend more time teaching farm mechanics-----SA, A, N, D, SD
25. A superintendent change would be beneficial to the school-----SA, A, N, D, SD
26. The superintendent visits my classroom and shop frequently-----SA, A, N, D, SD

27. If I had more funds to buy new equipment for the shop, I could do a better job of teaching farm mechanics-----SA, A, N, D, SD
28. Teaching farm mechanics is my favorite subject-----SA, A, N, D, SD
29. I need more training in the use of shop equipment-----SA, A, N, D, SD
30. I feel that I have all the equipment I need for my shop-----SA, A, N, D, SD
31. I have equipment that I do not yet know how to use-----SA, A, N, D, SD
32. There is too much "red tape" to go through in order to participate in the Vocational Education Act of 1963 and the Elementary and Secondary Act of 1965-----SA, A, N, D, SD

APPENDIX B

Teachers Who Co-operated in the Study According  
to District, School, and County

SCHOOLS WITH LOW PARTICIPATION (LESS THAN \$500)

	<u>District</u>	<u>School</u>	<u>County</u>
1.	Southeast	Boswell	Choctaw
2.	Southeast	Holdenville	Hughes
3.	Southeast	Kinta	Haskell
4.	Southeast	McAlester (Louverture)	Pittsburg
5.	Southeast	Moss	Hughes
6.	Southeast	Riverside (Harris)	McCurtain
7.	Southeast	Stuart	Hughes
8.	Southeast	Wilburton	Latimer
9.	Central	Blanchard	McClain
10.	Central	Comanche	Stephens
11.	Central	Dale	Pottawatomie
12.	Central	Elmore City	Garvin
13.	Central	Moore	Cleveland
14.	Central	Newcastle	McClain
15.	Central	Shawnee	Pottawatomie
16.	Central	Springer	Carter
17.	Northeast	Fairland	Ottawa
18.	Northeast	Locus Grove	Mayes
19.	Northeast	Stidham	McIntosh
20.	Southwest	Cheyenne	Roger Mills
21.	Southwest	Colony	Washita
22.	Southwest	Eldorado	Jackson

## SCHOOLS WITH AVERAGE PARTICIPATION (\$501 to \$2,400)

	<u>District</u>	<u>School</u>	<u>County</u>
1.	Southeast	Allen	Pontotoc
2.	Southeast	Calera	Bryan
3.	Southeast	Panama	LeFlore
4.	Southeast	Seminole	Seminole
5.	Southeast	Soper	Choctaw
6.	Central	Bethel (Shawnee)	Pcttawatomie
7.	Central	Glenco	Payne
8.	Central	Washington	McClain
9.	Central	Wellston	Lincoln
10.	Northeast	Colord	Delaware
11.	Northeast	Dunbar (Okmulgee)	Okmulgee
12.	Northeast	Drumright	Creek
13.	Northeast	Ralston	Pawnee
14.	Northeast	Vian	Sequoyah
15.	Northeast	Welch	Graig
16.	Northeast	Weleetka	Okfuskee
17.	Northwest	Hennessey	Kingfisher
18.	Northwest	Oakwood	Dewey
19.	Northwest	Pond Creek	Grant
20.	Northwest	Shattuck	Ellis
21.	Northwest	Watonga	Blaine
22.	Southwest	Altus	Jackson
23.	Southwest	Canute	Washita
24.	Southwest	Fletcher	Comanche
25.	Southwest	Fort Cobb	Caddo
26.	Southwest	Mountain Park	Kiowa

## SCHOOLS WITH HIGH PARTICIPATION (MORE THAN \$2,400)

	<u>District</u>	<u>School</u>	<u>County</u>
1.	Southeast	Coalgate	Coal
2.	Southeast	Eagletown	McCurtain
3.	Southeast	Hugo	Choctaw
4.	Southeast	Vanoss	Pontotoc
5.	Southeast	Wister	LeFlore
6.	Central	Cushing	Payne
7.	Central	Guthrie	Logan
8.	Central	Ringling	Jefferson
9.	Central	Stillwater	Payne
10.	Northeast	Bixby	Tulsa
11.	Northeast	Chelsea	Rogers
12.	Northeast	Cleveland	Pawnee
13.	Northeast	Eufaula	McIntosh
14.	Northeast	Miami	Ottawa
15.	Northeast	Muskogee	Muskogee
16.	Northwest	Buffalo	Harper
17.	Northwest	Mooreland	Woodward
18.	Northwest	Ponca City	Kay
19.	Southwest	Burns Flat	Washita
20.	Southwest	Cache	Comanche
21.	Southwest	Custer City	Custer
22.	Southwest	El Reno	Canadian
23.	Southwest	Erick	Beckham
24.	Southwest	Fredrick	Tillman
25.	Southwest	Lone Wolf	Carter
26.	Southwest	Sayre	Beckham

APPENDIX C

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Agricultural Education  
Frontier 2-6211, Ext. 444

74074

April 4, 1967

Dear Vocational Agriculture Teacher:

Enclosed you will find a questionnaire concerning your school's participation in the 1963 Vocational Education Act (V.E.A.) and the 1965 Elementary and Secondary Act (E.S.E.A.) for the school years 1964-65 and 1965-66.

From this questionnaire I hope to be able to compile data and draw some conclusions regarding schools participation in these federal acts.

While planning this master of science study, I have worked with the Department of Agricultural Education at the University as well as the State Department of Vocational Education. Both departments have passed full approval on my study and feel valuable information can be obtained from it.

Would you please complete the form and return it to me at the earliest possible date? Feel free in responding, all information will be kept strictly confidential.

In view of your crowded schedule, every effort has been made to make this questionnaire as compact and precise as possible. Please find enclosed a stamped, self-addressed envelope to facilitate your replying.

Thank you for your time and cooperation in assisting with this undertaking.

Sincerely,

*Neal Lalman*

Neal Lalman  
2-B Grande  
Stillwater, Oklahoma

ENDORSEMENT:

*Robert R. Price*

Robert R. Price  
Professor and Head  
Agricultural Education Dept.



APPENDIX D

TABLE XXVIII

SAMPLES' MEAN NUMERICAL VALUE BY THE STATEMENTS  
MEASURING SUPERINTENDENT-TEACHER RAPPORT

Statements	Participants		
	High	Average	Low
1. The superintendent makes my work easier and more pleasant.	4.3	3.8	4.0
2. I feel free to constructively criticize administrative policy during private talks with the superintendent.	4.0	3.3	3.8
3. My school provides me with adequate classroom supplies and equipment.	4.0	3.6	3.0
4. The curriculum of our school is in need of major revisions.	3.0	3.1	3.1
5. My classes are used as a "dumping ground" for problem students.	4.3	3.8	3.9
6. The superintendent shows a real interest in my department.	4.2	3.6	3.6
7. The lines of communication between me and the superintendent are well developed and maintained.	4.3	3.9	3.8
8. The superintendent is concerned with my problems and handles these problems sympathetically.	4.0	3.5	3.6
9. Teacher's meetings as now conducted by the superintendent are a waste of time.	3.9	3.6	3.7
10. I do not hesitate to discuss school problems with the superintendent.	4.1	3.7	3.7
11. I feel that my work is not judged fairly by the superintendent.	4.4	4.0	3.9

TABLE XXVIII (Continued)

Statements	High	Average	Low
12. The superintendent is strongly interested in keeping the agriculture shop well equipped and supplied.	4.3	3.7	3.3
13. I feel that my department does not receive its share of school funds.	3.8	3.7	3.2
14. The superintendent has an adequate knowledge of technical agriculture.	3.2	3.0	3.2
15. The superintendent feels that agriculture teachers spend too much time at fairs and shows.	4.0	3.6	3.7
16. I feel that the superintendent stands behind my program rather than against it.	4.3	4.1	3.7
17. I am well satisfied with my present teaching position.	4.5	3.9	3.8
18. The superintendent assigns me too many extra duties.	4.1	3.8	3.9
19. The superintendent places more importance on other vocational subjects than vocational agriculture.	4.4	4.1	3.9
20. The superintendent greatly influences what is taught in vocational agriculture.	4.5	4.1	4.0
21. I take my school problems to the superintendent rather than talking to the board members privately.	4.5	4.2	4.1
22. The superintendent is reluctant to change school policies even though most teachers in the school system feel a change would be beneficial.	3.6	3.3	3.7

TABLE XXVIII (Continued)

Statements	High	Average	Low
23. I have invited the superintendent to visit the students supervised projects with me.	3.9	3.6	3.8
24. The superintendent would like for me to spend more time teaching farm mechanics.	3.3	3.0	3.3
25. A superintendent change would be beneficial to the school.	4.4	4.0	4.0
26. The superintendent visits my classroom and shop frequently.	3.4	3.2	3.4

VITA

Howard Neal Lalman

Candidate for the Degree of

Master of Science

**Thesis:** THE EFFECT OF SUPERINTENDENT-TEACHER RAPPORT ON OKLAHOMA VOCATIONAL AGRICULTURE DEPARTMENTS PARTICIPATION IN THE VOCATIONAL EDUCATION ACT OF 1963 AND THE ELEMENTARY AND SECONDARY ACT OF 1965.

**Major Field:** Agricultural Education

**Biographical:**

**Personal Data:** Born in McAlester, Oklahoma, May 7, 1944, the son of Howard Neal and Pauline Lalman.

**Education:** Attended Flowery Mound grade school of rural Crowder and Crowder High School, Crowder, Oklahoma; graduated from Crowder High School in May, 1962; received the Associate Degree from Eastern Oklahoma Junior College, Wilburton, Oklahoma, in 1964; received the Bachelor of Science Degree from the Oklahoma State University, Stillwater, Oklahoma, in May, 1966, with a major in Agricultural Education; engaged in post graduate study toward the Degree of Master of Science at the Oklahoma State University, Stillwater, Oklahoma, from July, 1966, to July, 1967.

**Professional Experience:** Employed as student counselor in Choctaw Hall during the school year of 1963-64; employed by the Amis Construction Company, Oklahoma City, Oklahoma, during the summer 1964; employed as Graduate Assistant in the Department of Agricultural Engineering, Oklahoma State University, Stillwater, Oklahoma, during the summer term of 1966.

**Organizations:** Member of the Collegiate F.F.A., and the University Heights Baptist Church, Stillwater, Oklahoma.