

A STUDY OF ATTITUDINAL INFLUENCES
DETERMINING PROGRAM EMPHASES
OF BEGINNING TEACHERS OF
VOCATIONAL AGRICULTURE

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CHAPTER I

INTRODUCTION

Significance of Problem

Vocational agriculture, as one member of the total family of vocational education subjects, has been exposed to an increased number of evaluations. Many of these, on occasion rather critical evaluations, have possibly been the result of the attempted implementation of various provisions of implied guidelines for the Vocational Education Act of 1963. Many such evaluative surveys have been quite general and appear not overly micrographic in depth or exhaustive in nature. It is a rather easy prediction to make that in a somewhat short span of time these evaluative processes will of necessity become more discriminating and discerning in nature. The critical or focal point of any evaluation will be the local program of vocational agriculture. The teacher and administration will be held more directly responsible for whatever weaknesses that may exist in the local setting. State administration and supervisory officials will seek ways of instigating and

motivating local program improvement in scope; but far more in quality of performance.

In any analysis of a local program of vocational agriculture including those related factors which are concerned with program development, it is important to recognize certain variables involved in developmental processes effective at the local level.

Traditionally, the local teacher of vocational agriculture has recognized several 'approaches' that could be used to determine what should be included in a local program of vocational agriculture. First, there is the local community survey which would often identify job opportunities and give an awareness of the particular skills in demand, specifically those which could be readily taught in vocational agriculture. The local program of vocational agriculture could well be built around collated data concerning job opportunities and skill information, thus assisting graduates of the program to adequately and effectively fill positions of employment. Along with survey information, the teacher would of necessity consider the interests and abilities of his students. This aspect of local program development has become even more important since the Vocational Education Act of 1963, and the subsequent nation-wide evaluation of all programs called for in 1968 legislation. It should be noted that on almost

every page of the evaluation publication (1) was this statement: "Never before has attention to the individual as a person been so imperative." Secondly, the teacher of vocational agriculture would look to 'key people' in the community, such as those comprising a local advisory committee, either formal or informal. Such a committee would give advice and possible direction in developing a meaningful program of vocational agriculture. Third, the teacher, being aware of and sensitive to student needs and the importance of knowing his students, would use personal contacts with both the student and the student's family to fully determine, as precisely as possible, the total scope of need, interest and ability. In addition to the development of an interpersonal relationship with the student and his family, the teacher will often use to an advantage the information resulting from a standardized testing program of the type administered generally in the school system.

Complementing the above mentioned approaches available to local teachers is the proper usage of the many available advisory services. The district supervisors, persons with experience and expertise in giving guidance and direction to local program development, are recognized as capable of providing invaluable help. The use of supervisory personnel and teacher-training staff members compliment

whatever approach is chosen by the local teacher in developing a local program of vocational agriculture.

In brief summary, the local program is rightly based upon needs of the local community and the needs of individual students as perceived by the local teacher who then applies whatever resources are appropriate and effective in choosing the 'approach' he deems relevant to the program planning process.

The freedom to be, basically, the major formulator of the local curriculum or teaching program has been one of the often cited 'advantages' by local teachers of vocational agriculture at the secondary level. For many years the local teacher has more or less systematically gone about the business of program planning. With the program partially or fully conceptualized, possibly even fully developed, he has consulted with the local school administrator, either as a matter of informing or sometimes attempting to 'sell' the program which he has developed with or without the sources of advice and assistance previously mentioned. In any case, the informing of the administrator has not been seen by the teacher as a major obstacle in either formulating or implementing the program of the learning activities he has designed.

Teachers of vocational agriculture through the years

have used this freedom and responsibility of choices and decisions in program planning and directing quite effectively. However, in some instances, the direction or emphasis that is given by a particular teacher to a local program has become singular in nature. Each teacher of vocational agriculture brings with him 'strengths or weaknesses' of a program that are, in the main, uniquely his own identifiable characteristics. Vocational agriculture programs with varying points of emphasis may be found in various schools within the state. Many times these recognizable traits become rather stable characteristics by which the teachers and local programs are noted or identified. The character of the local program becomes associated very closely with the personality of the individual teacher.

It is not unusual for a school to favor hiring a specific vocational agriculture teacher because of his demonstrated 'strengths' or the nature of his past performance in another school system. This leads to the assumption that local programs can possibly become largely teacher-orientated rather than student or community need-orientated. It is no great secret that teachers tend to either consciously or subconsciously develop local programs that reflect their own interests and abilities. Perhaps it could be considered a truism in education that: a

teacher has a strong tendency to teach or is motivated in his teaching by his own personal areas of interest, his attitudes, and his self-recognized ability to teach in given areas.

Wiggins (2) points out that:

The type of local program is a product of the interaction of the teacher, community, parents, school officials, and students. But, in reality, the Vocational Agriculture teacher's interest, values, and attitudes are probably the most important factors in determining content and emphasis of these programs.

This may give insight to the rationale for this 'freedom' with which a local teacher operates in planning a program. It also points out a possible factor which could be measurably responsible for the diversity of program emphasis at the local level. It is not the purpose of this study to determine whether this teacher freedom, or such programs spawned and nurtured by such freedom, is either 'good' or 'bad,' per se, but to consider several of the variables which are involved in the process of a teacher's becoming 'oriented' toward a specific phase or facet of vocational agriculture. It is of value to determine at what point along the prospective teacher's route of educational experiences and development that he, as a student, was most influenced and, if possible, by whom.

After studying various ascribed items of educational

program influence, the study attempts to consider more specifically one aspect of personality as it may relate to attitude change. It is believed that the openness and/or closedness of an individual directly affects the flexibility or rigidity toward change. Because this study deals with changes in attitudes, it was deemed important that consideration be given to this identified personality factor which seems to be so intricately involved.

Statement of the Problem

This study will investigate the following problem: Among beginning teachers of vocational agriculture what item or level of educational experience is most influential in determining present attitudes toward program emphasis; what relationship exists with regard to the openness or closedness of the personality of beginning teachers to these various items of influence?

The Purpose of the Study

The purposes of the study were:

1. To determine whether the nature and extent of educational experiences of a student of vocational agriculture are influential in later years when the former student is himself performing as a teacher of vocational agriculture.

2. To determine the possible extent to which program emphases in the high school vocational agriculture program may be influential in determining program emphases of former students who are performing as beginning teachers of vocational agriculture.

3. To determine whether existing program emphases in cooperating student teaching centers are associated with attitudes toward program emphases which are held by beginning teachers who experienced their student teaching in these same centers.

4. To determine the possible association which may exist between the beginning teacher's own program emphases in vocational agriculture and his measured tendency toward open or closed mindedness.

Assumptions

A major assumption underlying the study was that past experiences and/or interactions between prospective teachers, high school teachers, university instructors and cooperating teachers do affect student attitudes toward professional and occupational concepts, both qualitatively and quantitatively.

A secondary assumption was that attitudes of beginning teachers toward program emphases are measurable with the

instruments and procedures used in the study.

Minor assumptions are:

1. That the panel of judges are qualified to correctly identify/categorize in the program of high school and cooperating teachers.

2. That the attitudes expressed by the beginning teachers were honest expressions of their opinions.

3. That the responses obtained through use of the Dogmatism Scale and Program Emphasis Attitude Scale constituted true expressions of the beginning teachers' judgements and feelings.

Limitations of the Problem

This research was conducted during the second semester of the 1968-69 academic year at Oklahoma State University. All thirty-two first-year teachers were used in the study. Some teachers had taught slightly over one year due to the fact that some had taken employment in January, 1968 instead of in the summer, 1968.

Hometown teachers were identified for each beginning teacher. In cases where more than one hometown teacher was involved, both were identified and evaluated by the panel of experts as to program emphases. Due regard was given to the hometown teacher having had the greater period of educational contact.

Cooperating teachers were identified by the teacher-training staff at Oklahoma State University and were rated as to program emphases by the panel.

Limitations of the Study

The major limitation of the study was that the investigation embraced only determination of attitudes and attitudinal influences. The study did not seek to investigate behavioral aspects of the individuals involved other than such behavior as was recognizably related to attitudes and attitude variations.

The study did not seek to investigate role or self-concept of the individual except as these relate to attitudes and attitude variations.

Definitions and Clarification of Concepts

Beginning teacher: Those teachers of vocational agriculture who had taught no more than three semesters in the public high schools of Oklahoma. This would cover a period of from three to sixteen months, depending upon the date of employment.

Cooperating teaching center: Those high school vocational agriculture programs which served as student teaching centers for college level students in agricultural

education preparing to become teachers of vocational agriculture.

Home program: This term refers to a full-time vocational agricultural program at the secondary educational level.

Attitude: Attitude as used in this study refers to the concepts or ideas of a beginning teacher toward program patterns and program emphases.

Opinion: This term refers to the verbal expression of an attitude (3).

Program emphases: For the purpose of this study program emphases will refer to the major activities within a local program of vocational agriculture by which the program is characterized, and so recognized by review panel members familiar with the program.

Cooperating teacher: A cooperating teacher is identified as a fully qualified, regularly employed teacher of vocational agriculture who is carefully selected to provide guidance and supervision of observation, participation, and teaching activities of a college student as he gains competence in performing roles of a teacher (17).

Local teacher: The teacher of vocational agriculture who is serving in the local high school setting.

Attitude change: This refers to a change in a person's inclinations, feelings, prejudices or fears, thoughts

and convictions toward major emphases in program development (3).

Total program: Those seven areas of a program of vocational agriculture at the high school level which include adult education, agricultural mechanics, guidance, classroom instruction, community service, supervised occupational training, and Future Farmers of America.

Authority figure: Those persons having the capacity to influence and control the attitudes and behavior of others (7).

Experience: Those unique and discernable activities which occur as a result of the individual's interacting with the environment. Primarily, these are conditioned by the way in which the environment is perceived by the individual (17).

Open personality: This refers to a person who is flexible in his approach to problems and problem situations; judgement often is suspended, assumptions are frequently tentative--one expects the unexpected; anticipates uncertainty and change (13, adapted).

Closed personality: The term refers to a person characterized by possession of frozen concepts, beliefs and attitudes toward problems and people which are set too securely for appreciable adjustment (13, adapted).

Environment: All surroundings constituting environment with which the person must interact to varying degrees. From such interactions derive experiences.

Student teacher: The student teacher is a college student who is engaging in the act of student teaching (17).

Student teaching: Refers to the culminating professional laboratory experience in which the college student assumes increasing degrees of responsibility for certain aspects of the program in the role as a teacher at the secondary level but under the supervision of a fully qualified vocational agriculture teacher and a college supervisor (17).

Dogmatism Scale: The Dogmatism Scale refers to the instrument developed by Rokeach for the purpose of attempting to measure open-mindedness and close-mindedness (2).

Personality: The total of all characteristics that combine to identify the individual person, or that give distinction to certain traits which the individual may possess.

CHAPTER II

THEORETICAL FRAMEWORK

Introduction

This study involves the attitudinal influences that have possibly taken place among thirty-two beginning teachers of vocational agriculture initially assuming duties during the 1968-69 school year. The period of time in which these influences on attitudes did or did not take place was inclusive of the period of time from their own experience as students of vocational agriculture in local high schools through the approximately nine to sixteen months which had elapsed during their experience as full-time teachers of vocational agriculture in Oklahoma. Attitudes identified and studied were hypothesized as having been largely influenced by their home high school student experiences, under a local vocational agriculture teacher, and their experiences during seven weeks of full-time student teaching under the direction of a carefully selected cooperating teacher.

It was felt necessary that an exhaustive review of

existing literature be done concerning attitudes, openness of personality, and the effect of experience upon attitude change.

Attitudes and Attitude Influences

The first aspect to be considered is the matter of attitude formation and attitudinal influences. Certain defined differences between attitudes and opinions proved to be of value to this study. For the purpose of this study, Thurstone's (3) and Hutt's (4) definitions of attitude and opinion were accepted as among the more valuable.

Thurstone (3) indicates that an attitude

. . . is the sum total of a man's inclinations and feelings, prejudices or fears, thoughts, and convictions about a specific topic.

The term opinion was aptly considered to be a 'verbal expression of the attitude.'

Hutt (4) says:

By attitudes we mean the beliefs, feelings and action tendencies of an individual or group of individuals toward objects, ideas, and people.

These two definitions are congruent and would seem largely sufficient to define attitudes and opinions for the purposes of the study. Thurstone (3) indicates that "the term opinion is restricted to verbal expression. But it is an expression of what? It expresses an attitude,

supposedly." Hutt (4) makes clear the aspects of attitudes with which this study was primarily concerned: that of "beliefs, feelings and action tendencies" toward ideas and people.

In the measuring of attitude change there is often a tendency to accept attitudes as something 'fixed,' and, therefore, to consider measurement a rather concrete procedure. Thurstone indicates that the process is not a concrete, terminal or precisely ending procedure.

According to Thurstone (3):

When we measure a man's attitude in some certain area, we shall not declare that this is an ending condition, but we take for granted people's attitudes are subject to change.

In drawing upon everyday experience we understand how often our opinions and attitudes often are changed or swayed by those around us, especially if the approach or technique is acceptable.

Sells and Trites (5) state:

Attitude change is constantly occurring as a result of learning and to achieve some deliberate change it appears possible to communicate directly with individuals, as by talks, classes and workshops.

Interactions of this nature do occur all along the educational route the teacher of vocational agriculture must travel, both in pre-service and in-service experiences. Hutt (4) says:

Generally speaking, we tend to approach and interact with objects toward which we hold favorable attitudes and to shun or avoid objects toward which we have unfavorable attitudes.

It seems that even though all prospective teachers of vocational agriculture are expected, in general, to travel this same educational road, there is a possibility of greater influence of attitudes when student's attitudes are congruent with those of certain teachers. This holds true based upon the previous definition by Hutt (4). With this study the investigator attempted to maintain as the primary concern that educational environment largely implemented and provided by local home and cooperating teachers. Therefore, it follows that the study is basically concerned with those interpersonal interactions which influence prospective teacher attitudes and opinions concerning local program emphases.

Mann (6) says that:

There are many studies in sociology on attitude change: in general, these studies are designed to determine whether a particular form of influence does produce a discernible attitude change in a specified individual or set of individuals.

Evidence indicates that individuals do change in attitudes, but whether these changes are attributable to certain measurable influences is an important consideration. In the definition by Hutt (4) the phrase "action

tendencies" is used which seems to strongly imply that a study of behavior is associated, in part, with attitude study. Mann (6) says that "attitude change is an aspect of human behavior."

Because of this association of attitudes with behavior, there exists a need to briefly consider aspects of behavioral change as these may relate to attitudes.

Zaleznik (7) indicates that:

Behavioral patterns refer to an individual's action, rather than to his attitudes, feelings and motives, or to other's perception of the individual as a person.

Therefore, major concern is not with the patterns of behavior identified independently, but rather with the response of the individual to certain experiences upon which his attitudes toward local program planning may develop.

It is important that consideration be given attitudes as they may be influenced by the behavior of those persons intricately and intimately involved in the educational experience which has or has not influenced the recipient person in developing an attitude or the changing of an attitude. Accompanying any appreciable change of attitude there is, openly or covertly, some change agent or agents involved. While the change agent is often considered to be the helper or facilitator of the individual attitude toward certain ideals or desires, it must be

recognized that change agents also may inhibit attitudinal change.

Zaleznik (7) indicates that:

The problem of individual change necessarily involves change in object relationships for the individual. It also involves changes in the way the individual thinks about himself, about other people, and about his relationship to his work.

Beginning teachers, comprising the population for this study, were assumed to have been recipients of changes in object relationships, these largely centering around actions of his hometown teacher of vocational agriculture and his cooperating teacher.

Miller (8) believes that:

The individual gradually develops attitudes and values and achieves a concept of himself and a notion of an ideal self. Eventually he begins a number of concepts about jobs which may or may not be realistic; and he may seek to find an acceptance which will satisfy his needs and allow him to be the sort of person he thinks he is. But in all this developmental process, information does have a part, for he does not develop in a vacuum, but in an environment which he needs to understand as accurately as possible.

The importance of the environment and experience cannot be overlooked as powerful and meaningful sources of stimuli for changes in attitudes. Man cannot survive and, above all, cannot mature without interaction with both people and situations as objects.

Oppenheim (9) indicates:

Most definitions of attitude agree that an attitude is a state of readiness to react to stimuli. The individual's attitudes are present but dormant most of the time; but attitudes are reinforced by beliefs and often attract strong feelings.

The importance of the nature and extent of stimuli should not be overlooked, particularly as to the part they contribute to attitude change. These stimuli, of course, can either be external or internal. However, even though the experience may be a physical or external kind of situation, these external influences also have a strong tendency to become internalized.

Sherif (10) says:

There are cases in which such internal factors as drive, attitude, affect or emotional upset play the dominating part in determining the experience and subsequent behavior.

Corrigan and Griswold (11) found that the positive or negative change in attitudes

. . . depended on the quality of the experience afforded the student teacher-- meaning the extent to which the student teacher perceived his college supervisor, cooperating school, and his cooperating teacher to be important in implementing and principles held to be important in guiding learning opportunities.

There is another important aspect of attitude and attitudinal change that has not been considered. This is

the salient role which must be assigned to approval or disapproval by persons with whom the tyro teacher will have or has had interacting experiences. The pertinent question is: How much influence does the desire for approval or acceptance play in the formulation or change of attitudes which, in turn, give direction to local program development?

Sells and Trites (5) state:

Attitude change depends first on ascertaining motive patterns of individuals. Each individual seeks some degree of recognition and sense of importance. Achievement of goals, particularly if they are reinforced by work associates and family members, provides a feeling of accomplishment and recognition.

It would seem that to many individuals the need for acceptance is of major importance in attitude change. This spells out rather clearly the needs of the individual who is in the process of changing attitudes and modifying concepts. When such changes and modifications are catalyzed largely through the influence of others, what of the motive patterns of the person in whom change is taking place? Do beginning teachers of vocational agriculture tend to modify their own concepts of proper and effective program emphases because of close identification with former teachers?

Sherif (10) indicates:

Some needed concepts to be considered in the study of attitudes are: Latitude of acceptance, rejection and non-commitment.

These facets would seem to complicate the study of attitudes even further. However, in reality these are conditions of influence with which there has been concern since the beginning of this study of literature. The congruency of attitudes, as has been pointed out, aids the degree of acceptance, while those with dissimilar attitudes have a higher degree of rejection. Do beginning teachers tend to reject program emphasis patterns when they associate such patterns with taciturn, stubborn or non-committal associates or former teachers?

Sherif (10), speaking of social interaction, primarily believes:

From childhood on, the individual encounters persons, and groups, with insistent labels of approval, disapproval, or other value shadings attached to them by people important in his eyes. In the interaction process between him and others, the individual's desires as they are formed at the time, his striving to belong and to prove himself play their part.

This construct of Sherif's tends to reinforce a previous consideration, that of experience or stimuli which influences the perception of the individual. It seems that even in the study of acceptance and rejection there is a reversion to 'common points' of reference concerning attitude change. Sherif (10) states:

Stimuli relevant to a person's attitudes are selectively perceived and related to in a characteristic way. In no small measure, his appraisals, and hence his reactions to these stimuli are in terms of his attitudes toward them.

Even though the term attitude has been clearly defined previously, it would seem beneficial to also consider an operationally stated definition of attitude by Sherif (10).

An attitude may be defined as the individual's set of categories for evaluating a stimulus domain, which he has established as he learns about that domain in interaction with other persons.

This definition by Sherif ties in closely with his concept of acceptance and rejection in attitude development. It would seem that as the prospective teacher gradually moves higher and higher up the educational ladder, he quite naturally develops a 'set of concept categories' from which he either accepts or rejects the attitudes and actions of others. In developing this 'set of concept categories' the local teacher of vocational agriculture and the cooperating teacher involved in his student teaching experience must leave their mark. It would stand to reason that as additional experiences and influential interactions take place the 'set of categories' would alter to some degree. Sherif (10) states that: "Change is inferred from the alteration of the person's acceptance-

rejection pattern." Therefore, in any situation, educational or otherwise, it cannot be said that the persons who interact are without acceptance-rejection patterns of some scope or dimension. In view of this, Sherif (10) summarizes the conditions of attitude change when he says:

The person with an attitude comes to a situation designed to change his attitude with his own categories for evaluation.

In the process he will categorize all aspects of the situation before considering alteration of his attitudes in any way. This could be called a judgemental process, but Sherif (10) calls it evaluation.

To categorize items relevant to attitudes is equivalent to evaluation, and evaluation presumes the placement of items into categories. When the individual has a definite attitude relevant to stimulus material, he brings established categories to the task of dealing with it. His own start delineates the bounds of his tolerance or acceptance and is customarily a major anchor in his judgment.

There is possibly some question as to the validity of attitudes of first year vocational agriculture teachers at the secondary level. However, Newsome, Gentry and Stephens (12) found:

Undergraduate students enrolled in teacher education programs at the University of Georgia, enter student teaching with consistency ideas about education.

It is of interest to note that in the same study there were losses in consistency after student teaching occurred in the total group. These losses suggest, according to the researchers, "that student teaching experiences affect student's ideas about education." This infers the belief that educational stimuli can produce educational experiences that can be categorized by the student and thereby evaluated so that acceptance or rejection takes place. In short, if perceptions are judged as acceptable, attitude change does very likely take place, in some dimension.

Openness of Personality

In any consideration of attitude formation and attitude change, attention must be given to the openness and closedness of personality. The openness of personality would indicate a relatively high level of acceptance or flexibility toward change agents, whereas closedness would suggest a relatively low level of acceptance to the various agencies of change.

Hodnett (13) indicates that the open person is a flexible person in terms of his attitudes:

. . . you habitually approach your problems with people with judgment suspended. Your assumptions are tentative, for you expect the unexpected, uncertainty and change. You grant in advance the possibility that you may encounter reasonable grounds for the

reconsideration of your objectives as well as your solutions.

As Hodnett points out, the open person is always a more flexible person in attitude stature. Flexibility would favor change in the individual's attitudes if the proper change agents were present and acceptable. He does not specifically spell out congruency, but Newsome, Gentry and Stephens (12) state:

A creature of frozen concepts, his belief and attitudes toward the problem and people he has to do with are set too hard for adjustment.

It can be seen from these descriptions that the person with rigid concepts of himself and of those with whom he interacts has very little possibility to be influenced, to a major degree, by a change agent. The change agent or varying environment will likely present a threat to existing attitudes, beliefs and values. The 'closed individual' can be identified as that person most likely to develop negative feelings and feelings of anxiety as he interacts with persons having views and concepts differing from those he holds as more or less absolute truths. Hodnett (13) correctly identifies the rigid person as the individual who "suffers from the delusion of certainty; he knows what is right and what is wrong." Those with closed, rigid personalities have very little chance of seeing both sides of

any question or any situation. Situation variables will affect the attitudes and behavior of this type of person only to a very limited extent.

In an educational setting the closed personality will not readily accept the various stimuli that may be presented through classroom experiences. Neither will he be open to planned learning situations with educational experiences outside the classroom. It has often been said that learning situations are conditioners for the attitudes and value systems for young people. This is an attempt to continue socialization of the person by conditioning that person to the various modes and standards of the present society. To this end modern society uses the school as a major tool. However, Arbuckle (14) indicates that:

The more one is conditioned, the less basic and human is his response, and, in this sense, more irrational is his response.

This spells out rather clearly the need for providing flexibility and openness in all learning situations so that an 'open mind' is essentially a product of those experiences which are to be internalized in the product--the individual person. Thus, a nonstructured, flexible person is able to interact openly with those whom he comes in contact with at work and play. The adaptive person possibly can be the stimulus for causing his characteristics of attitude and behavior to be perceived by others as

desirable and, in effect, thus produce change.

Hodnett (13) says that:

Much of a person's involvement in problems with other people arises from your efforts to get them to accept change.

In considering the activities which influence changes in those with whom we interact, it is important to this study to realize that in a student's learning experiences his attitudes do have a strong tendency to relate closely to certain individuals involved in those experiences. The individual involved may be the local hometown vocational agriculture teacher or the cooperating teacher concerned in the student teaching experience at the university level. Either, or both, can be important contributors to attitude adaptation of prospective teachers of vocational agriculture.

Arbuckle (14) states:

Some individuals relate more effectively, no matter of his level and kind of professional education, with some individuals than with others.

No investigation of attitude and attitude changes in the teaching area could be complete without consideration of the authority figure as involved in the interaction between individuals.

Authority Figures Influencing Attitudes

Authority figures are those persons in a position who have the capacity to influence and control the attitudes and behavior of others.

McAulay (15) found that student teachers seemed to be "greatly influenced by their cooperating teachers in method of teaching, technique of classroom housekeeping, and relationships with children."

Zaleznik (7) stated sources of authority are:

Positions one occupies, the expertise at one's command, and the emotional ties established in interpersonal relationships.

Price (16) found that "student teacher's attitudes were altered in the direction of those held by their supervising teachers."

These findings and comments would lead one to perceive that authority figures do exist for many in the home, school and community setting which could influence prospective teachers of vocational agriculture.

The general assumption is that the first authority figures encountered by youngsters are the parents. However, teachers certainly can be classified, according to the definition used in this study, as persons early occupying positions of influence. Teachers do possess certain

expertise in their relationships with students. The emotional ties are quite evident in teacher-student situations especially in the close working relations the teacher of vocational agriculture has with his students. Many students enrolled in agricultural education at the university level attribute their interest in teaching to the close association they had with their former local high school vocational agriculture teacher.

Authority figures are of particular interest in the study of attitude change. It seems as if the problem of attitude change invariably involves the individual's ties to some authority figure in his background of experiences. This is a basic concept to this study.

Zaleznik (7) indicates:

To change behavior and attitudes in response to impersonal external demands is a relatively simple problem for the individual. To change in response to the demands of other persons is an entirely different matter; it involves an emotional response to who the other person is and what he is doing to the individual interpersonally. To be told or advised what to do or think by another person is quite different from discovering or learning what to do or think by one's self.

In view of the above statement there is some doubt as to the validity of accepting the simplicity of authority figures in attitude change. Because of the vast number of psychological variables involved in the teacher-student

relationship, the answer to total influence of authority figures in attitude change cannot be readily ascertained.

In Price's (16) study it was determined that one of the most significant conclusions was the correlation between supervising teacher's and student teacher's classroom teaching performances. His study indicated that student teachers seem to acquire many of the teaching practices of their supervising teachers during the internship semester. Miller (8) believes that occupational stereotypes learned through childhood and adolescence also become factors in vocational development.

Experience as Related to Attitudes

The review of literature has directly or indirectly identified and emphasized the experience factor as it relates to other variables of attitude change. Relating to the importance which experience may play in the developmental aspects of the individual, Miller (8) states:

If we are to understand individuals, we must be concerned with the environments in which we find them and with their experiences in their environment as well.

In the study of experiences we could easily brush aside such comments by saying that no two persons live or exist in the same environment or even have the same experiences. Even more perplexing to a study of experiences is

the well-known phenomena of two persons who have the same experiences but do not react nearly the same way nor do they achieve the same degree of success. The study of experiences may be complex but, nevertheless, very important to attitudes and attitude change.

Miller (8) indicates:

Perhaps no one can ever completely understand the experiences of another, for the private world of each person is to a large degree inaccessible to another, but the effort must be made. Gross similarities of environment in no way guarantee that individuals in that environment are having the same experiences. Experiences arise when there exists a dynamic relationship between the individual and his environment.

It would seem then that the experiences of each person is, in reality, an individualized relationship. Miller (8) further declares:

Only the person can have experiences; only the person gives meaning to his relations with his environment. And much as selective aspects of his environment acquire meaning so he himself comes to have meaning. In seeking to understand the experiences of an individual, it is helpful to distinguish between the environment as seen objectively, and the individual's perceptions of his own environment.

Experiences as described by Miller (8) give additional meaning and understanding to the individual; and, as we have seen before, all these variables, with experience included, help to stabilize or clarify the person's under-

standing of himself as well as the attitudes and actions of others around him. There is a need for prospective teachers of vocational agriculture to correctly perceive their experiences in the family, local school, community, and the university setting. All of these experiences can add to the 'completeness' of the future teacher.

Miller (8) summarizes the importance of learning experiences:

Learning experiences provided by the instructional or more formal curriculum, student activities, and work experience programs constitute important segments of the experiences of the adolescent. Regardless of the extent of responsibility for learning experiences which a given school deems it proper to accept, the whole range of learning situations in which a given individual participates is of importance in seeking to understand that individual.

Summary

In view of the literature cited, the conclusion can be drawn that most attitudes are complex with many variables influencing the formation and changing of attitudes. However, even though attitudes are complex, they can be identified and described as favorable or unfavorable toward a certain specified object relationship. The evidence is that this rather complex aspect of personality can be adequately measured. The complexity of relation-

ships do not, of course, add to the simplicity of such studies. Hutt (4) indicates that:

The questionnaire is probably the most widely used instrument to measure attitudes. A questionnaire can either be structured or unstructured.

Hutt (4) also believes there are certain predictions that can be made, based upon certain relationships which are known to exist. He states:

A large part of our social lives is dominated by attitudes. These are sometimes predictable from the relationships we have had with others, particularly members of our families, our friends, our teachers, our neighbors and our religious advisors.

Although some relationships have predictable outcomes, the facilitating of such changes may not be a simple manipulation in the mind of an individual.

Hutt (4) spells this out rather clearly:

Achieving a change in direction of attitude, that is, from favorable to unfavorable or vice versa, is usually more difficult to achieve, although it is possible. The more extreme the attitude, the less likely it is to be changed. The more complex the attitude, the less likely it is that a change in direction of attitude will occur, but the more likely it is that a change of intensity in present direction can be made to occur. The more an attitude is interconnected with others, the less likely is change to occur.

It is indicated, also, that attitudes are tied closely to the motives of the individual. Hutt (4) indicates:

Since attitudes can serve many motives and needs of an individual, the possibility of a change will depend upon the number and strength of the motives served. And last, the closer the attitude is to the basic values held by an individual, the less likely is change to occur.

Very simply, Newsome, Gentry and Stephens (12) define what we have really been concerned with in this study.

They state:

In general, there seems to be some evidence and many good reasons for suspecting that teaching is more of an art than a science. If this is the case, then one probably learns more in terms of habits and skills from imitation and practice than from formal courses in education.

This is precisely the situation with which this study is concerned: the influence of certain environmental and educational influences which may stamp their unique characteristics upon prospective teachers of vocational agriculture, with these unique characteristics being identified in terms of certain expressions of attitude.

Attitude Scale

Authors such as Edwards (18), Oppenheim (9) and Rokeach (19) offer considerable guidance in the selection and development of an attitude scale. Edwards (18) indicates:

A desire for a quick and convenient measure of attitude that could be used with large

groups led to the development of attitude scales. Attitude scales also provide us with one means of obtaining an assessment of the degree of affect that individuals may associate with some psychological object.

Oppenheim (9) suggests several steps to be considered in the development of an attitude scale. It is essential to make a pilot study of the area in question. This should be done after reviewing the available literature, and the pilot study should have depth and purpose. It should explore the origins, complexities, and ramifications of the attitude in question. This should help determine precisely what should be measured. The pilot study should also supply a group of suitable statements to be used in the final scale.

Edwards (18) says that:

A well-constructed attitude scale consists of a number of items that have been carefully edited and selected in accordance with certain criteria. As in the construction of standardized psychological tests, the first step in the construction of an attitude scale is to obtain items (statements) that will represent in a particular test the universe of interest.

Edwards (18) defines an attitude statement as: anything said about a psychological object.

Oppenheim (9) offers the following suggestions on writing attitude statements:

Having decided on the general pattern which our attitude scale should have we now must compare the item pool, the collection of attitude statements from which the scale will be built. Perhaps the best guide to the writing of statements is to say that they should be meaningful and interesting, even exciting to the respondents. There are many attitude scales which falter because the items have been composed in the office according to some theoretical plan and fail to arouse much interest in the respondents.

It goes without saying that attitude statements should avoid double negatives and should be short and uncomplicated rather than long and garlanded with subordinate clauses. Proverbs and well-known sayings are also best avoided. Attitude statements are better when they have a certain freshness forcing the respondent to think and take a stand.

The attitude scale used in this study was developed using such guidelines as are furnished by Edwards (18) and Openheim (9) as definite directions and formulae. A pool of favorable and unfavorable statements were constructed concerning the seven major areas of the total vocational agriculture programs. An informal committee, seven persons, evaluated each item in the pool according to the favorable or unfavorableness of each item. From the pool of items the two most discriminating statements were selected from the favorable and unfavorable divisions. These statements were randomized sorted and then placed in the form of a scale to be given to a group of experienced teachers.

From the results obtained by the trial run of the instrument an item analysis was performed on each statement. Revisions were made in the scale based upon the identified weaknesses.

The scale was used to obtain opinions of beginning teachers of vocational agriculture as to their attitudes of various areas of program emphases.

The scale used by the writer contained twenty-eight statements with instructions to respond to one interval on a five-point continuum. Corrigan and Griswold (11) have made the following comments regarding the construction of scales and the measurement of attitudes:

The student responded to the items on the inventory on a five-point continuum of strongly agree, agree, uncertain, disagree, or strongly disagree. These responses were scored on a five-point numerical scale. A comparison of each student's responses prior to and upon completion of student teaching was considered a measure of his attitude change during the semester.

The scale used in this study was constructed according to the outline described by Corrigan and Griswold (11). The scale and its construction follows as closely as possible the outlined Likert scale described by Oppenheim (9). Although there will be concern for the use of such scales as useable measures of attitudes, Oppenheim (9) states:

Likert scales tend to perform very well when it comes to reliable, rough ordering of people with regard to a particular attitude.

According to Thurstone (3) the scale is to measure the attitude actually expressed with the full realization that the subject may be consciously hiding his true attitude or that the social pressure of the situation has made him really believe what he expresses. Thurstone (3) further declares "all we can do is to minimize as far as possible the conditions that prevent our subjects from telling the truth. . .

Dogmatism Scale

The writer believes that after consideration of several previously identified educational experiences it would be of value to this investigation to include in the study one aspect of personality. In considering various experiences which have or have not influenced attitude change, the openness or closedness of the individuals involved seemed to take on significance of meaning. It was with this significance of personality in mind that it was decided to use Rokeach's Dogmatism Scale to measure open-mindedness and close-mindedness of the beginning teachers.

Rokeach (19) stated that:

People who score extremely high on the dogmatism scale are shown to differ consistently from those who score extremely low in their ability to form new belief systems, whether these new systems are conceptual, perceptual, or aesthetic in nature.

It seems quite evident that as prospective teachers of vocational agriculture move up the academic ladder that there are numerous opportunities for them to develop new belief systems. The experiences encountered as students of vocational agriculture, as well as interactions with the hometown teacher and also the cooperating teacher at the college or university, provide excellent opportunities for such changes in attitude and belief systems.

The Rokeach Scale is a widely used instrument for measuring the openness or closedness of individuals. Rokeach (19) made the following statements about his scale:

. . . each statement in the scale had to be designed to transcend specific ideological positions in order to penetrate to the formal and structural characteristics of all positions.

Persons adhering dogmatically to such diverse viewpoints as capitalism and communism, Catholicism, and anti-Catholicism, should all score together at one end of the continuum and should all score in a direction opposite to others having equally diverse yet undogmatic viewpoints.

There are many studies concerned with attitudes of beginning teachers and pre-service work with prospective

teachers. These studies are generally concerned with teachers' performances and teachers' attitudes toward students. The emphases has been in the area of interpersonal relationships between the teacher and his students.

Finally, the review of literature did not uncover a study similar to this investigation, particularly any that involved the attitudes of beginning teachers of vocational agriculture toward program emphases.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose and design of the study are presented in the beginning of this chapter and are followed by a description of the population, an explanation of the instruments used in measuring necessary relationships, a discussion of the hypotheses tested, and a brief discussion of the statistical procedures used in testing the hypotheses.

The main purpose of this study is to determine the degree of relationships between attitudes of beginning teachers and the various home programs and cooperating center programs of vocational agriculture which they have experienced and in which they have participated.

Design

There are measurable degrees of emphases within each program of vocational agriculture operating at the secondary level. Because these measurable differences exist,

a study of their influence upon the attitudes of those beginning teachers who have participated in these same programs would seem worthy of investigation. Because of the necessity of giving major consideration to the influence of these programs upon various individuals occurring over a period of time, the design appropriately must be considered to be ex post facto in nature. Certainly the study was limited to looking into local influences as a somewhat 'after-the-fact' investigation. Because of this after-the-fact approach to the study, a strictly experimental design was not considered appropriate.

McCormick (23) lists research design into five categories. These are: (1) historical--documentation and consideration of procedures; (2) descriptive--describing present existing procedures and conditions; (3) correlational--the study of relationships; (4) experimental--study of experimental groups and a control; and (5) action research--which encompasses field studies and surveys. This study would seem to fit into the correlational category because of the intense study of relationships between beginning teacher attitudes and the various educational experiences involved in their educational process at the secondary school level. However, because of certain characteristics, the study could, in a sense, be described as

a descriptive study as defined by McCormick (23).

Guba (24) indicates that there are four classes of inquiry which are composed of investigation, survey, study, and experiment. The following table by Guba (24) describes and defines these classes of research.

TABLE I
DEFINITIONS OF FOUR CLASSES OF INQUIRY

<u>Presence of</u>		Class
S*	C*	
---	---	Investigation
+	---	Survey
---	+	Study
+	+	Experiment

*S - (Sampling) indicates meeting criteria of external validity.

*C - (Control) indicates meeting criteria of internal validity.

Based upon the description of classes of research circumscribed in Table I, this study would quite suitably fit into the investigative class where there was not an attempt

to either sample a population or directly control any of variables involved.

Guba (24) indicates that:

Many critics would assert that unless it is possible to have completely adequate control and completely adequate sampling, it is not possible to obtain anything meaningful from an inquiry. My own feeling is that each of these four levels does have some utility. The conclusions that can be drawn from these four levels are obviously not the same, and the most grievous errors come not from conducting the research of one level of inquiry but drawing conclusions as though it were another level. Such practice I am, of course, not condoning. But I am saying that useful results are possible for certain purposes from each of these four levels.

In view of Guba's discussion we might conclude that this inquiry is a correlational study at the investigational level. Guba (24) indicates that the most typical studies in educational research are done at the investigative level. In his conclusion of the discussion, Guba (24) cautions that, "the difficulty with investigations, it seems to me, arises not so much from any innate deficiencies in this form of inquiry as from the misuse of data which results from it."

Population Description and

Ranking Procedure

There were thirty-two beginning teachers in the study. Each teacher had received four years training in a

secondary vocational agriculture program in Oklahoma. Some teachers were products of the same home high school vocational program. The beginning teachers were teaching in vocational agricultural programs which were widely distributed across the state of Oklahoma. Major proportions of these beginning teachers were teaching in the northeast and southwest districts.

Each hometown program was ranked according to the emphases evidenced in the major areas of the total program of vocational agriculture. A review panel consisting of district supervisors and teacher educators ranked each home program and cooperating center program as to degree of emphases in the seven following areas of the total program: adult education; agricultural mechanics; guidance; classroom instruction; community service; supervised occupational experience program; and Future Farmers of America.

The members of the state supervisory staff who served on the ranking panel were:

Mr. Don D. Brown, District Supervisor, Oklahoma Vocational Agriculture;

Mr. Cleo A. Collins, District Supervisor, Oklahoma Vocational Agriculture;

Mr. Ralph R. Dreessen, Assistant State Director and

District Supervisor, Oklahoma Vocational Agriculture;

Mr. Benton F. Thomason, District Supervisor, Oklahoma Vocational Agriculture; and

Dr. J. B. Morton, former District Supervisor, Oklahoma Vocational Agriculture.

The following teacher educators served on the ranking panel:

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

Professor Chris White, (retired), Agricultural Education Department, Oklahoma State University.

The following criteria for ranking each of the home programs and cooperating center programs were suggested by the writer:

A strongly emphasized phase of a program received a score of 5;

An area of the total program that was moderately emphasized received a score of 4;

An area in which there was average emphasis a score of 3 was recorded;

An area with slight emphasis received a score of 2, and finally,

A score of 1 was used to indicate an area of a total program that was shown to have little or no emphasis.

Any single home program or cooperating center program could possibly have rankings consisting of all 5's or all 1's, but the more common pattern of ranking by the panel resulted in rankings all the way from an occasional 1 to sometimes a 4 or 5. The more outstanding programs in the study usually received rankings of 4's and 5's, while lesser programs were ranked 3 or below in most of the seven areas of the total program considered.

Instruments Used

There were three instruments used in this study. One was an attitude scale developed by the writer which attempted to measure the attitudes of the beginning teacher toward emphases in each of seven identified areas of a complete vocational agricultural program (see Appendix A).

The second instrument was a simple ranking form presented to the beginning teacher and to the review panel for the ranking of emphases followed both in the home program and in the cooperating center program (see Appendix C). Beginning teachers were asked to rank emphases existing in home program as they perceived it, but were not required to rank the cooperating center program. The review panel used the ranking form to rank both the home program and the cooperating program.

The third instrument was Rokeach's Dogmatism Scale (see Appendix B).

In formulating the attitude scale encompassing the seven identified areas of total program in vocational agriculture, the writer, with the advice and assistance of knowledgeable people in the field of vocational agriculture and educational research, developed a 'pool' of seventy attitude statements. In each of the seven areas previously mentioned, five favorable and five unfavorable statements were developed. Faculty in the Agricultural Education Department, Vocational Research Coordinating Unit, School of Occupational and Adult Education, and others who were familiar with attitudinal research studies were asked to rank and offer suggestions for improvement of each group of five statements. These efforts resulted in selection as to the most favorable in the favorable group and the most unfavorable in the unfavorable group of statements. After careful compilation and consideration of rankings, the two most useable and appropriate favorable and unfavorable statements were selected in each of the seven areas, finally comprising a total of twenty-eight statements. This preliminary attempt at formation of an attitudinal scale was given to twelve experienced teachers, this without reference to the schedules' possible future use in

determining program emphases. Members of the review panel used in the ranking of emphases given by local teachers to home programs and cooperating programs were asked to perform the same function on the programs of the twelve experienced teachers used in the preliminary trial of the scale. It was confirmed by the investigator's committee that the scale, after refinement, did adequately, in effect, provide a measure of attitudes in the seven areas designated as making up the total program of vocational agriculture.

The final form of the investigator's developed attitude scale resembled that of the Likert type scale. Advice and instructions of authorities, Thurstone (3), Murphy and Likert (25) and Edwards (18) were followed in finalizing attitude statements and completing the schedule form.

The attitude scale was administered to thirty-two beginning teachers as an attitude inventory of their perceptions of relative importance covering the seven basic areas of a total program. These seven areas were identified previously in the study. The beginning teachers were asked to respond to each statement on a five-point continuum; strongly agree, agree, neutral, disagree or strongly disagree.

The Rokeach Dogmatism Scale, Form E, was used in addition to the investigator's developed attitude scale.

Rokeach (19) indicates that "the Dogmatism Scale is a measure of the degree to which a person's 'total mind is an open mind or a closed one'."

Rokeach (19) believes that those who score extremely high on this scale are seen to differ consistently from those who score extremely low in the formation of new belief systems, whether the systems are conceptual, perceptual, or aesthetic in nature.

According to Rokeach (19), a basic characteristic that defines how open or closed a person's belief system is may be described as follows:

. . . the extent to which the person can receive, evaluate, and act on relevant information received from the outside on its own intrinsic merit, unencumbered by irrelevant internal pressures that interfere with the realistic reception of the information are unrelated habits, beliefs, and perceptual cues, irrational ego motives, power needs, the need for self-aggrandizement, the need to allay anxiety, and so forth.

The more open one's belief system, the more should evaluation and acting on information proceed independently on its own merits, in accord with the inner structural requirements of the situation. Also, the more open the belief system, the more should the person be governed in his actions by internal self-actualizing forces and the irrational inner forces.

The Rokeach Dogmatism Scale was administered to the beginning teachers at the same time as the attitude scale measuring attitudes toward programs emphases (see Appendix

B). The test was administered in accordance with the instructions sent to the writer by Mr. Rokeach (see Appendix D). The beginning teachers were instructed to respond by placing values ranging from +3 to -3 in front of each item on the scale. A -3 indicated the teacher disagreed very much with the statement. At the other end of the continuum a +3 indicated that the teacher agreed very much with the statement. In scoring the instrument a +4 was added to each value assigned by the teacher. For example, a +4 added to a -2 would result in a +2 for a particular statement. The lowest possible score obtainable was 40, and the highest possible score was 280.

Hypotheses to be Tested

Major hypotheses:

1. A beginning teacher's attitude toward program emphases in a total program of vocational agriculture will be significantly related to a qualified jury's assessment of the program emphases existing in his home high school at the time of his experiences as a student of vocational agriculture.

2. A beginning teacher's attitude toward program emphases in a total program of vocational agriculture will be significantly related to a qualified jury's assessment

of the program emphases existing in the cooperating center at the time of his experience as a student teacher in vocational agriculture.

3. A beginning teacher's attitude toward program emphases will be significantly related to his own perceptions of program emphases occurring in his home high school program at the time of his enrollment in vocational agriculture.

Minor hypotheses:

1. The positive correlational profiles of beginning teachers will be more closely associated with those teachers possessing more closed-minded personalities.

2. The negative correlational profiles of beginning teachers will be more closely associated with those teachers possessing more open-minded personalities.

Data secured in this study were considered suitable for analyzing by use of non-parametric statistical tests. According to Siegel (20), there are two non-parametric tests which can adequately be used in the analysis such as were secured in this study.

Because of the need to measure and analyze the profile of program emphases of the beginning teachers, in light of emphases of home programs and cooperative center programs, the Spearman Rank Correlation Coefficient r_s was chosen.

This test, described by Siegel (20), allowed for the ranking of the seven areas of a program as to greater and lesser degrees of emphases and then accomodated determination of a rank relationship.

The level of measurement constituting ordinal data, made the use of this statistic desirable. The procedure for using the Spearman Rank Correlation Coefficient as outlined by Siegel (20) was followed closely.

A correction factor was included in the r_s calculations because of the large number of ties in the ranking of beginning teacher attitudes and to even a greater degree in the ranking of local programs and cooperating programs by the review panel. When a large number of ties occur, Siegel (20) suggests the use of the following formula in computing r_s :

$$r_s = \frac{\sum x^2 + \sum y^2 - \sum d^2}{2\sqrt{\sum x^2 \cdot \sum y^2}}$$

The Pearson Product Moment Correlation described by Runyon and Haber (21) was used to determine the overall correlation between the attitudes of beginning teachers and the seven areas of program emphases outlined earlier. Each of the seven areas comprising a total program were totaled and the mean determined for each respective area, including the total scores and means of the beginning

teacher attitudes as reflected by his responses through use of the attitude scale. The following formula for the Pearson Product Moment was used in the calculation of the correlation coefficient:

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

Elzey (22) indicates that the Pearson Product Moment is one of the more common correlation techniques. In order for it to be used properly, the researcher must assume that the variables are linearly related and the scores on each variable are normally distributed.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The results of this study are presented in five sections with a general discussion closing the chapter. The first section explains the results of a brief look at the total relationships of beginning teacher attitudes as reflected in the seven divisions or categories which, for the purposes of this study, were accepted as constituting a total program of vocational agriculture. Also included in this section is a consideration of attitudes as they may relate to home high school programs and cooperating center programs. The Pearson Product Moment Correlation Coefficient was selected to identify relationships which exist.

The second section is a presentation and discussion of the beginning teacher attitudes as they may relate to a qualified juries assessment of the program emphases existing in his home high school program at the time he was a student of vocational agriculture. An attempt is made

in this section to take a somewhat closer look at each individual teacher attitude profile in relation to the profile of the local high school vocational agriculture program. The Spearman Rank Correlation (r_s) was used to identify these profile relationships in sections two, three and four of this chapter.

The third section of this chapter is basically the same type of analysis and discussion. However, in section three, the study is concerned with the possible relationships which exist between the beginning teacher attitude profile and that of a qualified juries assessment of the program emphases existing in the cooperating center's program in which the beginning teacher had previously completed student teaching for approximately an eight-week period.

The fourth section considers the relationship which exists between a beginning teacher's attitude profile as measured by the developed schedule and the perceptual profile of his home high school program. The beginning teacher perception is measured by his response to a ranking scale. This is the same ranking scale used by the review panel for assessing program emphases of both local and cooperating programs of vocational agriculture.

The fifth section of this chapter is concerned with

an analysis of a three-dimensional pattern of positive and negative relationships in each of the areas mentioned--home program, cooperating program and perception of home program as they relate to open and closedmindness. Because of a wide variation of positive and negative correlations, a discussion of individual teacher profile should aid in analyses and understanding of the results of the study. This section of Chapter IV primarily deals with the open and closemindness of beginning teachers as tied to the individual teacher profile and the positive and negative aspects of the profile relationships described previously in this section.

The final section presents a general discussion of data collected but seems to fit somewhat outside a correlational framework, identifying certain interesting facets of the study of beginning teachers.

Relationships Between Attitudes and Total Program

The writer developed an attitude scale containing a total of twenty-eight favorable and unfavorable statements which were used in an attempt to measure attitudes of beginning teachers toward program emphases. Responses on the attitude scale were assumed to measurably reflect

attitudes of beginning teachers in the seven basic areas of a total program of vocational agriculture. These seven areas were as follows: (1) adult education; (2) agricultural mechanics; (3) guidance; (4) classroom instruction; (5) community service; (6) supervised occupational experience; and (7) Future Farmers of America (FFA). Results of this attitude scale will be the basis for the analyses and discussion in the following sections of this chapter.

In this section there is a need to present a total over-all picture of the relationships which exist in varying degrees between attitudes expressed by beginning teachers and jury assessment of program emphases in each of the seven specified areas of the total program of vocational agriculture as exhibited in both local home and cooperating center programs. In order to more concisely proffer the total picture, a composite attitude score was obtained for the entire population, thirty-two beginning teachers in each of the seven areas of the total program. In order to sufficiently compare and analyze these data, a composite score was also obtained for each of the seven areas of total program for the home high school program and the cooperating center program. A mean score for each of the above mentioned categories was computed to make appropriate use of the Pearson Product Moment Correlation

formula. The mean score proved most useful in a preliminary and cursory analysis of strengths and weaknesses with the configuration of beginning teacher attitudes and the emphases placed upon the various segments of local and cooperating programs.

Attitudes and Adult Education Emphasis

The relationship between attitudes of beginning teachers toward adult education and the juries assessment of the extent of emphasis upon adult education in home and cooperating programs proved insignificant statistically. In the case of beginning teacher attitudes and home program adult education, $r = .178$, which was not significant at the .05 level. The correlation, as shown in Table II, between the beginning teacher attitudes and the cooperating program also was small and insignificant. This relationship was somewhat higher, $r = .226$, but still rather low and accepted as insignificant.

A review of total jury assessment revealed clearly that panel members concurred in assessing adult education emphasis to be lowest of any of the seven areas of the total program, both in the local home programs and the cooperating center programs. The review panel recognized that adult education in the local program was the only

phase of the seven which generally was below average. The mean score shown in Table II was found to be 2.83 which was below the average of 3.0. It seems that the beginning teachers may have reacted against a somewhat substandard adult education program. The beginning teachers' attitude scores were higher than either of those given the home program or the cooperating program in terms of the panel rating. A 3.0 score in terms of panel ranking is considered indicative of average emphasis in a given area.

TABLE II

CORRELATIONAL AND MEAN SCORE PROFILE
ATTITUDES: ADULT EDUCATION

	Home Program:	Cooperating Program:	Teacher Attitude:
r	.178	.266	---
\bar{X}	2.83	3.359	3.406

Not significant at .05 level

The mean score of 3.406 for the beginning teachers did indicate interest and concern, generally speaking, for adult education. This is reflected in data presented in

Table III showing the number of teachers with favorable, neutral and unfavorable attitude scores, and in which 68.8 percent of the teachers reacted with favorable attitude scores. It is quite possible that some of the local programs and cooperating centers lack of emphasis may have carried over with the beginning teachers, as evidenced by a 12.5 percent neutral and a 18.7 percent unfavorable attitude score. This could be interpreted to mean that beginning teachers, as evidenced by their attitudes toward program emphases, perceive a need for greater emphasis in adult education at the local program level than possibly they experienced either in the local high school program or the cooperating center program.

TABLE III

TEACHER ATTITUDE RESPONSES: ADULT EDUCATION

	Favorable	Neutral	Unfavorable	Total
Teacher Responses:	22	4	6	32
Percent:	68.8	12.5	18.7	100

Attitudes and Agricultural Mechanics Emphasis

The relationship between beginning teacher attitudes toward agricultural mechanics programs and the juries assessment of the extent of emphasis upon agricultural mechanics in home and cooperating center programs proved to be of importance to the study even though a significant relationship was not found.

In view of the increasing amount of interest and resulting increased emphasis in agricultural mechanics since the 1963 Vocational Education Act, it was the investigator's opinion that this trend would be reflected in the attitudes of beginning teachers; however, this was not true.

The attitude of beginning teachers did not correlate significantly with jury assessed emphasis on agricultural mechanics in the home or cooperating programs. Findings collated in Table IV show the small amount of relationship that existed.

The meaningfulness of this finding would seem to be reflected in the analysis of the mean scores as shown in Table IV. The mean score of the beginning teachers' attitudes was 2.95 which proved the lowest of all of the seven divisions or categories of the total vocational agricultural program. The mean score of 2.95 was interpreted as indicative of a slightly unfavorable attitude toward

agricultural mechanics.

TABLE IV
CORRELATIONAL AND MEAN SCORE PROFILE
BEGINNING TEACHER ATTITUDE:
AGRICULTURAL MECHANICS

	Home Program:	Cooperating Program:	Teacher Attitude:
r	.096	-.066	---
\bar{X}	3.86	4.23	2.95

Not significant at .05 level

Data presented in Table V reflect a composite of teacher reaction to the attitude scale. Twenty-one out of the thirty-two teachers showed attitude scores of 3.0 or below, which is 65.6 percent of the population. Fifty percent showed below 3.0 attitude score, definitely indicating an unfavorable attitude toward agricultural mechanics as measured by the attitude scale. In both cases beginning teacher attitude scores ranked (mean score) considerably below the scores of the review panel for local and cooperating programs (3.86 for the home program and 4.23 for

the cooperating program). This further suggests that according to the panel's ranking an attempt was made to select schools to serve as cooperating centers which show a slightly stronger emphasis in agricultural mechanics than the home program. The question that still remains in light of such a very slight correlation finding is: What caused such a large number of beginning teachers to react unfavorably to the attitude scale when they seemingly had received training in rather strong local and cooperating center settings? The investigator will deal with this question in Chapter V.

TABLE V

TEACHER ATTITUDE RESPONSES:
AGRICULTURE MECHANICS

	Favorable	Neutral	Unfavorable	Total
Teacher Responses:	11	5	16	32
Percent:	34.4	15.6	50	100

Attitude and Guidance Emphasis

The analysis of this segment of the total program study reveals the only one of the seven areas which yielded two negative correlations. As shown by data presented in Table VI, beginning teacher attitudes as compared to home programs yielded a correlation of $-.155$, while the attempt to correlate with cooperating program emphases resulted in a correlation of $-.177$. Neither of these negative relationships were of any statistical significance.

TABLE VI
CORRELATIONAL AND MEAN SCORE PROFILE
BEGINNING TEACHER ATTITUDE:
GUIDANCE

	Home Program:	Cooperating Program:	Teacher Attitude:
r	- .155	- .177	---
\bar{X}	3.51	3.78	3.91

Not significant at .05 level

Perhaps one of the most meaningful findings could be the strength of beginning teachers' attitude toward

guidance as a part of the total program of vocational agriculture. This strength was indicated by the mean score of the attitude scale. The mean score of beginning teachers' attitude toward program emphasis in guidance was the highest among the seven areas included in the investigation.

Data presented in Table VI show the mean score for the beginning teachers as 3.91 as compared to 3.51 for the home program and 3.78 for the cooperating program.

Findings collated in Table VII indicate that only 12.5 percent of the beginning teachers had a neutral or below attitude score, indicating the lowest percent of teacher responses in the lower ranking categories of any of the seven areas studied. The findings would seem to identify a relatively favorable attitude toward guidance activities as part of the vocational agriculture teacher's responsibilities. The 87.5 percent of these teachers indicating favorable scores on the attitude scale was considerably higher than their scores for such traditional segments of the program of vocational agriculture as agricultural mechanics, supervised occupational experience program, and FFA activities. Guidance activities for a vocational agriculture teacher are of a somewhat intangible nature; however, beginning teachers responded quite positively.

TABLE VII
TEACHER ATTITUDE RESPONSE: GUIDANCE

	Favorable	Neutral	Unfavorable	Total
Teacher Responses:	28	1	3	32
Percent:	87.5	3.1	9.4	100

Attitude and Classroom Instruction Emphasis

Beginning teacher attitude scores also indicated a rather strong and favorable orientation toward classroom instruction. Among the seven categories, classroom instruction ranked only behind guidance and supervised occupational training in terms of a positive favorable position on the attitude scale. Despite the strong ranking, there was no significant correlation between beginning teacher attitudes toward program emphasis in this area and jury assessment of emphasis observed in home or cooperating programs of vocational agriculture. The relationship as shown by Table VIII data is $r = .06$ for the home program and $.04$ for the cooperating program. This seems to indicate that with the instruments used, little,

if any, degree of relationship could be found to exist between a beginning teacher's attitude toward classroom instruction and his past experiences in either the local or the cooperating program.

TABLE VIII
CORRELATIONAL AND MEAN SCORE PROFILE
BEGINNING TEACHER ATTITUDE:
CLASSROOM INSTRUCTION

	Home Program:	Cooperating Program:	Teacher Attitude:
r	.06	.04	---
\bar{X}	3.96	4.2	3.59

Not significant at .05 level

Table VIII, with data relating to classroom instruction, shows a considerable difference between the mean scores. The attitude mean scores of beginning teachers were not as strong as the panel's ranking of the home program (mean score = 3.96) and the cooperating center program (4.2). The mean score ranking indicates again the possibility that cooperating centers, because of their selection, were selected because of strength in this and

perhaps other areas of the total program.

Data compiled and presented in Table IX reveal a rather large percentage (25) of beginning teachers who have a somewhat unfavorable attitude toward emphasis in classroom instruction. This finding could be interpreted as leading to certain implications, considering that the beginning teacher has just finished an educational process which stresses the various instructional aspects of the program of vocational agriculture, particularly classroom instruction. Because of the very low correlations, the answer to the question--Why?, will have to be found somewhere other than in the home program or the cooperating center program. The basis for such unfavorable attitudes in several of the areas studied are certainly not immediately clear.

TABLE IX

TEACHER ATTITUDE RESPONSE: CLASSROOM INSTRUCTION

	Favorable	Neutral	Unfavorable	Total
Teacher Responses:	22	4	8	32
Percent:	68.8	6.2	25.0	100

Attitude and Community Service Emphasis

Even though not found statistically significant, the two strongest relationships were found in the area of community service. The relationship between the attitudes of beginning teachers and home program was $r = .248$; while for the cooperating program, $r = .247$, as shown by collations presented in Table X.

TABLE X
CORRELATIONAL AND MEAN SCORE PROFILE
BEGINNING TEACHER ATTITUDE:
COMMUNITY SERVICE

	Home Program:	Cooperating Program:	Teacher Attitude:
r	.248	.247	---
\bar{X}	3.24	3.42	2.96

Not significant at .05 level

In view of the relative strengths of the correlations shown in Table X, there would seem to be indicated a rather stable influence from both the local home program and the cooperating center's program upon those participating in

such educational experiences.

A look at the mean score in Table X shows a slightly different aspect of the investigation. The beginning teachers responded somewhat unfavorable (2.96) or at least below the neutral position (3.0) on the attitude scale. The only other area which showed a comparable unfavorable composite set of attitude mean scores was discovered to be agricultural mechanics (2.95). The observed mean score (3.42) for the cooperating program in community service possibly reflects the selectivity applied in the program of student teaching. Implicit is the consistent attempt to place student teachers in the above average programs by the Agricultural Education Department.

Data presented in Table XI show responses of the beginning teachers toward program emphasis on community service. It seems clear, based upon the responses shown in Table X, that beginning teachers reacted quite strongly against community service (40.6 percent) as measured by the attitude scale. Along with an unfavorable response on the part of beginning teachers, there were 15.6 percent which exhibited a neutral response. Present beginning teacher responses are most interesting in light of the emphasis traditionally placed upon community service in past years.

TABLE XI

TEACHER ATTITUDE RESPONSE: COMMUNITY SERVICE

	Favorable	Neutral	Unfavorable	Total
Teacher Responses:	14	5	13	32
Percent:	43.8	15.6	40.6	100

Attitude and Supervised Occupational Training

Beginning teachers showed rather strong attitudes toward a program emphasis in supervised training. This area ranked second in strength of the total seven areas under consideration in the home program. Table XII shows a positive correlation, $.245$, for the home program and a negative correlation, $-.31$, for the cooperating programs. However, both correlations were not statistically significant at the $.05$ level. Nevertheless, the correlations do provide the study with the widest range of relationships discovered for any of the seven areas investigated.

The mean attitude score (4.22) for the cooperating programs showed one of the strongest rankings by the review panel as compared to other areas ranked. It should be

observed that the home program score ranking was slightly above the moderate emphasis level. Perhaps this would suggest that the beginning teacher may have been exposed to a rather strong program of supervised occupational training in both home and cooperating programs. With a teacher attitude mean score of 3.75 the teachers showed somewhat of a lower score in spite of their experiences in rather strong programs of supervised occupational training. Beginning teachers did show considerably more correlation for the home program than the cooperating program.

TABLE XII

CORRELATIONAL AND MEAN SCORE PROFILE
 BEGINNING TEACHER ATTITUDE: SUPER-
 VISED OCCUPATIONAL TRAINING

	Home Program:	Cooperating Program:	Teacher Attitude:
r	.245	- .31	---
\bar{X}	4.04	4.22	3.75

Not significant at .05 level

Data presented in Table XIII show the breakdown of the teacher attitude responses. The 18.7 percent neutral and the 12.5 percent unfavorable responses are a bit surprising in view of the strength of the program in which the beginning teachers participated.

TABLE XIII

TEACHER ATTITUDE RESPONSE: SUPERVISED
OCCUPATIONAL TRAINING

	Favorable	Neutral	Unfavorable	Total
Teacher Responses:	22	6	4	32
Percent:	68.8	18.7	12.5	100

Attitude and Future Farmers of America

The final area considered in this section of Chapter IV was the attitude of beginning teachers as they relate to Future Farmers of America (FFA) activities. The findings were not determined as statistically significant at the .05 level. The strongest relationship appeared in

relating beginning teachers' attitudes with the home program (.25). Findings shown in Table XIV record only a - .06 correlation between the cooperating program and teacher attitudes. In considering the mean score for both home and cooperating programs, findings do indicate a strong program emphasis in FFA. The cooperating program ranked somewhat stronger, 4.45, as compared to 4.07 for the home program. The beginning teachers did not quite reflect this degree of emphasis with their attitude mean score (3.34). The lesser degree of emphasis of the home program as compared to the cooperating program (as indicated by the mean score) possibly accounted for the higher correlation between the teachers' attitudes and the home program.

TABLE XIV

CORRELATIONAL AND MEAN SCORE PROFILE
BEGINNING TEACHER ATTITUDE:
FUTURE FARMERS OF AMERICA

	Home Program:	Cooperating Program:	Teacher Attitude:
r	.25	- .06	---
\bar{X}	4.07	4.45	3.34

Not significant at .05 level

Collation of data presented in Table XV reveal teacher attitude responses on the attitude scale. The meaning behind the neutral responses (15.6) and especially the unfavorable responses seem rather difficult to conceptualize in light of the traditionally high prestige accorded FFA in vocational agriculture programs. A total of 11 teachers (34.4) made ratings ascribed as neutral or unfavorable toward the FFA. In view of the rather strong home and cooperating program emphasis in FFA and the low correlational coefficient, it would seem as if there might be reason to suspect a reaction on the part of beginning teachers against present and/or past emphasis on FFA in the local and cooperating programs of vocational agriculture.

TABLE XV

TEACHER ATTITUDE RESPONSE:
FUTURE FARMERS OF AMERICA

	Favorable	Neutral	Unfavorable	Total
Teacher Responses:	21	5	6	32
Percent:	65.7	15.6	18.7	100

In trying to conceptualize and summarize the total picture of relationships between the seven categories of vocational agriculture and the attitudes of beginning teachers toward program emphases, the investigator was impressed by the varied reactions for and against the identified segments of the total program. Noticeable reactions against were primarily observed in the areas of agricultural mechanics and community service, which are recognized as comprising the older and more established parts of the total program. Strong response for newer aspects of the total program, such as guidance, were also salient phenomena.

All data failed to yield substantially significant statistical relationships between any one of the seven areas of the total vocational agricultural program and beginning teacher attitudes toward program emphases.

Attitude and Program

Emphasis Profiles

After a general overall analysis of the relationship between beginning teacher attitudes and segments of the total program of vocational agriculture, there was felt a need for more detailed examination of attitudes of beginning teachers and those entities of attitudinal influence

in which they have participated. This part of Chapter IV was concerned with presenting a brief analysis of the correlation scores, both positive and negative, as these might be discovered to be associated with the identified entities of educational influence. In this more detailed study of findings concerning various relationships between attitude of teachers and possible educational experiential influences, the investigator, after consultation with a specialist in the Oklahoma State Vocational Research Coordinating Unit, chose to use the Spearman Rank Correlation Coefficient described by Siegel (20). The Spearman Rank Correlation (r_s) was selected as the appropriate statistical tool to determine possible significant relationships which might exist between teacher attitude profiles and home emphasis program profiles, as well as cooperating center emphasis program profiles.

The ranking of attitude and the program emphasis scores of the review panel was a relatively simple process. It was first necessary to determine rank of scores for the seven major program areas by the panel. The same was true of the teacher attitude scores as measured by the attitude scale. Attitude scores were ranked 1 through 7. In like manner, the home and cooperating scores were ranked. Once the rank profile was determined for the

teacher and for the respective program, the differences between the individual rank scores were then computed. These differences were squared in order to remove negative signs. Allowances were then made for tied scores in the rankings according to the correction process outlined by Siegel (20).

Siegel (20) states:

If the proportion of ties is large, then a correction factor must be incorporated in the computation of r_s . The effect of tied ranks in the X variable is to reduce the sum of the squares $\sum X^2$ below

the value of $\frac{N^3 - N}{12}$, that is, $\sum X^2 < \frac{N^3 - N}{12}$,

when there are tied ranks in the X variable. Therefore, it is necessary to correct the sum of squares, taking ties into account.

Siegel (20) points out the final formula for correction of ties scores is:

$$\sum X^2 = \frac{N^3 - N}{12} - \sum T \quad (\sum Y^2 = \frac{N^3 - N}{12} - \sum T)$$

The above formula was used for correction of ties scores for both X and Y variables. It was necessary that this procedure be stressed because of the large number of ties present, especially in the case of home and cooperating program scores. The above formula was therefore used in the computation of r_s for teacher attitude, home program and cooperating center rank scores, as well as for the beginning teacher's perception of his home program of

vocational agriculture. According to Siegel (20), the significance level for rs (Population =7-seven areas of vocational agriculture in the study) is $r = .714$ or above.

Attitude and Home Emphasis Program

Profile Relationships

The study showed the rs significant relationships of beginning teacher attitudes and home program to be a very small percent of the total relationships studied. The range of positive relationships was .09 to .855, while the negative range was - .019 to - .968.

Data presented in Table XVI indicate the small proportion of significant relationships which exist as measured by rs. The 18.70 percent of the beginning teacher group which showed significant relationships with their home program emphases were equally divided with 9.35 percent yielding positive and 9.35 percent yielding negative relationship scores. Likewise, findings shown in Table XVI indicate quite unequivocally the large percent (81.3) correlations which were not found significant at the .05 level.

The division between the positive and negative correlations as applied to individual teachers as shown in Table XVI resulted in a component of 56.3 percent positive and 43.7 percent negative.

TABLE XVI

TEACHER ATTITUDE: HOME PROGRAM PERCENTAGE RELATIONSHIPS
SIGNIFICANT AND NON-SIGNIFICANT

	<u>Percent Significant</u>		<u>Percent Non-Significant</u>		<u>Percent of Total</u>	
	Positive	Negative	Positive & Negative	Total	Positive	Negative
Attitude:						
Home Program	9.35	9.35	81.3	100%	56.3	43.7
						100%

Not significant at .05 level

It must be pointed out, however, that even though there were only 9.35 percent significant positive correlations, data treatment did reveal 11 teachers exhibiting correlations above .40. This was not the situation with the cooperating center program where only 3 teachers exhibited correlations above .40. Because of the very low number of statistically significant correlations which treatment of data yielded, hypothesis one is rejected.

Attitude and Cooperating Program

Profile Relationship

Relationships determined by use of rs formula between beginning teacher attitude and cooperating center program emphasis were less statistically significant than with the teacher attitude and home program emphasis aspect of the study. However, the positive and negative correlational ranges were quite similar. The study showed the range of positive correlations to be .0094 to .85, while the negative range was .018 to .84. Lower positive correlations were especially noticeable as compared to the home program correlations. There were only 3 positive correlations identified as above .40 for the cooperating program as compared to 11 for the home program described previously. However, negative correlations for both programs were very similar when compared.

Data presented in Table XVII reveal that only one positive correlation (3.13 percent) proved significant at the .05 level, while two negative correlations (6.25 percent) were statistically significant. There was a noticeable 'break' between the significant correlations and the next ranked correlation coefficient (.85 to .5585). This 'break' was not evident in the attitude home program correlations. This same 'break' was found true for negative correlations also (.8057 to .5664).

These same data yielded 90.62 percent of correlations in the non-significant category, indicating the absence of meaningful relationships between the teacher attitudes and program emphases in the cooperating center programs.

Table XVII also showed approximately the same kind of balance between positive and negative correlations observed. There were 53.1 percent of the teachers who related positively with the cooperating center program while 46.9 percent related negatively.

Generally, the study showed the profile patterns of the emphasis in cooperating programs to be quite similar to the home programs, especially in range and balance of positive and negative correlations. Because of such a few statistically significant correlations yielded, hypothesis number two was rejected.

TABLE XVII

TEACHER ATTITUDE: COOPERATING PROGRAM PERCENTAGE RELATIONSHIPS
SIGNIFICANT AND NON-SIGNIFICANT

	<u>Percent Significant</u>		<u>Percent Non-Significant</u>		<u>Percent of Total</u>		
	Positive	Negative	Positive & Negative	Total	Positive	Negative	Total
Attitude: Cooperating Program	3.13	6.25	90.62	100%	53.1	46.9	100%

Not significant at .05 level

Attitude and Home Program Perception Profile

The study indicated a more comparable pattern of relationships between his home program emphasis and the beginning teacher's perception of his home program than was true for the emphases in the cooperating center program.

Findings collated in Table XVIII indicate that there were two significant correlations (6.3 percent) at the .05 level and not a single significant negative correlation. This contributed to a high figure of 93.7 percent of non-significant correlations (positive and negative), as shown in Table XVIII.

These data also present a somewhat similar positive-negative correlational balance pattern (59.4 percent positive; 40.6 percent negative). This balance, however, did not exist to the degree that was revealed with regard to home and cooperating program emphases relationships. The range of positive correlations was .019 to .916 as compared to .03 to .72 for negative correlations. Again, because of the very low percentage of statistically significant correlations which data treatment yielded, hypothesis three was rejected.

TABLE XVIII

TEACHER ATTITUDE: PERCEPTION OF HOME PROGRAM
 PERCENTAGE RELATIONSHIPS, SIGNIFICANT
 AND NON-SIGNIFICANT

	<u>Percent Significant</u>		<u>Percent Non-Significant</u>		<u>Percent of Total</u>		
	Positive	Negative	Positive & Negative	Total	Positive	Negative	Total
Attitude: Perception Home Program	6.3	0	93.7	100%	59.4	40.6	100%

Not significant at .05 level

Correlational Profile Groupings:

Open-Minded and Closed-Minded

Open-mindedness and closed-mindedness refers basically to the structure of the belief system. The instrument used to obtain the data of this study was the Dogmatism Scale, Form E, developed by Rokeach (see Appendix B).

Open-minded, as considered in this study, is applied to the teacher having a low score on the Dogmatism Scale; and, conversely, closed-mindedness refers to achievement of a high score on the Dogmatism Scale.

Dick (26) comments:

Open and closed-mindedness seem to be at opposite ends of a continuum; therefore, to categorize an individual in all his beliefs as open- or closed-minded would be to establish ideal types. Ideal types, as such, do not exist since the various beliefs of individuals fall somewhere along a continuum.

In this investigation the range of all scores achieved by beginning teachers was 114 to 221 with a mean of 158.56. Wiggins (2) reported that a group of 75 student teachers in agricultural education at Oklahoma State University examined in 1968 had a range of 106 to 204 with a mean of 159.9189. Dick (26) reported that a group of 50 student teachers in science education at Oklahoma State University tested in 1967 had a score range of 105 to 200 with a mean

score of 141.3 for the same Form E of the Rokeach Dogmatism Scale.

In presentation of data procured through application of the Dogmatism Scale, no attempt is made to spell out which scores are specifically open or closed; rather, a plus value was assigned scores which occurred above the mean score and, likewise, a minus value was allocated those scores appearing below the mean. Dick (26) considered only those scores which appeared either in the top quartile or the bottom quartile; the middle quartiles were not considered in his investigation.

In order to obtain a more comprehensive analysis of data secured by this study, teachers were grouped together by correlational profiles (negative and positive correlation). The four groupings of teachers so structured were: (1) those with all correlation scores positive; (2) those with two positive and one negative correlation scores; (3) those with one positive and two negative correlation scores; and (4) those with all negative correlational scores.

Data summarized in Table XIX illustrate both the correlational profile and the dogmatism scores for the eight teachers who fit into the group first listed above.

TABLE XIX

CORRELATIONAL PROFILE: TOTAL POSITIVE
CORRELATION AND DOGMATISM SCORES

Teacher Number	<u>Attitude</u>	<u>Attitude</u>	<u>Attitude</u>	Dogmatism Score	<u>Total Mean*</u>
	Home Program	Cooperating Program	Preception Home Program		+ = Above \bar{X} - = Below "
1	.3761	.0454	.844	163	+
6	.477	.30	.3706	174	+
11	.7592	.8505	.4564	157	-
13	.50	.3774	.0196	128	-
15	.3280	.2810	.2568	163	+
17	.4857	.3831	.2886	142	-
18	.5784	.3720	.4992	221	+
32	.4956	.5585	.9168	170	+
*Total Population Mean Score: 158.56					

The average dogmatism mean score for the positive profile grouping was 164.75, which is slightly above the population mean. This could possibly mean that these teachers, with their all positive profile, do, in general, tend to make judgements and decisions on a more closed-minded basis than is true for other beginning teachers.

It may be further noted that the high dogmatism score (221) within the entire range appears in this grouping. The percentage of plus scores were 62.5, while 37.5 percent of scores were minus.

Findings presented in Table XX, as to be expected due to grouping procedure, exhibit a slightly less positive correlational determination. These data are presented primarily to give a more comprehensive picture of the correlational profiles as they are associated with open- and closed-mindedness of each individual included in the population. The mean score for the open- and closed-minded scores shown in Table XX was 164.4, which was almost identical to the total positive grouping shown in Table XIX (164.75).

Sixty percent of the dogmatism scores (plus) were above the total population mean (158.56), while 40 percent of scores (minus) were below the population mean score. Again, this closely resembled the percentages noted in

TABLE XX

CORRELATIONAL PROFILES POSITIVE (TWO) AND NEGATIVE (ONE) CORRELATIONS:
DOGMATISM SCORES

Teacher Number	<u>Attitude</u>	<u>Attitude</u>	<u>Attitude</u>	Dogmatism Score	<u>Total Mean*</u>
	Home Program	Cooperating Program	Preception Home Program		+ = Above \bar{X} - = Below "
2	.0467	- .0654	.6998	180	+
5	.3981	.3333	- .2336	186	+
8	- .5457	.0294	.3031	188	+
9	- .0196	.0604	.0828	203	+
10	.8062	.1682	- .6405	142	-
23	.430	- .0727	.2617	152	-
27	.8545	- .5664	.5741	171	+
28	.668	- .3398	.4039	130	-
30	.6097	.2777	- .1401	170	+
31	- .7593	.0094	.0898	122	-

*Total Population Mean Score: 158.56

Table XIX for the structural pattern of those scores above and those below the total population mean score.

Findings collated in Table XXI show a paradigm considerably more negative in nature. The mean score for those whose correlational profile placed them in the grouping described in Table XXI was 158.1, only slightly below the two groups (Table XIX and XX) discussed previously. One noticeable phenomenon in this profile grouping is the absence of extreme high or low open- and closed-minded scores.

Distribution of scores both above and below the population mean (158.56) deviated somewhat in this grouping. There occurred a definite movement toward a more open grouping of individuals. The percent of both pluses and minuses was 50 percent.

Finally, data shown in Table XXII present a considerably different picture than previously seen in analyses of other group data. The mean score for the negative profile grouping was 132.75, considerably below the population mean (158.56), and more important, noticeably below the mean of any of the other three profile groupings. The contrast between the all positive profile grouping mean score (164.75) and that of the all negative profile grouping (132.75) seem somewhat paramount to the study.

TABLE XXI

CORRELATIONAL PROFILES POSITIVE (ONE) AND NEGATIVE (TWO) CORRELATIONS:
 DOGMATISM SCORES

Teacher Number	<u>Attitude</u>	<u>Attitude</u>	<u>Attitude</u>	Dogmatism Score	<u>Total Mean*</u>
	Home Program	Cooperating Program	Perception-Home Program		+ = Above \bar{X} - = Below "
3	.037	- .8430	- .3959	155	-
4	- .1509	.2523	- .3142	174	+
7	.0917	- .0187	- .2727	167	+
12	- .7648	.1698	- .2067	152	-
16	- .1651	- .1743	.1982	153	-
19	- .4859	.2243	- .7245	158	+
21	- .1941	- .4762	.5099	139	-
22	- .0817	- .1941	.6563	148	-
24	- .968	- .4287	.7181	160	+
25	.1869	- .4579	- .2844	175	+

*Total Population Mean Score: 158.56

TABLE XXII

CORRELATIONAL PROFILE: TOTAL NEGATIVE
CORRELATION AND DOGMATISM SCORES

Teacher Number	<u>Attitude</u>	<u>Attitude</u>	<u>Attitude</u>	Dogmatism Score	<u>Total Mean*</u>
	Home Program	Cooperating Program	Perception Home Program		+ = Above \bar{X} - = Below "
14	- .2181	- .5046	- .3595	138	-
20	- .40	- .1834	- .1751	114	-
26	- .5101	- .8057	- .0301	143	-
29	- .6111	- .1295	- .6193	136	-

*Total Population Mean Score: 158.56

Based upon investigation by Dick (26) and Rokeach (19), toward recognizing implications for data shown in Table XXII, the suggestion would appear strong that those teachers with total negative correlational profiles were inclined to function considerably more open-minded than those in profile group one (Table XIX) and profile group two (Table XX).

Dick (26) again comments that:

The essence of the differences between those who are open and closed is found to be in the ability to analyze and synthesize. Those who are more open are found to have greater ability to synthesize.

The spread between mean scores of group one (all positive) and group four (all negative) was found to be 32 points. It should be noted that the high score (221) at the extreme end of the continuum was in the all positive profile grouping, while similarly at the other end was found the low score (114) of the negative profile grouping. The previously noted balance occurring between those scores which are above and below the population mean (158.56) and the respective profile groupings was no longer evident: all of the scores in the all negative grouping were found to be below the population mean.

Similarities and Differences of Teacher Attitude and Home Program

The basic goal of the study was to determine, if possible, the relationships which might exist between beginning teacher attitudes and the various educational experiences which might tend to influence attitude development of the beginning teacher. Hamlin (27) says:

Some researchers are obsessed with the need for objectivity. Granting that we want as much objectivity as possible there is no completely objective research. Subjectivity enters in the choice of a subject, in the selection of data to be gathered, and in the interpretation of data. If the director of research is competent, his subjective judgements may be its greatest contribution.

In this portion of Chapter IV, the investigator attempted to collate and evaluate data in a somewhat cursory manner in order to clearly portray certain aspects of the study which seem to have important implications. The investigator recognizes that to draw more definite conclusions is unwarranted. Hamlin (27) further points out that:

Another current obsession is with elaborate statistical analysis, used as much to obscure as to illuminate. An example is factor analysis. Certainly it has some small use in research in occupational education, but one can factor-analyze crude data to death and still have nothing.

One of the more striking aspects of the study to the investigator was the easily identifiable lack of 'matching'

between beginning teacher attitudes and the various program profiles. The prevailing paradigm seems to be one characterized by wide divergence instead of matching. This diverse pattern proved consistent when examination was made of the individual profile components.

A somewhat superficial analysis was made of the individual 'profile patterns.' In order to facilitate such an analysis, the writer analyzed only the first three places in the ranks of teacher attitude and the home program profile instead of the seven rankings previously correlated. First, certain more or less common patterns of teacher attitude emphasis in the first, second, and third place rankings were identified. It was found that teachers number 3, 9, 20, 21, 22, 23, and 24 ranked guidance, adult education and classroom instruction all within the 1, 2 and 3 rank positions. In other words, these three areas of the total program made up the 'block' of first, second, and third place rankings of these seven teachers. This represented 21.88 percent of the teacher population. These data also revealed that teachers number 6, 10, 14, 19, 25, 26, 29 and 31 ranked guidance, adult education or classroom instruction first and/or second in the profile rankings indicating their attitudes. This represents 25 percent of the teacher population. Teachers number 7, 8, 12, 13, 16

and 17 showed the ranking of adult education, guidance or classroom instruction such as to have been placed in any two of the three top ranking positions. They were tabulated as such regardless of arrangement or combination in the top three ranking positions. This latter grouping represented 21.88 percent of the teacher population. Thus, the total percentage of teachers ranking these items in the top three places tallied 68.76 percent.

It should further be noted that there were two other areas of the total program which were prominent in receiving top rankings from the beginning teachers. Supervised occupational training was ranked first by 12 beginning teachers (37.5 percent). Supervised training ranked in the top three placings (ties included) in 20 out of the 32 teacher attitude profiles (62.5 percent). The only other phase of the total program which appeared quite often in the teacher profile was FFA. It should be noted here that while FFA was not ranked first in a single instance, FFA did appear in the top three places among profiles of teachers 11 times (ties included) for a 34.37 percent 'block' of emphasis agreement.

Since certain emphases patterns have thus been identified as exhibiting commonality among the teacher profiles, the matter of analyzing home program profiles should also

be considered. The procedure used was the same; thus only the top three rankings of profile components will be studied.

There were four areas of the total vocational agriculture program which appeared most often in the home program profile. The home program was contrasted because it exhibited a higher relationship to teacher attitude when treated statistically. Components most frequently appearing were supervised farming, agriculture mechanics, community service and FFA. There were no 'block' groupings as was the case in adult education, guidance and classroom instruction. However, there were rather strong emphases in the areas mentioned for home program as these were ranked by the review panel.

The panel ranked FFA in the top three rankings 26 out of 32 instances (ties included). This represented 81.25 percent of programs included in the study, compared to 34.37 percent for beginning teacher rankings.

The panel ranked supervised occupational training in the top three places 26 out of 32 instances for an 81.25 percent as compared to 62.5 percent for beginning teacher attitude profiles. One of the more striking areas of contrast between teacher profile ranking and home program profile ranking by panel was in the area of agricultural

mechanics. The panel ranked agricultural mechanics in the first through the third positions in 22 out of 32 instances representing 68.8 percent of the total programs studied. This compared to 18.75 percent for beginning teacher attitude toward such a strong emphasis. It was noted that the panel ranked agricultural mechanics first place six times as compared to no first place rankings by beginning teachers in responses comprising emphasis attitude profiles.

There was considerable agreement in the limited number of times community service ranked in the top three placings; eight for teacher profiles; seven for home programs.

The more frequent areas of agreement seem not only to be in the area of supervised occupational experience emphasis as previously noted but also in classroom instruction. Classroom instruction appeared first six times out of 32 beginning teacher attitude profiles, but perhaps more important, classroom instruction appeared in the top three rankings 21 out of 32 cases for 65.6 percent. The review panel indicated that classroom instruction ranked first in home program emphasis in ten instances for 32.0 percent. However, more impressive was the placing of classroom instruction in the top 1 - 3 rank positions 29 out of 32 instances (ties included) for the home programs, (90.6 percent).

The foregoing analyses, which admittedly have been somewhat perfunctorily structured, do point out rather clearly the similarities and dissimilarities between profiles of beginning teacher emphasis attitudes and their experienced home and cooperating center programs. This is in no way implying a question as to the validity of judgments and evaluations of the review panel. However, when these findings are considered in light of their totality, certain conclusions are made possible, many on the basis of eliminating strong influences of home and/or cooperating center experiences previously felt as more or less established.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

This study was concerned with selected areas of experiential influence which have had opportunity to contribute toward developing and shaping the attitude of beginning teachers of vocational agriculture toward the nature and extent of emphases in seven identified areas comprising a total vocational agriculture program. These seven areas included (1) adult education, (2) agricultural mechanics, (3) guidance, (4) classroom instruction, (5) community service, (6) supervised occupational training and (7) Future Farmers of America. Further, two major centers of attitudinal influence included in the investigation were those actual experiences provided through the individual's home high school program and his cooperating student teaching center program.

The 32 beginning teachers were administered two attitude scales. The first scale attempted to measure the

beginning teacher's attitude toward program emphases in each of seven areas of the established total program of vocational agriculture, thus synthesizing an individual teacher attitude profile.

The second scale sought to measure the extent of open- and closed-mindedness prevailing for each teacher. Three program ranking instruments were developed and used in the study to determine which of the seven areas of the total program ranked highest and which ranked lowest along a continuum structured as 1 to 5. The Likert Scale was used as a guide in developing program emphasis attitude ranking scales.

District supervisors and teacher educators who were knowledgeable and possessing many years experience with the total state program were used as the review panel to determine the rank of individual home and cooperating center programs. Beginning teachers were also requested to respond to this same scale in providing their perception of program emphases provided the home high school program. All ranking scales were the same in format and content. This ranking served as the basis for determining the individual's home and cooperating center data profiles.

These attitude profiles were then correlated with both home and cooperating center program profiles, as established by the panel, in an attempt to discover

significant relationships. In order to further discover significant association with specified variables, an investigation was made as to appositeness with open- and closed-mindedness. Rokeach's Dogmatism Scale was used to determine an inventory in this area for each beginning teacher which might lead to discovery of the nature and extent of comparison and/or association.

A 28-statement attitude scale was developed and refined by the investigator in order to attempt measurement of attitude toward various broad areas or classifications of the total program of vocational agriculture. The scale was then administered to 32 beginning teachers of vocational agriculture as a major step in determining attitude and establishing an attitude profile for individual teachers. An attempt was then made to correlate attitude profiles with program profiles. Basically, the program profiles provided points of reference from which to measure possible selected experiential influences upon beginning teachers in terms of program emphases.

The investigation did not find significant correlations between total attitude score, total emphases occurring in home programs, and emphases occurring in cooperating center programs, using scores as represented by the mean of the total population of scores, using the Pearson

Product-Moment Correlation Coefficient.

When the Spearman Rank Correlation Coefficient (r_s) was used to determine possible relationships between profiles of beginning teacher program emphases attitudes and profiles of experiential patterns of emphases in home and cooperating programs, a few significant correlations, both positive and negative, were found to exist. However, the proportion of significant correlations was found to be so small as to essentially negate the importance of such correlations to this study in substantiating the three major hypotheses.

However, a grouping of teacher correlational profiles within the three areas in which correlations were discovered to exist indicates the more closed-minded teacher, as an individual, yielded the more predominate number of positive correlations. Those teachers who exhibited total negative correlational profiles were considerably more open-minded than those with total positive correlational profiles. These findings support the minor hypothesis of the study. Significance for all tests was set at the .05 level.

Conclusions and Implications

It was concluded that attitudes of beginning teachers of vocational agriculture toward program emphases are not readily shaped neither by the experiential influence of a local home program nor by the observed or experienced emphases of the cooperating teaching center program in which they participated. The investigation indicates that beginning teachers respond quite independently toward situations and experiences provided for them through specified portions of their educational experience. It appears possible that beginning teachers are not as impressionable as ← may have been presumed by teacher educators in the field of agriculture. It is further concluded that the variation of responses between teachers and even individual teacher responses toward various aspects of educational experience, such as vocational agriculture, cannot easily be predicted, particularly with a high degree of accuracy. The study would also seem to indicate that while a teacher may react favorably toward emphasizing strong programs of supervised occupational training and classroom instruction he may, at the same time, react quite unfavorably toward an equally strong program of agricultural mechanics.

Variations, of considerable magnitude, when expressed as favorable and unfavorable attitudes toward

program areas concurrently evaluated with unanimity by the review panel did contribute a great deal toward lowered correlations, both in the case of total relationships as well as profile relationships. These phenomena were most apparent in the pairing of teacher attitudes with home programs and with cooperating center program profile scores. This pairing was a step in use of the Spearman Rank Correlation (r_s). There was assuredly evidence of some yet unidentified factors which seem to mask or complicate clear analyses of findings pertaining to total program correlations using the Pearson-Product Moment. The presence of such undetermined factors, however, was not readily evidenced until ranking of scores were made in preparation for use of the Spearman Rank (r_s).

Even though not statistically significant, the beginning teacher attitude scores when correlated with the home program, cooperating program and perception of home programs exhibited considerably higher positive scores for the home program than those determined for either cooperating program or for the teacher perception of home programs. It should be admitted that this finding held true only for the positive scores of home program profile correlations. Because of the absence of substantial numbers of statistically significant correlations, this finding of

higher positive correlation scores between teacher attitude and home programs was not considered to be of meaningful importance to the study.

The study indicated a noticeable lack of agreement between beginning teacher perception of home program and that of the review panel. The teachers' assessment of emphases present in their local program of vocational agriculture seemed to be a rather 'close' or decidedly adverse critical analysis of their home program when compared to analyses of the panel. Beginning teachers tended to rather consistently rank emphases occurring in their home programs below parallel reviews by the panel of supervisors and teacher educators. This was particularly true in the areas of adult education, agricultural mechanics, and guidance and classroom instruction. It would seem logical to conclude that beginning teachers did not perceive the nature and degree of emphasis within these areas as strongly as did members of the panel. It is of value to note that even though the local teacher of vocational agriculture was possibly very influential in the decision of the beginning teacher choosing the teaching profession, the beginning teacher was quick to identify areas of 'less emphasis' in his home program. The greatest spread between appraisal scores of beginning teachers and panel members appeared in

the area of agricultural mechanics. Findings revealed that beginning teachers, generally, (50 percent) reacted less favorably in terms of emphases attitude scores toward agricultural mechanics than was true of any other program area. Likewise, they responded rather unenthusiastically toward emphasis occurring in the home program in agricultural mechanics as indicated by the disparity between teacher and panel member scores. There are any number of factors which might be speculated upon as contributing toward such relatively negative attitudinal and perceptual responses of beginning teachers in a field that has purportedly become an increasingly more popular part of the program of vocational agriculture in Oklahoma. However, because of the variance of responses, it is extremely difficult to draw any definite conclusions, except to indicate that more study is especially needed in this area.

Conversely, the beginning teacher perceived the areas of community service, supervised occupational experience and FFA to be more strongly emphasized in the local program than was true of panel members.

Based upon the panel's evaluation, cooperating center programs scored higher in terms of emphases in the seven areas of vocational agriculture than did the home programs. A conclusion would seem warranted that, even though the

cooperating center program was generally recognized as the stronger program in terms of panel evaluation, its influence or impact on beginning teacher attitude was not found statistically significant as shown by this study. Particularly for the closed-minded individual the time that the student teacher is associated with the cooperating center program could even conceivably be cited as a force working against attitude development or attitude change with regard to program emphasis.

It is concluded from this study that those teachers with a greater positive correlational profile, as determined by the Spearman Rank (r_s), tend to be more closed in their personality while teachers who have a more negative correlational profile have the more open personalities.

One of the basic conclusions of the study dealing with attitudes of beginning teachers is that a beginning teacher is just as likely to respond unfavorably to a strongly emphasized segment of vocational agriculture which he may feel is overemphasized as he is to respond favorably to an area to which he feels is not emphasized strongly enough. This is especially true as reflected by his attitudes favoring adult education, guidance, classroom instruction and supervised occupational training and those somewhat unfavorable attitudes towards FFA, community service, and agricultural mechanics.

In final summary, the salient finding of practical value would appear to be that individuals possessing more close-minded attitudes tend to also favor a pattern of program emphases strikingly similar to that experienced in their home high school. Conversely, and to a greater apparent degree, the individual possessing a more open-minded attitude tended to look with less favor upon those program emphases established as predominant in the vocational agriculture program which he experienced in high school.

Recommendations

Any recommendation emerging from findings of this investigation must be primarily based upon the revelation that beginning teacher attitudes are only slightly influenced by their experiences and activities in educational programs peculiar to vocational agriculture. Further consideration would emphasize the fact that because of such findings, teacher educators cannot expect dramatic or far-reaching changes in attitudes toward program emphases to occur during the student teaching experience anymore than they can expect prospective teachers who have experienced home programs with certain identifiable emphasis pattern characteristics to vigorously identify either in a strongly positive or negative manner as these characteristics are reflected by their attitudes.

In view of the findings of this study and those substantiated by previous researchers, the following suggestions and recommendations are presented for consideration by those who are involved in providing professional education experiences for prospective teachers of vocational agriculture.

(1) In developing and implementing programs for educating prospective teachers, priority should be given to a discovery of prevailing attitudes as early as possible. The fact that beginning teacher attitudes toward program emphases did not correlate significantly with either their experienced home or cooperating center programs is rather strong evidence that attitude inventories might be very helpful in identifying the students' needs; however, these needs cannot be predicted from what is known of the nature and extent of experiences he has had in a local program of vocational agriculture.

Admittedly, it may be somewhat disturbing to the professional educator to at least partially abandon hyperbolic affirmations of strong influence of the student's experiences in his home school program or, still more deflating, the sovereignty of the mold of a student teaching experience. Evidently, even extensive knowledge in these areas is not valid enough information alone upon which to base

judgements as to what the student is 'really like' or what he 'really needs' in the way of additional educational experiences. In measuring 'content of the product,' knowing the student through discovery of his true attitudes and aspirations not only aids the student, which is of great importance, but helps to accurately assess comparative values of program variations.

(2) High priority should be given to individuals and staff conducting research in order to determine appropriate design and method in gathering, classifying and analyzing perceptions, attitudes and aspirations of prospective teachers. The investigator found in reviewing various attitude scales that considerable work is being planned and implemented in the fields of attitude identification and measurement as well as related aspect of personality study. However, very few of the scales developed were found suitable for use in measurement of attitude toward teaching program development and emphases. Innovative and creative effort should be expanded in developing and validating schedules and scales which would more precisely identify and assess individual differences in perception and self-motivation toward decisions concerning program development and implementation.

(3) Acquisition of attitudinal and personality data

for cooperating teachers as well as their teaching program emphases profiles should be considered as of paramount importance. Because the cooperating teaching centers are rather stable in both location and function (selected teachers must have participated as teachers for several years), the gathering of attitude and personality data could be enhanced. It has often been indicated that considerable care is given to matching the prospective (student) teacher with a cooperating teacher and teaching center which could provide the most fruitful experience. Hence, the acquisition of attitude and personality data can provide valuable guidance assistance in helping prospective teachers and their advisers select the most appropriate center for student teaching assignment.

(4) Further research might well include an investigation of such variables as attitudes of authority figures, peer influences, social and/or economic status of parents and possibly the effect of both required and elective courses taken at the University.

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A P P E N D I X A

OPINIONNAIRE

NATURE OF TOTAL PROGRAM ACTIVITIES

Name _____

Please respond to each of the following statements by circling the response that most nearly expresses your feeling on each individual statement.

SA--Strongly Agree

A--Agree

N--Neutral

D--Disagree

SD--Strongly Disagree

Feel free to mark any question which is not clear in meaning.

- SA A N D SD 1. Instructional meetings for adults will be attended if programs are meaningful.
- SA A N D SD 2. Most local school mechanic programs are nothing more than welding.
- SA A N D SD 3. It is a mistake to involve the high school student too seriously in choosing an occupation.
- SA A N D SD 4. I especially enjoy the time spent in classroom instruction.
- SA A N D SD 5. A teacher should stress community service as much as any other aspect

of his program.

- SA A N D SD 6. Supervised training programs are the basis for most successful vocational agriculture programs.
- SA A N D SD 7. Most basic concepts of vocational agriculture cannot be readily implemented in a classroom situation.
- SA A N D SD 8. It is actually damaging to students when vocational agriculture teachers attempt to carry out career development activities.
- SA A N D SD 9. Future Farmer activities are the most meaningful part of any vocational agriculture program.
- SA A N D SD 10. It is difficult to have a well balanced teaching program when excessive time is spent in FFA competitive activities.
- SA A N D SD 11. Too much emphasis is placed upon supervised training programs as a criteria for success of the total program.
- SA A N D SD 12. All community service programs should be organized on an educational need

basis involving the student, the adult, and the teacher.

- SA A N D SD 13. The teacher is the real key to successful FFA programs.
- SA A N D SD 14. Agricultural mechanics has become the most important aspect of the vocational agricultural programs in recent years.
- SA A N D SD 15. Supervised training programs are too strongly emphasized in vocational agriculture.
- SA A N D SD 16. I feel rather uncomfortable working with adult farmers in an organized setting.
- SA A N D SD 17. There is very little excuse for a local program of Vocational Agriculture becoming top-heavy with community service activities.
- SA A N D SD 18. My greatest satisfaction in teaching comes from assisting boys with their supervised farming programs.
- SA A N D SD 19. Most local programs of adult and young farmer education are the result of trying to meet the state department's requirements.

- SA A N D SD 20. I get a great deal of satisfaction from teaching agricultural mechanics to high school boys.
- SA A N D SD 21. Classroom instruction is the backbone of most well balanced programs of vocational agriculture.
- SA A N D SD 22. A teacher of vocational agriculture should begin career development activities as early as the freshman year.
- SA A N D SD 23. Most community service activities are not orientated toward education of adult or adults involved in the service.
- SA A N D SD 24. The adult education program in Oklahoma is in dire need of being updated.
- SA A N D SD 25. The FFA is a good front and is used by many teachers to cover up a poor job of teaching.
- SA A N D SD 26. Many teachers use agricultural mechanics as a crutch in their teaching program.
- SA A N D SD 27. It seems difficult to motivate students in a classroom setting.

SA A N D SD 28. Classtime should be used to acquaint students with occupational opportunities in agriculture.

A P P E N D I X B

ROKEACH DOGMATISM SCALE

(FORM E)

OPINION POLL

Birth Date _____

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others: whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I Agree A Little

-1: I Disagree A Little

+2: I Agree On The Whole

-2: I Disagree On The
Whole

+3: I Agree Very Much

-3: I Disagree Very Much

____ 1. The United States and Russia have just about
nothing in common.

- _____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
- _____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
- _____ 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
- _____ 5. Man on his own is a helpless and miserable creature.
- _____ 6. Fundamentally, the world we live in is a pretty lonesome place.
- _____ 7. Most people just don't give a "damn" for others.
- _____ 8. I'd like it if I could find someone who would tell me how to solve my personal problems.
- _____ 9. It is only natural for a person to be rather fearful of the future.
- _____ 10. There is so much to be done and so little time to do it in.
- _____ 11. Once I get wound up in a heated discussion I just can't stop.

- _____12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
- _____13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
- _____14. It is better to be a dead hero than to be a live coward.
- _____15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.
- _____16. The main thing in life is for a person to want to do something important.
- _____17. If given the chance I would do something of great benefit to the world.
- _____18. In the history of mankind there have probably been just a handful of really great thinkers.
- _____19. There are a number of people I have come to hate because of the things they stand for.
- _____20. A man who does not believe in some great cause has not really lived.
- _____21. It is only when a person devotes himself to an idea or cause that life becomes meaningful.

- _____ 22. Of all the different philosophies which exist in this world there is probably only one which is correct.
- _____ 23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.
- _____ 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
- _____ 25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
- _____ 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
- _____ 27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
- _____ 28. In times like these, it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
- _____ 29. A group which tolerates too much differences of opinion among its own members cannot exist for long.

- ____ 30. There are two kinds of people in this world: those who care for the truth and those who are against the truth.
- ____ 31. My blood boils whenever a person stubbornly refuses to admit he's wrong.
- ____ 32. A person who thinks primarily of his own happiness is beneath contempt.
- ____ 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
- ____ 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
- ____ 35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinion of those one respects.
- ____ 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
- ____ 37. The present is all too often full of unhappiness. It is only the future that counts.
- ____ 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

- _____39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
- _____40. Most people just don't know what's good for them.

A P P E N D I X C

PROGRAM EMPHASES SCALES

EVALUATION OF HOME TOWN VOCATIONAL

AGRICULTURE PROGRAM

SCHOOL _____ TEACHER _____

EVALUATION SCALE: 5-Strongly Emphasized 4-Moderately Emphasized 3-Average Emphasis
 2-Slightly Emphasized 1-Very Little Emphasis

	5	4	3	2	1
Classroom Instruction					
Supervised Occupation Experience Program					
Agricultural Mechanics					
Future Farmer Activities					
Guidance-Career Development					
Adult and Young Farmer Program					
Community Service					

EVALUATION OF COOPERATING VOCATIONAL
 AGRICULTURE PROGRAMS

SCHOOL _____

COOPERATING
TEACHER: _____

EVALUATION SCALE: 5-Strongly 4-Moderately 3-Average
 Emphasized Emphasized Emphasis

 2-Slightly 1-Very Little
 Emphasized Emphasis

	5	4	3	2	1
Classroom Instruction					
Supervised Occupation Experience Program					
Agricultural Mechanics					
Future Farmer Activities					
Guidance-Career Development					
Adult and Young Farmer Program					
Community Service					

BEGINNING TEACHERS' OPINION OF THE EMPHASIS
PLACED ON THE MAJOR DIVISIONS OF THE
HIGH SCHOOL VO-AG PROGRAM

HOME SCHOOL: _____

TEACHER: _____

The scale for expressing your opinion is as follows:

SCALE: 5-Strongly Emphasized 4-Moderately Emphasized 3-Average Emphasis

2-Slightly Emphasized 1-Very Little Emphasis

	5	4	3	2	1
Classroom Instruction					
Supervised Occupational Experience Program					
Agricultural Mechanics					
Future Farmer Activities					
Guidance-Career Development					
Adult and Young Farmer Program					
Community Service					

A P P E N D I X D

PERMISSION LETTERS

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

DEPARTMENT OF PSYCHOLOGY · OLDS HALL

March 3, 1969

Mr. Jack Pritchard
Department of Agricultural Education
235 Agricultural Hall
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Pritchard:

You certainly have my permission to use the Dogmatism Scale for research purposes. All you have to do is mimeograph it yourself with the instructions from The Open and Closed Mind (New York: Basic Books, 404 Park Avenue South, New York, New York 10016). May I suggest, however, that you mix up the items well and, if possible, pad them with a few items from any other scale that you care to choose. It doesn't matter how you mix them up and it doesn't matter what items you use to pad them with.

I certainly hope that you will furnish me with a copy of the results of your research.

Sincerely yours,

Milton Rokeach

Milton Rokeach
Professor

MR/mlh

February 20, 1969

Professor Milton Rokeach
Department of Psychology
Michigan State University
East Lansing, Michigan 48823

Dear Professor Rokeach:

I am a graduate student making a study of attitudinal changes in beginning teachers as they relate to selected educational experiences. It has been suggested that the Dogmatism Scale described in your book, The Open and Closed Mind, be incorporated into my study.

May I have your permission to administer this scale to the 34 first year teachers that will be participating in this study.

Any consideration given to this request will be appreciated.

Please respond at your earliest convenience.

Sincerely yours,

Jack Pritchard
235 Agricultural Hall

JP:pw

VITA³

Jack W. Pritchard

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF ATTITUDINAL INFLUENCES DETERMINING
PROGRAM EMPHASIS OF BEGINNING TEACHERS OF
VOCATIONAL AGRICULTURE

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Seminole, Oklahoma, August 4,
1930, son of Vinson and Ina Pritchard.

Education: Graduated from Earlsboro High School,
Earlsboro, Oklahoma in May, 1949; received the
Bachelor of Science degree from Oklahoma State
University in 1958, with a double major in Agri-
cultural Education and Animal Science. Received
the Master of Science degree in 1964, with a major
in Agricultural Education. The requirements for
the Doctor of Education degree will be completed
in 1970 at Oklahoma State University. A total of
six semester hours were completed during the sum-
mer of 1968 at Ohio State University; included
in the latter program of studies were courses in
Teaching Methods, Program Planning, and Teacher
Education.

Major area at the doctoral level is Agricultural
Education with a minor in Educational Administra-
tion.

Professional Experience: Instructor, Vocational Agri-
culture, Glencoe Public Schools 1958 through 1967.
Now serving as a full-time instructor and faculty
adviser in the Department of Agricultural

Education, Oklahoma State University. Teaching included the introduction to teaching Vocational Agriculture at the Junior level. Faculty advisor to sixty Freshman and Sophomore Agricultural Education advisees. Serve as Adjunct Member of the Graduate Faculty. Responsible for extension course for first year teachers of vocational agriculture in Oklahoma. Member of Phi Delta Kappa Educational Fraternity.

Leadership Activities: State Farmer Degree senior year in high school in 1949; Collegiate FFA President, Oklahoma State University, in year of 1957; Speaker, National Student Teacher Conference, 1957 in Kansas City, Missouri; President and Secretary, Tri-County Professional Improvement group of vocational agricultural teachers, Member of "Youth With Special Needs" committee, National Evaluation Conference, Ohio State University, Columbus, Ohio, 1966; Co-Supervisor, State Farmers Union Youth trip to New York City and Washington D. C., 1965. Coach of six state FFA Public Speech Winners, 1964-67; Coach State Champion Horticulture Judging Team, 1967. Church lay teacher, Church Trustee, Church Song Leader.