PERCEPTIONS OF CURRICULUM AND SKILLS TO BE TAUGHT TO EIGHTH GRADE STUDENTS OF VOCATIONAL AGRICULTURE IN OKLAHOMA

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INTRODUCTION

Nature of the Problem

The public school systems in Oklahoma are drastically changing. During the 1982-83 school year, the State Board of Regents for Higher Education and the Oklahoma Legislature changed the minimum requirements to get into colleges and universities. The Oklahoma Legislature raised the number of credits required to graduate to a minimum of twenty. The requirements to get into colleges and universities affected the 1986-87 seniors, requiring them to complete one more year each of math and science. This in turn allowed students to take fewer electives, thus decreasing the number of students who could take Vocational Agriculture.

In order to offset this decrease, local schools were given permission by the Oklahoma State Department of Vocational and Technical Education to increase their offerings through the addition of an eighth grade class. By adding an eighth grade class, more students were given a chance to take Vocational Agriculture and a new and different element was added to the Vocational Agriculture program.

Since the opportunity to add an eighth grade Vocational Agriculture class only became effective on a broad scale

during the 1985-86 school year, there has been little time for the Vocational Agriculture teachers and the Oklahoma State Department of Vocational and Technical Education to develop a curriculum or adopt a textbook to use statewide to ensure equal opportunity for all involved. With either of the two choices, that which should be taught to the eighth grade Vocational Agriculture students, both the skills and subject matter, should first be outlined.

Statement of the Problem

For some time Oklahoma has integrated eighth graders into the Vocational Agriculture program. However, this is the first year that such programs have been encouraged on a wide-spread basis. Thus, it was deemed necessary to have Vocational Agriculture teachers, Oklahoma State Department of Vocational and Technical Education personnel, and Oklahoma State University Agricultural Education staff identify the objectives and establish priorities for meeting the needs of eighth grade students of Vocational Agriculture in Oklahoma.

Purpose of the Study

The purpose of this study was to determine the perceptions of Vocational Agriculture teachers, Oklahoma State Department of Vocational and Technical Education personnel, and Oklahoma State University Agricultural Education staff concerning the importance of skills and content which eighth graders should learn in an Oklahoma Vocational Agriculture program.

Objectives of the Study

To achieve the purpose of the study, the following objectives were formulated:

1. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by Vocational Agriculture teachers by supervisory districts.
2. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by Oklahoma State University Agricultural Education staff.
3. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by the Oklahoma State Department of Vocational and Technical Education personnel.
4. To combine the importance ratings of Vocational Agriculture teachers, Oklahoma State University

Agricultural Education staff, and Oklahoma State Department of Vocational and Technical Education personnel in order to establish a basis for curriculum priorities.

Definition of Terms

For the purpose of this study, the following definitions apply to certain terms used:

Agricultural Education - The program of studies designed to provide both comprehensive and specialized training in the preparation for a career as an educator in the various fields of agriculture.

Curriculum - The courses offered by an educational institution constituting an area of specialization.

Future Farmers of America - The national organization for students studying Vocational Agriculture in public secondary schools under the provisions of the National Vocational Education Act.

Program - Consists of the policies, objectives, curriculum, and procedures making up a portion of the total offering of educational pursuit in Vocational Agriculture.

Skills - The ability to use one's knowledge effectively and readily in execution or performance.

Supervised Occupational Experience Program - Consists of all practical activities of educational value conducted by the student outside of class with supervision provided by the student's teacher, parent, or employer.

Vocational Agriculture Program - A training program which has been approved for reimbursement through state and federal funds by the Oklahoma State Department of Vocational and Technical Education to teach students (grades eight through twelve) about Agriculture and its related occupations.

Assumptions

For the purpose of this study, the following assumptions were made:

1. The Vocational Agriculture teachers' opinions surveyed in this study were representative of other Vocational Agriculture teachers' opinions in Oklahoma, through the use of proposive sampling and a modified Delphi Technique.
2. It was necessary to assume that the persons answering the questionnaire in this study did so truthfully and correctly.

Scope of Study

This study was limited to:

1. Vocational Agriculture programs in Oklahoma currently having eighth graders, or
2. Vocational Agriculture programs in Oklahoma that planned to teach eighth graders within the next three years.
3. The classroom instruction portion of the eighth grade program.

Summary

As a result of this study, objectives can be identified and priorities established for meeting the needs of eighth grade students of Vocational Agriculture in Oklahoma. This study can aid in the decision of whether or not to adopt a textbook or develop curriculum content for eighth grade students of Vocational Agriculture in Oklahoma.

A statement of the problem, purpose of the study, objectives of the study, and other relevent information were included in this chapter. Chapter II will give related information which has provided the background for this study. Other chapters will describe the methodology which was used in gathering the data and give an analysis of the data with recommendations and conclusions made on the information obtained.

CHAPTER II

REVIEW OF LITERATURE

With the increasing demand for food and shelter because of the growing population in the world today, there is a need for the same population to know the problems and purposes of agriculture. To relate this information is not an easy task that can be accomplished in a short period of time. The why, when, where, what, who, and how have to be taught to the public by the Vocational Agriculture teacher. To effectively reach the young, students should be exposed to the various types of information at the earliest age possible.

Glancy (1, pp. 44-45) stated:

> First, let's look at some of the basis for this philosophy and what is back of the direction we are following in this community. We'll begin with the child when he is very young, still at home, and has not been exposed to school. Watch what happens when he is around something alive, plant or animal; he will leave, in most instances, any toy to go to an animal or watch it perform.

With a student entering the educational system for his or her formal learning, the textbooks and workbooks have learning situations dealing with agriculture animals.

Glancy (1, p. 45) also stated:

> Next, look at the pre-school books at home and school books of the elementary grades. They are basically agriculture centered. We, in agriculture

> might write, or help write, or advise the writers of elementary books to show agriculture and its related areas as it is today. That is, to show the image of agriculture as an industry with many, many varied occupations and not just Farmer Brown on his farm. Think what is said to youngsters as a family drives along the highway. "That's a cow." "See the tractor." "Say tractor." "That's a corn-field." "Those are pigs." "Do you know how a pig sounds?"

With an interest in agriculture in the minds of the students, Vocational Agriculture should not be forgotten until the high school years. This is the time to go into some detail about agriculture and further the students' interests.

Craig (2, p. 309) stated that:

> Many individuals do not realize how many people are involved with getting that piece of meat or glass of milk to their table. They take many of the products and conveniences for granted. There is a need to discover the elementary part of agriculture.

It has been reported by Glancy (1, pp. 44-45) that as students enter high school, there is an immediate switch from an agriculture-centered life to one of Arts and Sciences. If at this time, opportunities in agriculture and agribusiness were discussed with examples given, the interests of the students may still be centered around agriculture. For those still wishing to pursue the field of agriculture, the Vocational Agriculture teacher and the schools should try to meet the needs of the students.

Beginning Agricultural Curriculum and Skills of Various States and Cities

According to Meder (3, p. 269), in Phoenix, Arizona,

> A two-semester exploratory course is open to all freshmen. The subjects taught in this course include horticulture, landscaping, livestock, crops, soil, home garden, poultry, mechanics. and FFA.

In summary, one hundred hours of work experience are required during the exploratory course in Phoenix. The school has leased a nine-acre land laboratory for home garden use, the students raise broilers in the shop, and a beef cooperative is operated by the students. Supervised Occupational Experience Programs are encouraged when practical.

After the one-year course is over, students are selected for other courses in agriculture based on their occupational objectives.

FFA is an intercurricular activity of the Phoenix program. They participate in field days, judging contest, and various other activities.

At Tipton Junior High School in Indiana, there is an exploratory agriculture program for seventh and eighth grade students. Topics in curriculum include agriculture careers, conservation, meats, animals and crops, which include the breeding, care, and management, horticulture, landscaping, and the principles of engine operation.

For skills' practice they have a greenhouse and incubators, and the students also landscape homes in Tipton.

At the Cleveland City School District, Cleveland, Ohio, Newmarch and Barnett (4, p. 225) discuss a pilot program where the students learn and receive training in environmental science and protection.

Newmarch and Barnett emphasize:

> The kindergarten through grade 6 orientation to the World of Work Educational Program will emphasize natural resources with exposure to the world of work concerned with natural resources. The 7th and 8th grade career orientation educational program will involve more specific information on natural resources occupations. The 9th and 10th grade experiences will involve career exploration so that the high school student can describe which environmental area he wishes to follow for vocational experience in the 11th and 12th grade.

In Alabama, the course of study for 7th and 8th graders is An Introduction to the World of Work in Alabama Schools. As discussed by Baker (5, p. 57),

> Students are introduced to the world of work in the seventh-grade course, Introduction to Occupations. This is a beginner's course in elementary life-science and its application to vocational arts. Simple tools and shop skills are studied and practiced in arts and crafts work of many kinds.
>
> One of the course objectives is to give students an understanding of the knowledge and skills basic to the broad spectrum of occupations in their home state as well as the entire nation.
>
> At the eighth-grade level, Advanced Introduction to Occupations is an orientation to work opportunities and requirements in elementary agri-business, science and industry. This course in occupational arts and crafts includes the identification, use, and care of handtools, hardward, woods, plastics, leather, metals, and concrete. Students are given a general picture of agriculture and industry, with continued exposure to the many facets of the world of work.

Maryland has Guidelines for Vocational Agriculture which the Maryland State Department of Education developed. In

this publication, referring to "The Instructional Program in Vocational Agriculture," the Maryland State Department of Education (6) states:

> The details of the exact instructional program for each Vocational-Agriculture department should be determined locally by the teacher, with assistance from advisory committees, students, parents, farmers, faculty, and others. It should be based on the needs of the students enrolled, the existing agricultural situation in the school's community, agricultural trends, and the possibilities for the students' supervised practice programs.

In reference to the curriculum of beginning students, the Maryland State Department of Education (6) also stated:

> Vocational Agriculture is exploratory in nature and should be termed Basic Applied Agricultural Science. This basic course is related to both rural and urban life. It should deal with origins, structures, and functions of living things and include the study of the basic, biological, earth, and social sciences.

Zurbrick (7, p. 2) stated in his study of findings from 45 head teacher trainers representing 39 states that "The content for first year students is designed to provide a general overview of agricultural science and the broad field of occupations in agriculture."

Glancy (1, p. 46) stated, The vocational agriculture curriculum is built around the student and his needs instead of fitting the student into the program."

Exploratory Agriculture: A Curriculum Guide for Agricultural Education (8, p. iii), used by the Commonwealth of Virginia stated:

> The curriculum for exploratory agriculture is designed to be consistent with the present philosophies of career education and theories of career development. The major emphasis of

the course is to provide students with an exploration of the world of work in agriculture.

The New Hampshire Agricultural Teachers' Association (9, p. VII), curriculum includes an introduction of basic life sciences, agriculture, and recreation.

An outline for Exploratory Agriculture: A Curriculum Guide for Agriculture Education (8, pp. 1-19) had five major areas and several units for a guide in their curriculum. They were as follows:

Major Area I Exploring the World of Work

- Unit 1: Describing our Working World
- Unit 2: Understanding Yourself
- Unit 3: Understanding the World of Work

Major Area II Surveying Occupations

- Unit 1: Understanding How Jobs Are Grouped
- Unit 2: Exploring the World of Jobs

Major Area III Exploring Agribusiness Careers

- Unit 1: Describing the Importance of Agriculture
- Unit 2: Examining Careers in Supplies and Services
- Unit 3: Examining Careers in Agricultural Machinery Service
- Unit 4: Examining Careers in Agricultural Production
- Unit 5: Examining Careers in Horticulture
- Unit 6: Careers in Agricultural Products Processing and Marketing
- Unit 7: Examining Careers in Natural Resources Management

Major Area IV Planning for the Future

Unit 1: Identifying Goals

Unit 2: Planning to Meet Established Goals

Major Area V Gaining Experience

Unit 1: Exploring the Supervised Experience Programs

Unit 2: Understanding the Types of Experience Programs

Also included in Exploratory Agriculture: A Curriculum Guide for Agricultural Education were: a bibliography for teachers, a bibliography for students, Educational Resources Information Center documents, titles for films, and a source key for the films, audiovisual materials of all types including transparencies, agricultural pamphlets, career exploration pamphlets and guides, and sources for catalogs of curriculum materials.

The Commonwealth of Virginia had a manual, Task Listing for Agricultural Science Mechanics I and II. The program and course descriptions for Agricultural Production as cited in the Commonwealth of Virginia's Task Listing for Agricultural Science and Mechanics I and II (10, p. 37):

> The major emphasis in Agricultural Production is directed toward helping students to become proficient in animal, plant, and soil sciences, and in farm business management and agricultural mechanics. The program also focuses on career opportunities in agriculture, supervised occupational experience programs, leadership training, and natural resources conservation.

Also included were the program and course descriptions for Agricultural Science and Mechanics I. The Task Listing

for Agricultural Science and Mechanics I and II (10, p. 39) gave the following program and course descriptions:

> Agricultural Science and Mechanics I is a one year, single period, occupational preparation course usually offered at the eighth-grade level. Approximately one-half of the course is devoted to agricultural mechanics with emphasis placed on skill development in basic metals and introduction to arc welding, sheet metal working, soldering and brazing, plan reading and sketching and emphasizes the development of competencies in plant sciences, rural and urban living, leadership, and resource conservation.

There were nineteen duty areas included for the programs of the Agricultural Science and Mechanics I (10, p. 7) Commonwealth of Virginia. Those duties were as follows:

1. Orienting the Student to Agricultural Science and Mechanics
2. Identifying Career Opportunities in Agriculture
3. Participating in Supervised Occupational Experience Program
4. Using the Agricultural Mechanics Lab
5. Reading and Sketching Plans for Agricultural Mechanics
6. Identifying Metals
7. Performing Hot Metalworking Operations
8. Reconditioning Agricultural Tools
9. Performing Cold Metalworking Operations
10. Performing Arc Welding Operations
11. Performing Soldering Operations
12. Performing Agricultural Woodworking Operations
13. Performing Agricultural Masonry and Concrete Work

14. Operating Hazardous Farm Equipment Safely
15. Managing the Soil
16. Growing and Reproducing Agricultural Crops
17. Living in Rural and Urban Areas
18. Training for Leadership
19. Conserving Our Natural Resources

Summary

The programs reviewed had exploratory agriculture programs for seventh, eighth, or ninth grade students. Each program consisted of introductory courses in agriculture, with special emphasis on topics and activities common in the area.

The Vocational Agriculture program courses consisted of careers and opportunities in agriculture, introduction to plant and animal sciences, beginning agricultural mechanics, and an introduction to the Future Farmers of America.

The main conclusion of the sources reviewed was that exposure to agriculture begin at the earliest age possible and continue through all of the years of schooling.

CHAPTER III

METHODOLOGY

The purpose of this study was to obtain information from Oklahoma Vocational Agriculture teachers, Oklahoma State University Agricultural Education staff, and Oklahoma State Department of Vocational and Technical Education personnel concerning the skills and knowledge needed by eighth grade students of Vocational Agriculture in Oklahoma. It was necessary to incorporate the following objectives:

1. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by Vocational Agriculture teachers by supervisory districts.
2. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by Oklahoma State University Agricultural Education staff.

3. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by the Oklahoma State Department of Vocational and Technical Education personnel.
4. To combine the importance ratings of Vocational Agriculture teachers, Oklahoma State University Agricultural Educational staff, and Oklahoma State Department of Vocational and Technical Education personnel in order to establish a basis for curriculum priorities.

Other information needed was whether or not Oklahoma Agriculture teachers were currently teaching eighth grade students. If they were not, did they plan to teach eighth graders within the next three years, and whether the same teachers thought an eighth grade curriculum should be developed.

To meet the objectives of the study, the literature was reviewed to find any previous research that would relate to the study. Ways of collecting data were also reviewed.

Collection of Data

The selection of instruments to collect data for this study was one of the more important steps in the study.

After determining and planning the research project, methods used to collect data were reviewed. As stated by Van Dalen (11, p. 127):

> Early in the planning stages of the research project, investigators weigh the merits of various procedures for collecting evidence. After determining which approach yields the form and kind of data necessary to test their hypothesis, they examine the available tools and choose the ones that are most appropriate for their purpose. If the existing instruments do not meet their specific needs, they supplement or modify them or construct their own.

It was decided to collect date in two steps, the first using a questionnaire and the second using a questionnaire and a modified Delphi Technique. A questionnaire is defined as "a set of questions for obtaining statistically useful or personal information from individuals" by Webster (12, p. 966).

A questionnaire has some advantages and disadvantages as a device for collecting data. Van Dalen (11, pp. 152-153) describes some advantages and disadvantages of the questionnaire as being:

Advantages

1. For some studies or certain phases of them, presenting respondents with carefully selected and ordered questions is the only practical way to obtain data.
2. Mailed questionnaires reach many people in widely scattered areas quickly and at a relatively low cost.
3. Fewer partial responses and refusals to reply are obtained when the researcher personally presents the questionnaire, for the researcher can explain the purpose and significance of the study, clarify points, answer questions, and motivate respondents to answer questions carefully and truthfully.

Disadvantages

1. Some subjects may not supply accurate answers, however, for they may suffer from faulty perception or memory or may not be able to express their impressions and ideas adequately in words.
2. Bringing a group together to fill out a questionnaire is often difficult, and meeting members individually may be excessively costly and time consuming.
3. The returns, unfortunately, do not bound back with equal celerity, and partial returns may introduce a bias that will render the obtained data useless.

Two types of questionnaires were used in this survey, both the closed and open forms. Van Dalen (11, pp. 154-155) described both the closed and open forms as follows:

> Closed-form, or structured, questionnaires consist of a prepared list of concrete questions and a choice of possible answers. To indicate their replies, respondents mark "yes" or "no"; check, circle, or underscore one or more items from a list of answers; mark points or units on scales; or rank a series of statements in order of their importance (1, 2, 3, ...). Sometimes they are asked to insert brief statements into blank spaces or on empty lines ("How old were you on your last birthday?____").
>
> Closed-form questionnaires are easy to administer to large numbers, help keep the respondents' minds riveted on the subject, and facilitate the process of tabulation and analysis. But they often fail to reveal the respondents' motives (why they answered as they did), do not always yield information of sufficiant scope or depth, and may not discriminate between fine shades of meaning.
>
> Rather than forcing respondents to choose between rigidly limited responses, the open-form questionnaire permits them to answer freely and fully in their own words and their own frame of reference. This method of collecting data gives the subject an opportunity to reveal their motives and attitudes and to specify the background or provisional conditions upon which their answers are based. When subjects have no clues to guide their thinking, however, they may unintentionally omit important information or fail to note sufficient details.

The Delphi Technique was chosen and modified to meet the needs of this study. The modification involved surveying the Vocational Agriculture teachers while they were in attendance at Mid-Winter Conference in January, 1986. The Delphi Technique was selected for several reasons. As Hopkins (13, p. 1) says:

> The Delphi Technique involves getting individuals' reactions by mail to specific questions or statements, combining these reactions and again asking these individuals to review and rank the findings until a priority ranking has been determined. This technique produces individual and group ideas which the researchers or consultants may use in the most appropriate manner.

Also, Weaver (14, p. 267) defines the Delphi Technique as:

> . . . an intuitive methodology for organizing and sharing "expert" forecasts about the future. Its original use was to establish a chronology of scientific and technological events and to judge when the events might occur through the speculations of several experts. Delphi has been justified primarily on the grounds that it prevents professional status and high position from forcing judgements in certain directions as frequently occurs when panels of experts meet. The intention was to assure that changes in estimates reflected rational judgement, not the influence of certain opinion leaders.

Futhermore, Weaver describes:

> Delphi...operates on the principle that several heads are better than one in making subjective conjectures about the future, and that experts ...will make conjunctures based upon rational judgement and shared information rather than merely guessing, and will separate hope from likelihood in the process.

Selection of the Population

In Oklahoma there are 465 Vocational Agriculture Teachers. In the first step of data collection, an eighth grade curriculum needs questionnaire (Appendix A) developed by Harp (15) was distributed in 1986 at Mid-Winter Conference to all of these teachers.

Using the information obtained from the above questionnaire, a purposive sample of teachers was selected to receive the second instrument. These teachers had indicated on the first questionnaire that they were currently teaching eighth grade students in Vocational Agriculture, or they planned to do so in the next three years. Also, the Oklahoma State University of Agricultural Education staff and the Oklahoma State Department of Vocational and Technical Education of Vocational Agriculture were chosen to receive the modified Delphi Technique questionnaire for collection of data.

Method of Collecting Data

In the first step of this study, a questionnaire was given to all Vocational Agriculture teachers in Oklahoma. From the responses received, the questionnaire for step two was developed. The units of instruction and major topics used for step two were from the first questionnaire responses.

The responses were tallied by subject matter and then placed under one of five instructional areas. These instructional areas were Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational

Agriculture, Leadership, and Careers. Units of instruction were then chosen and placed within each instructional area according to subject matter.

The instrument was constructed in two parts (i.e. Part I and Part II). Part I was completed by the Vocational Agriculture teachers indicting they were teaching eighth grade students or planned to within the next three years. Part I consisted of closed-form questions.

From the 465 Vocational Agriculture teachers who filled out the questionnaire for Step I, 210 were purposely sampled for Step II along with nine Oklahoma State Department of Vocational and Technical Education personnel, and six Oklahome State University Agricultural Educational staff members. They were mailed a copy of the questionnaire for Step II, an introductory letter, and a self-addressed, stamped envelope. At the end of two weeks, those who had not responded were mailed another questionnaire and were asked to respond. As a result of the follow-up, 41 additional surveys were received. Nine of the total received were not usable because of not being filled out correctly or were returned blank.

Analysis of Data

In order to determine the perceptions of the skills and curriculum which should be taught to eighth grade students of Vocational Agriculture in Oklahoma, an analysis of the responses to a questionnaire completed by three purposely selected samples of educators was made.

The instrument developed employed the use of a continuous scale in order to gather data from Vocational Agriculture teachers, Oklahoma State University Agricultural Education staff, and Oklahoma State Department of Vocational and Technical Education personnel. In order to accurately present the opinions concerning the curriculum and skills for eighth grade students of Vocational Agriculture in Oklahoma, a frequency distribution for each was computed along with the percentages and mean responses to each of the five instructional areas. The overall mean for the five instructional areas was also computed.

A six-point scale was chosen, ranging from 0, indicating no importance, to 5, indicating extremely important. An example of the scale was as follows:

NO IMPORTANCE					EXTREMELY IMPORTANT
0	1	2	3	4	5

For each of the units of instruction a mean was calculated for each respondent group and supervisory district. Each respondent gave one answer on the importance scale. The total number of respondents were then added together. Using the 0-5 scale, the respondents indicated the importance of each unit of instruction. Products were calculated by multiplying the importance rating and the number of respondents. These products were added together, then divided by the total number of respondents for each respondent group and supervisory district.

An overall mean was also calculated for each unit of instruction. The sum of all of the answers from the respondent groups were divided by the total number of respondents.

The overall mean of each instructional area was calculated for each major respondent group and supervisory district. The total of all means was added and divided by the total number of units of instruction for each instructional area.

A cumulative overall mean was calculated for each instructional area. The total number of respondents was then multiplied by the number of units of instruction giving the total number of responses for this calculation. The number was then divided into the sum of all the ratings from the importance scale.

Additional comments written by the respondents were also recorded.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the perceptions of Vocational Agriculture teachers, Oklahoma State Department of Vocational and Technical Education personnel, and Oklahoma State University Agricultural Education staff concerning the importance of skills and content which eighth graders should learn in an Oklahoma Vocational Agriculture program. To attain this purpose, the following objectives were used:

1. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by Vocational Agriculture teachers by supervisory district.
2. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational

Agriculture in Oklahoma as viewed by Oklahoma State University Agricultural Education staff.

3. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by the Oklahoma State Department of Vocational and Technical Education personnel.
4. To combine the importance ratings of Vocational Agriculture teachers, Oklahoma State University Agricultural Education staff, and Oklahoma State Department of Vocational and Technical Education personnel in order to establish a basis for curriculum priorities.

The data presented in this chapter were gathered from Vocational Agriculture teachers, Oklahoma State University Vocational Agricultural Education staff, and Oklahoma State Department of Vocational and Technical Education personnel. Questionnaires were mailed to 210 purposely sampled Vocational Agriculture teachers, nine Oklahoma State Department of Vocational and Technical Education personnel, and six Oklahoma State University Agricultural Education staff members on July 15, 1986. The ones surveyed were asked to respond and to return the questionnaire by July 30, 1986. On August 4, 1986, a second survey was mailed to the ones

who had not yet responded. They were asked to respond and return the questionnaire by August 19, 1986. Of the 225 questionnaires mailed in the first mailing, 93 were returned. Of the 161 questionnaires mailed in the second mailing, 48 were returned. The total percent of return for both surveys was 67 percent. Nine questionnaires were not completed properly. The respondents did not put the school, the name of the respondent, or the questionnaire had been left blank. Therefore, of the 141 questionnaires that were returned, 132 were usable for this study. Of the questionnaires which were mailed to the 210 Vocational Agriculture teachers, there were 124 (59 percent) usable for this study. Of the nine Oklahoma State Department of Vocational and Technical Education personnel surveyed, five (56 percent) of the questionnaires were usable. Of the six questionnaires mailed to Oklahoma State University Agricultural Education staff, three (50 percent) were usable for this study.

In Tables I through IX, abbreviations are used for the five supervisory districts in Oklahoma. The abbreviations used are SW, Southwest District; NW, Northwest District; C, Central District; NE, Northeast District; and SE, Southeast District. In addition to the abbreviations for districts, Tables III through IX use the abbreviations SS for Oklahoma State Department of Vocational and Technical Education personnel, or State Staff, and TE for Oklahoma State University Agricultural Education staff or teacher educators, and TT for the total of the Vocational Agriculture teachers or total teachers.

Part I of the questionnaire was for Vocational Agriculture teachers only, and dealt with the class of school in which they were presently teaching, total number of Vocational Agriculture students they planned to have, and of this total, the number of eighth grade students they anticipated having. The distribution of respondents was divided by class of school and by district, with the number of each class of school and percent recorded.

Classes of Schools

Table I compares numerical and percentage responses for distribution of respondents by both class of school and district. The 124 Vocational Agriculture teachers that responded were from 107 schools.

In the Southwest District, respondents were located in 25 schools. Eight (32 percent) of the schools were Class B and seven (28 percent) were Class A. The other eight schools by class of school were three (12 percent) Class AA, five (20 percent) AAA schools, and one (4 percent) each of Class AAAA and C.

Of the 25 schools in the Northwest District that had respondents, 11 (47.83 percent) were Class B, seven (30.43 percent) were Class A and 13 (13.04 percent) were Class AA. There was one (4.35 percent) each of Class C and AAA schools. There were no respondents from Class AAAA schools.

Of the 19 schools represented by respondents in the Central District, there were five (26.30 percent) each of

TABLE I

DISTRIBUTION OF RESPONDENTS BY CLASS OF SCHOOL

DISTRIBUTION OF RESPONDENTS BY DISTRICT											
CLASS OF SCHOOL	SW N	SW %	NW N	NW %	C N	C %	NE N	NE %	SE N	SE %	TOTAL N
AAAA	1	4.00	0	0.00	0	0.00	5	23.81	0	0.00	6
AAA	5	20.00	1	4.35	5	26.30	7	33.33	1	5.26	19
AA	3	12.00	3	13.04	4	21.10	1	4.76	7	36.84	18
A	7	28.00	7	30.43	5	26.30	3	14.29	8	42.11	30
B	8	32.00	11	47.83	5	26.30	4	19.05	3	15.79	31
C	1	4.00	1	4.35	0	0.00	1	4.76	0	0.00	3
SUBTOTAL	25		23		19		21		19	TOTAL	107

N = number responding

Class B, Class A, and Class AAA. The other four (21.10 percent) were Class AA schools. There were no respondents from Class AAAA or Class C schools.

Seven (33.33 percent) of the 21 schools in the Northeast District were Class AAA. There were five (23.81 percent) Class AAAA, four (19.05 percent) Class B and three (14.29 percent) Class A schools. There was one (4.76 percent) each for Class AA and C schools.

For the respondents from the Southeast District eight (42.11 percent) of the 19 schools were Class A and seven (36.84 percent) were Class AA. There were three (15.79 percent) Class B schools and one (5.26 percent) Class AAA. No schools were reported as being in Class AAAA or Class C from the Southeast District.

Thirty-one of the 107 schools represented by respondents were Class B schools. Next was Class A with 30 schools. From there the number in each class of school dropped considerably to 19 Class AAA and 18 Class AA schools. The next highest number of class of schools was six Class AAAA. Class C schools had the lowest number of schools for the distribution with three.

Average Anticipated Enrollment by District

As summarized in Table II, there were 5,813 total anticipated Vocational Agriculture students from the 107 schools, and of this total, 1020 were expected to be eighth grade Vocational Agriculture students.

TABLE II

AVERAGE ANTICIPATED ENROLLMENT BY DISTRICT

	SW	NW	C	NE	SE	TOTAL
Total Vo-Ag Enrollment	1398	960	1298	1211	1036	5813
Eighth Grade	216	169	207	192	236	1020

The Southwest District indicated the greatest number of anticipated Vocational Agriculture students (1398) and the other districts, from highest to lowest number of Vocational Agriculture students, were Central District (1298), Northeast District (1211), Southeast District (1036), and the Northwest District (960).

The expected number of eighth grade Vocational Agriculture students for the five districts was 236, 216, 207, 192, and 169 for the Southeast, Southwest, Central, Northeast, and Northwest Districts respectively.

Opinions Concerning Curriculum Materials

The opinions expressed by each responding group concerning the use of the current Vocational Agriculture Core I Curriculum, development of an eighth grade curriculum, or the adoption of a textbook are shown by numerical values in Table III.

TABLE III

OPINIONS OF RESPONDENTS AS TO TEACHING RESOURCES
FOR EIGHTH GRADE AGRICULTURE CLASSES

	DISTRIBUTION OF RESPONDNETS BY RESPONDENT GROUP							
	SS	TE	SW	NW	C	NE	SE	TOTAL
Portions of Vo-Ag I Core Suitable for Eighth Grade								
YES	3	1	25	23	22	17	21	112
NO	2	2	5	2	2	6	1	20
Eighth Grade Core Curriculum Should be Developed								
YES	5	2	27	21	23	21	18	117
NO	0	1	3	4	1	2	4	15
Textbook Should be Adopted								
YES	0	2	11	11	11	12	9	56
NO	5	1	19	14	13	11	13	76

One hundred twelve respondents indicated that portions of the Vocational Agriculture Core I were suitable for eighth grade students of Vocational Agriculture and 20 disagreed with usage of the Vocational Agriculture Core I Curriculum.

The responses as to whether or not an eighth grade core curriculum should be developed were extremely positive. One hundred seventeen responses indicated yes with only 15 indicating no.

Fifty-six respondents indicated that a textbook should be adopted for use by the eighth grade Vocational Agriculture students and 76 indicated that a textbook should not be adopted. None of the State Department of Vocational and Technical Education staff indicated yes to the question.

Respondents' Ratings of Major Topics

According to a Curriculum Needs Survey (Appendix A) conducted during the 1986 Mid-Winter Conference, five major topics were indicated by Vocational Agriculture teachers as being extremely important. From the Curriculum Needs Survey, the closely related units of instruction were then grouped together, and from these same units of instruction five major topics were chosen. The units of instruction were then placed under the corresponding major topics. The five major topics indicated were: Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers.

The mean importance for each unit of instruction was computed along with the overall mean by each responding group and overall cumulative mean for each topic.

Plant and Soil Science

There were 18 units of instruction listed under the topic of Plant and Soil Science, as shown in Table IV. "Major Crops of Oklahoma" was indicated by all but the Teacher Educators as being the most important topic with a 3.46 mean rating. The Teacher Educator group indicated "Crop Identification" as being the most important. The next highest rated unit overall was "Conservation" with a 2.74. This was followed closely by "Range Plants of Oklahoma" with a 2.68. "Agronomy (General)," "Crop Identification," "Introduction to Soils," and "Land Judging," with mean responses of 2.42, 2.32, 2.24, and 2.23 respectively were rated near the midpoint of the importance scale and above the overall mean for the entire group of units. The unit which rated the lowest was "Seed Selection" with a 1.74. Receiving only slightly higher respective mean responses of 1.77, 1.83, 1.86, and 1.89 were the units "Plant and Soil Science," "Crop Judging," "Pasture Management," "Plant Reproduction," and "Fertilizers."

Compared by groups, Teacher Educators provided the highest importance ratings overall of the units in this area with a 2.46. They were followed in order by the State Staff (2.36) and Vocational Agriculture teachers (2.21). The Northeast and Southeast District Vocational Agriculture

TABLE IV

RESPONDENTS' RATINGS OF IMPORTANCE OF PLANT AND SOIL SCIENCE UNITS OF INSTRUCTION FOR EIGHTH GRADE AGRICULTURE AS COMPARED BY RESPONDENT GROUP

	MEAN IMPORTANCE BY GROUP								
UNIT OF INSTRUCTION			VOCATIONAL AGRICULTURE TEACHERS						
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Crop Production	2.00	3.33	2.33	2.48	2.42	1.91	1.50	2.15	2.17
Plant Science	2.80	3.00	2.43	2.32	2.79	2.26	2.77	2.51	1.77
Introduction to Soils	2.20	2.33	2.30	2.32	2.58	2.00	1.95	2.24	2.24
Basic Horticulture	2.60	2.67	1.87	1.78	2.08	2.48	2.05	2.01	2.05
Crop Identification	2.60	4.00	2.63	1.96	2.62	2.13	1.86	2.27	2.32
Major Crops of Oklahoma	3.80	3.00	3.73	3.44	3.42	3.35	3.00	3.41	3.46
Land Judging	2.20	1.33	2.93	2.44	2.04	1.52	2.14	2.26	2.23
Range Plants of Oklahoma	3.40	3.67	3.17	2.56	2.71	2.39	2.14	2.63	2.68
Crop Judging	2.00	1.00	2.30	2.04	1.92	1.13	1.32	1.78	1.77

TABLE IV (Continued)

UNIT OF INSTRUCTION	VOCATIONAL AGRICULTURE TEACHERS								
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Tree (Oklahoma) Identification	3.20	3.67	1.87	1.48	1.63	2.43	2.18	1.90	1.99
Marketing of Products (Plant)	2.00	1.67	2.40	1.96	2.25	1.83	2.05	2.11	2.10
Agronomy (General)	2.60	2.67	2.93	2.28	2.54	1.96	2.18	2.41	2.42
Seed Selection	2.40	2.00	1.90	1.68	1.79	1.57	1.55	1.71	1.74
Soil Preparation	1.60	1.67	2.23	2.00	2.08	1.87	2.23	2.09	2.06
Conservation	2.80	3.67	2.83	2.64	2.67	2.87	2.55	2.72	2.74
Plant Reproduction	1.80	1.67	1.97	1.76	1.71	1.83	2.05	1.86	1.86
Fertilizers	1.60	1.67	2.10	1.76	1.79	1.70	2.18	1.91	1.89
Pasture Management	1.00	1.33	2.03	1.92	1.67	1.74	2.00	1.88	1.83
OVERALL MEAN	2.26	2.46	2.44	2.15	2.26	2.06	2.09	2.21	2.19

teachers indicated the lowest importance ratings while the Southwest teachers provided the highest. When the ratings of all three groups for all units of instruction were combined, it was found that the overall mean was 2.19 on the 0-5 scale.

Animal Science

Nineteen units of instruction were listed under the topic Animal Science, as shown in Table V. "Breeds of Livestock" with a 4.02 mean rating was indicated by all but the teacher educators and the Southeast District teachers as being the most important topic. The Teacher Educators rated "Breeds of Livestock" and "Introduction to Animal Science" with 4.67, and the Southeast District rated the topic "Introduction to Animal Science" a 3.77. The next highest rated unit by all groups combined was "Introduction to Animal Science" with a 3.62. The units following in order were "Livestock Production Areas of the U.S.," "Livestock Skills," "Livestock Judging, Selection," and "Animal Health," with mean responses of 3.13, 3.08, 3.06, and 3.06 respectively, Near the midpoint of the importance scale and above or equal to the overall mean for the entire group of units were "Stockshow Rules, Procedures," "Feeding," "Livestock Production," "Livestock Fitting," "Marketing of Products (Animal)," and "Market Grades of Livestock." Respectively, the overall means were 2.96, 2.73, 2.64, 2.55, 2.52, and 2.41. The lowest rated unit was "Goat Science," with a 0.81. Receiving slightly higher respective mean responses of 2.14, 1.98, 1.83, 1.20,

TABLE V

RESPONDENTS' RATINGS OF IMPORTANCE OF ANIMAL SCIENCE UNITS OF INSTRUCTION FOR EIGHTH GRADE AGRICULTURE AS COMPARED BY RESPONDENT GROUP

	MEAN IMPORTANCE BY GROUP								
UNIT OF INSTRUCTION			VOCATIONAL AGRICULTURE TEACHERS						
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Breeds of Livestock	3.40	4.67	4.10	4.36	3.88	4.13	3.59	4.02	4.02
Introduction to Animal Science	2.40	4.67	3.43	3.88	3.62	3.56	3.77	3.65	3.62
Livestock Skills	2.20	2.00	3.10	3.68	3.17	2.57	3.14	3.14	3.08
Livestock Judging, Selection	2.60	1.67	3.13	3.68	3.17	2.48	3.05	3.11	3.06
Feeding	2.00	1.67	2.86	2.96	2.62	2.61	2.82	2.78	2.73
Livestock Production	1.80	1.00	2.60	2.80	2.67	2.78	2.73	2.71	2.64
Livestock Fitting	1.60	1.67	2.87	2.44	3.00	2.35	2.32	2.61	2.55
Meat Judging, Identification	1.20	1.67	2.53	2.08	2.13	2.17	1.91	2.19	2.14

TABLE V (Continued)

UNIT OF INSTRUCTION	VOCATIONAL AGRICULTURE TEACHERS								
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Stockshow Rules, Procedures	2.40	1.33	3.17	2.92	3.17	2.78	3.05	3.02	2.96
Horse Science (General)	1.80	3.00	1.90	1.88	2.04	2.35	1.64	1.96	1.98
Poultry Science	1.60	3.33	1.70	1.56	2.13	1.96	1.69	1.80	1.83
Animal Health	1.60	2.67	3.27	3.64	3.13	2.56	2.95	2.13	3.06
Marketing of Products (Animal)	1.20	1.00	2.67	2.76	3.00	2.17	2.55	2.64	2.52
Bee Keeping	1.20	0.67	0.90	0.80	1.54	1.43	1.05	1.13	1.12
Livestock Production Areas of U.S.	3.00	5.00	3.20	3.36	3.00	3.35	2.45	3.09	3.13
Market Grades of Livestock	2.40	1.33	2.40	2.40	2.63	2.39	2.45	2.45	2.41
Genetics	1.00	0.33	1.37	1.16	1.38	1.30	0.91	1.23	1.20
Rabbit Science	1.00	1.67	0.93	0.52	1.42	1.17	1.00	1.00	1.02
Goat Science	0.08	0.67	0.53	0.40	1.38	1.00	0.86	0.81	0.81
OVERALL MEAN	1.81	2.11	2.46	2.49	2.58	2.37	2.31	2.45	2.41

1.12, and 1.02 were the units "Meat Judging, Identification," "Horse Science (General)," "Poultry Science," "Genetics," "Bee Keeping," and "Rabbit Science," in that order.

Compared by group, Vocational Agriculture teachers provided the highest importance ratings overall for the units in this area with a 2.45. They were followed in order by Teacher Educators (2.11) and State Staff (1.81). The Southeast and Northeast District Vocational Agriculture teachers indicated the lowest importance ratings while the Central teachers provided the highest. When the ratings of all three groups for all units of instruction were combined, on the scale of 0-5, it was found that the overall mean was 2.41.

Farm Management

There were eight units of instruction listed under the topic of Farm Management. These are presented in Table VI. "Agricultural Math" was indicated by the State Staff and Teacher Educators as being the most important unit of instruction with 4.00 and 4.67 means respectively. "Record Books" was listed as most important by the total teacher group. However, the Southeast District Vocational Agriculture teachers did not indicate "Record Books" as being most important. Instead, they indicated "Agricultural Math" as being most important.

"Record Books," "Agricultural Math," "Financing SOEP Projects," and "Check Writing" received ratings higher than the overall mean for the entire group of units with 3.78,

TABLE VI

RESPONDENTS' RATINGS OF IMPORTANCE OF FARM MANAGEMENT UNITS OF INSTRUCTION FOR EIGHTH GRADE AGRICULTURE AS COMPARED BY RESPONDENT GROUP

	MEAN IMPORTANCE BY GROUP								
UNIT OF INSTRUCTION			VOCATIONAL AGRICULTURE TEACHERS						
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Record Books	3.40	3.00	4.03	4.12	3.79	3.09	3.95	3.81	3.78
Agricultural Math	4.00	4.67	3.67	3.68	3.50	3.00	4.23	3.61	3.65
Computers	3.20	4.00	3.00	2.24	2.71	2.87	2.59	2.69	2.74
Agribusiness	2.80	1.67	2.93	1.88	2.79	2.39	2.32	2.48	2.48
Financing SOEP Projects	3.00	2.33	3.50	3.24	3.58	3.13	3.77	3.44	3.40
Farm Management	1.20	0.67	2.43	2.04	2.29	1.83	2.45	2.12	2.14
Check Writing	3.00	2.33	3.77	3.20	3.13	3.04	3.32	3.31	3.30
Farm Machinery	1.20	1.33	2.27	1.96	2.21	2.26	2.00	2.15	2.09
OVERALL MEAN	2.73	2.50	3.20	2.80	3.00	2.70	3.08	2.95	2.95

3.65, 3.40, and 3.30 respectively. The lowest rated unit of instruction was "Farm Machinery" with 2.09. Receiving only a slightly higher mean response was "Farm Management" with a 2.14. "Farm Management" was led by "Computers" and "Agri-business" with mean responses of 2.74 and 2.48 respectively.

As compared by groups, the Total Teachers provided the highest importance ratings overall of the units in this area with 2.95. They were followed in order by State Staff (2.73) and Teacher Educators (2.50). The Northeast District and Northwest District Vocational Agriculture teachers indicated the lowest importance ratings, while the Southwest teachers provided the highest. When the ratings of all three groups for all units of instruction were combined, it was found on the 0-5 scale that the overall mean was 2.95.

Agricultural Mechanics

As reported in Table VII, 10 units of instruction were listed under the major topic of Agricultural Mechanics. Each of the three major groups of respondents indicated different units of instruction as being most important. With a mean rating of 5.00, "Shop Safety, Color Coding" was listed by the teacher Educator group as being most important, followed by the Total Teachers listing of "Farm Safety" with a 3.50 mean and the State Staff indicating "Hardware Identification" with a mean of 3.00.

The highest rated units of instruction based on the across groups mean and rated above the overall mean for this

TABLE VII

RESPONDENTS' RATINGS OF IMPORTANCE OF AGRICULTURAL MECHANICS UNITS OF INSTRUCTION FOR EIGHTH GRADE AGRICULTURE AS COMPARED BY RESPONDENT GROUP

	MEAN IMPORTANCE BY GROUP								
UNIT OF INSTRUCTION			VOCATIONAL AGRICULTURE TEACHERS						
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Introduction to Agricultural Mechanics	2.00	4.67	3.03	2.68	2.58	2.91	2.95	2.84	2.85
Tool Identification	2.20	4.67	3.27	3.16	3.04	3.09	3.32	3.18	3.17
Shop Safety, Color Coding	1.60	5.00	3.23	3.52	3.42	2.65	3.55	3.26	3.23
Welding	1.20	1.67	2.10	1.72	1.79	1.78	1.55	1.81	1.78
Small Engines	1.00	1.67	1.43	1.00	1.46	1.00	1.09	1.21	1.21
Carpentry	1.20	1.67	1.57	1.20	1.50	1.48	1.09	1.38	1.38
Farm Safety	2.80	3.33	3.50	3.80	3.63	2.96	3.59	3.50	3.47
Hardware Identification	3.00	3.00	2.77	2.08	2.67	2.61	2.68	2.56	2.62
Use of Square	1.20	1.33	2.10	1.68	1.96	2.43	1.86	2.01	1.96

TABLE VII (Continued)

UNIT OF INSTRUCTION	VOCATIONAL AGRICULTURE TEACHERS								
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Hardware Upkeep and Use	2.20	2.33	2.40	2.32	1.38	2.35	2.23	2.23	2.23
OVERALL MEAN	1.84	2.93	2.54	2.32	2.34	2.33	2.38	2.40	2.39

Topic were "Farm Safety," "Shop Safety, Color Coding," "Tool Identification," "Introduction to Agricultural Mechanics," and "Hardware Identification," with 3.74, 3.23, 3.17, 2.85, and 2.62 respectively. The units of instruction which rated below the overall mean for this topic with respective mean responses of 1.21, 1.38, 1.78, 1.96, and 2.32 were "Small Engines," "Carpentry," "Welding," "Use of Square," and "Hardware Upkeep and Use."

When compared across groups and for all units combined, the Teacher Educators provided the highest importance rating overall for the units in this area with 2.93. They were followed by Vocational Agriculture teachers (2.40) and State Staff (1.84). The Southwest District Vocational Agriculture teachers indicated the highest overall importance rating. The Vocational Agriculture teachers in the other four supervisory districts rated this topic closely from 2.32 to 2.38. When the ratings of all three groups for all units of instruction were combined, it was found that the overall mean for this area of instruction was 2.39.

Vocational Agriculture, Leadership, and Careers

There were 20 units of instruction listed in Table VIII under the topic of Vocational Agriculture, Leadership, and Careers. "Careers" was indicated by the State Staff and Teacher Educators as being most important with a mean rating of 5.00. The Teacher Educators also rated "United States and World Food Production" a 5.00. By supervisory district,

TABLE VIII

RESPONDENTS' RATINGS OF IMPORTANCE OF VOCATIONAL AGRICULTURE, LEADERSHIP, AND CAREERS UNITS OF INSTRUCTION FOR EIGHTH GRADE AGRICULTURE AS COMPARED BY RESPONDENT GROUP

	MEAN IMPORTANCE BY GROUP								
UNIT OF INSTRUCTION			VOCATIONAL AGRICULTURE TEACHERS						
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Orientation to FFA	4.00	4.67	4.53	4.16	4.29	4.52	4.41	4.39	4.38
Careers	5.00	5.00	3.57	3.92	4.00	4.00	3.86	3.85	3.92
Leadership	4.20	4.00	4.87	4.00	4.42	4.00	4.18	4.32	4.31
Parliamentary Procedure	2.80	2.67	3.90	3.00	3.42	3.52	3.64	3.51	3.46
Public Speaking	3.80	2.33	4.10	3.28	3.54	3.48	3.77	3.65	3.63
FFA Activities, Contests	3.40	3.00	4.30	3.64	3.92	3.87	3.50	3.87	3.83
General Activities	3.20	2.33	4.20	3.28	3.58	3.52	3.95	3.73	3.67
Importance of Agriculture in Oklahoma, U.S., and World	4.60	5.00	4.27	3.76	3.88	3.96	4.05	3.99	4.05

TABLE VIII (Continued)

UNIT OF INSTRUCTION	VOCATIONAL AGRICULTURE TEACHERS								
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Orientation to Vocational Agriculture	3.80	4.67	4.83	4.20	4.08	4.35	4.64	4.44	4.42
History of Agriculture in Oklahoma, U.S., and World	4.60	4.67	3.87	3.36	3.50	3.96	3.14	3.58	3.64
United States and World Food Production	4.20	5.00	3.90	2.76	3.29	3.35	3.00	3.29	3.37
Project Selection	3.00	2.33	4.27	3.60	3.79	4.00	3.82	3.91	3.84
Management of Projects	3.00	2.00	4.07	3.64	3.92	3.74	4.05	3.89	3.81
FFA Student Handbook	3.80	2.33	4.07	3.48	3.63	4.26	3.82	3.85	3.82
Personal Health	3.20	2.67	3.83	3.08	3.25	3.26	3.73	3.44	3.42
Agriculture Commodities (Buying and Selling)	1.40	0.33	2.23	1.24	2.04	2.00	1.64	1.85	1.80

TABLE VIII (Continued)

UNIT OF INSTRUCTION	SS	TE	VOCATIONAL AGRICULTURE TEACHERS SW	NW	C	NE	SE	TT	OVERALL
Relationship of Agriculture to Other Subjects	3.00	4.33	3.90	2.28	3.21	3.22	3.77	3.41	3.42
World Hunger	3.80	4.00	3.07	2.40	2.79	2.87	3.05	2.84	2.90
FFA Manual	3.20	1.67	4.07	3.16	3.46	4.00	3.69	3.69	3.62
FFA Constitution	2.80	1.33	3.93	2.80	3.00	3.48	3.55	3.37	3.30
OVERALL MEAN	3.54	3.22	3.99	3.25	3.55	3.67	3.66	3.64	3.63

the Southwest and Central Districts ranked "Leadership" at the top with 4.87 and 4.42 respectively. The Northwest and Southeast Districts indicated "Orientation to Vocational Agriculture" was the most important with 4.20 and 4.64 mean responses respectively. The unit of instruction "Orientation to FFA" was indicated by the Northeast District, with a 4.52, as being most important. The Vocational Agriculture teachers as a group had "Orientation to Vocational Agriculture" as being most important with a mean rating of 4.44.

According to the overall means for each unit of instruction "Orientation to Vocational Agriculture" (4.42) was rated as being most important for this topic. Following closely were "Orientation to FFA" (4.38) and "Leadership" (4.31). Next were "Importance of Agriculture in Oklahoma, U.S. and World," "Careers," "Project Selection," and "FFA Activities, Contests," with 4.05, 3.92, 3.84, and 3.83 mean responses respectively. Other units of instruction rated above the overall mean for the entire group of major topics were "FFA Student Handbook" (3.82), "General Activities" (3.67), and "History of Agriculture in Oklahoma, U.S. and World" (3.64). "Public Speaking" rated 3.63, which was the mean for all of the units of instruction combined. Falling immediately below the mean were "Parliamentary Procedure" (3.46), "Personal Health" (3.42), and "Relationship of Agriculture to Other Subjects" (3.42). "United States and World Food Production," "FFA Constitution," and "World Hunger" rated 3.37, 3.30, and 2.90 respectively. Receiving the lowest rating was the unit

of instruction "Agriculture Commodities (Buying and Selling)" with 1.80.

The Vocational Agriculture teachers provided the highest importance rating overall of the units in this area with a 3.99, when compared by group. They were followed in order by the State Staff (3.54) and Teacher Educators (3.22). The Southwest District indicated the highest importance rating while the Northwest District indicated the lowest. The overall mean for the three groups was 3.63 when all of the units of instruction were combined.

Additional Comments

Several comments about Part II, questions three and five, of the questionnaire were received. These comments were provided by the selected Vocational Agriculture teachers, Oklahoma State University Agricultural Education personnel, and Oklahoma State Department of Vocational and Technical Education staff who responded to the questionnaire. These comments are summarized in relationship to the two questions to which they applied.

Question three asked what part or parts of the Vocational Agriculture Core I could be used to teach eighth graders. The parts and the number of State Supervisors indicating each are as follows: "Introduction to FFA," (2); "Animal Science," (2); "Leadership," (1); and "Record Keeping," (1).

For Vocational Agriculture teachers the responses were: "FFA Orientation," (32); "Breeds of Livestock," (28); "Animal Science," (28); "Record Keeping," (8); "Introduction to Vocational Agriculture," (7); "Leadership," (6); "Plant and Soil Science," (4); "Safety," (2); and "Speech," (2). Designated by one teacher each were: "FFA Creed," "History of FFA," "Livestock Selection," "Parliamentary Procedure," "Anatomy," "Tool Identification," "Judging," "Careers," and "Basic Welding."

Question five asked if a textbook should be adopted and could one be recommended. Vocational Agriculture teachers supplied the following: Exploring Agriculture by Prentice Hall, (3); Basic Agriculture in Oklahoma and U.S., (1); World Agriculture, (1); and Stockman's Handbook, (1).

No additional comments were made by the Oklahoma State University Agricultural Education personnel concerning question three. Neither the Oklahoma State Department of Vocational and Technical Education or Oklahoma State University Agricultural Education groups had any comments concerning question number five.

For each of the five major instructional areas of the questionnaire extra places were added for "Other Comments." None of these received more than one response, and as a result had essentially no impact on the findings overall.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Problem

For some time Oklahoma has integrated eighth graders into the Vocational Agriculture program. However, this is the first year that such programs have been encouraged on a wide-spread basis. Thus, it was deemed necessary to have Vocational Agriculture teachers, Oklahoma State Department of Vocational and Technical Education personnel, and Oklahoma State University Agricultural Education staff identify the objectives and establish priorities for meeting the needs of eighth grade students of Vocational Agriculture.

Purpose

The purpose of this study was to obtain information from Oklahoma Vocational Agriculture teachers, Oklahoma State Department of Vocational and Technical Education personnel, and Oklahoma State University Agricultural Education staff concerning the skills and knowledge needed by eighth grade students of Vocational Agriculture in Oklahoma and which might be used as a basis for curriculum planning.

Objectives

To achieve the purpose of this study, the following objectives were formulated:

1. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by Vocational Agriculture teachers by supervisory districts.
2. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by Oklahoma State University Agricultural Educational staff.
3. To determine the importance of areas and units of instruction in Plant and Soil Science, Animal Science, Farm Management, Agricultural Mechanics, and Vocational Agriculture, Leadership, and Careers for eighth grade students of Vocational Agriculture in Oklahoma as viewed by the Oklahoma State Department of Vocational and Technical Education personnel.
4. To combine the importance ratings of Vocational Agriculture teachers, Oklahoma State University Agricultural Education staff, and Oklahoma State

Department of Vocational and Technical Education personnel in order to establish a basis for curriculum priorities.

Methodology

A total of 210 purposely sampled Vocational Agriculture teachers, nine Oklahoma State Department of Vocational and Technical Education personnel, and six Oklahoma State University Agricultural Education staff members were contacted by mail. There was a 67 percent overall return of the questionnaire. The instrument used was constructed in three parts. Part I was completed by Vocational Agriculture teachers only. Parts II and III were completed by Vocational Agriculture teachers, Oklahoma State Department of Vocational and Technical Education personnel, and Oklahoma State University Agricultural Education staff.

Findings

Classes of Schools.--A total of 107 schools were included in the study with distribution by districts relatively the same. There were 25, 23, 21, 19, and 19 schools from the Southwest, Northwest, Northeast, Central, and Southeast Districts respectively. By class of school, there were 31 Class B and 30 Class A schools. The number of schools by class dropped with 19 Class AAA and 18 Class AA. Dropping considerably were the class AAAA and Class C schools with six and three respectively.

Average Anticipated Enrollment by District.--There was a total of 5813 Vocational Agriculture students anticipated by the Vocational Agriculture teachers who had responded. The Southwest, Central, Northeast, Southeast, and Northwest had anticipated 1398, 1298, 1036, and 960 students respectively. Of these totals 236, 216, 201, and 169 eighth grade students of Vocational Agriculture were anticipated from the Southeast, Southwest, Central, Northeast, and Northwest Districts for a total of 1020.

Opinions Concerning Resources for Teaching.--A total of 112 "yes" responses were given by the respondent groups concerning whether or not portions of the Vocational Agriculture I Core were suitable for eighth grade Vocational Agriculture students, with 20 "no" responses. When asked if an Eighth Grade Core Curriculum should be developed, 117 responded "yes" and 15 responded "no." Fifty-six respondents answered that a textbook should be adopted and 76 answered that a textbook should not be adopted.

Importance Ratings of Units of Instruction.--Comparisons were made within each area of instruction to identify units of instruction which were assigned greatest importance by the respondents. The overall mean response was the base point of reference. By area, those units of instruction which were very near or above the overall mean importance rating were identified. For Plant and Soil Science, these were: Major Crops of Oklahoma, Conservation, Range Plants of Oklahoma, Agronomy (General), Crop Identification, Introduction to Soils, Land Judging, and Crop Production.

In the Animal Science area, units thus selected were: Breeds of Livestock; Introduction to Animal Science; Livestock Production Areas of U.S.; Livestock Skills; and Livestock Judging, Selection. Also selected were Animal Health; Stockshow Rules; Procedures; Feeding; Livestock Production; Livestock Fitting; Marketing of Products (Animal); and Market Grades of Livestock.

For the Farm Management instructional area, the units of instruction selected were: Record Books, Agricultural Math, Financing SOEP Projects, and Check Writing.

Chosen units of instruction for Agricultural Mechanics were: Farm Safety; Shop Safety, Color Coding; Tool Identification; Introduction to Agricultural Mechanics; and Hardware Identification.

In the Vocational Agriculture, Leadership, and Careers areas, units thus selected were: Orientation to Vocational Agriculture; Orientation to FFA; Leadership; Importance of Agriculture in Oklahoma, U.S., and World; Careers; Project Selection; and Management of Projects. Also, General Activities; History of Agriculture in Oklahoma, U.S., and World; Public Speaking; and FFA Manual were selected.

Overall Comparison of Importance of Areas of Instruction for Eighth Grade Agriculture by Respondent Group.--Table IX was developed to provide an overall comparison of the importance ratings respondents assigned to its five areas of instruction. This was accomplished by calculating an overall mean response for all of the instructional units comprising

the respective areas. As a result, it was found that Vocational Agriculture, Leadership, and Careers had a high 3.63 importance mean for the five instructional areas. The Total Teacher group led the other respondent groups with 3.64 followed by the State Staff and Teacher Educators with 3.54 and 3.22 respectively. The Southwest Districts teachers' overall importance mean of 3.99 was high and the Northwest District teachers indicated an overall importance mean of 3.25 for a low. Falling in the middle were the northeast, Southeast and Central District teachers with 3.67, 3.66 and 3.55 importance mean respectively.

Having a 2.95 importance mean was Farm Management. Again having led the other respondent groups was the Total Teacher group with 2.95. Following the Total Teachers were the State Staff (2.73) and Teacher Educators (2.50). The Southwest District teachers rated Farm Management 3.20. Following closely the overall importance mean of 2.95 were Southeast and Central District teachers with 3.08 and 3.00 means respectively. Rating this instructional area below the 2.95 were Northwest (2.80) and Northeast (2.70) District teachers.

Assigning the Animal Science instructional area a 2.45 importance mean was the Total Teacher group. Both the Teacher Educators and State Staff rated Animal Science below the overall mean of 2.41 with 2.11 and 1.81 respectively. The Central (2.58), Northwest (2.49), and Southwest (2.46) District teachers rated this instructional area above the

TABLE IX

OVERALL COMPARISON OF IMPORTANCE OF AREAS OF INSTRUCTION FOR EIGHTH GRADE AGRICULTURE BY RESPONDENT GROUP

	OVERALL IMPORTANCE MEAN BY GROUP								
INSTRUCTIONAL AREA			VOCATIONAL AGRICULTURE TEACHERS						
	SS	TE	SW	NW	C	NE	SE	TT	OVERALL
Plant and Soil Science	2.36	2.46	2.44	2.15	2.26	2.06	2.09	2.21	2.19
Animal Science	1.81	2.11	2.46	2.49	2.58	2.37	2.31	2.45	2.41
Farm Management	2.73	2.50	3.20	2.80	3.00	2.70	3.08	2.95	2.95
Agricultural Mechanics	1.84	2.93	2.54	2.32	2.34	2.33	2.38	2.40	2.39
Vocational Agriculture, Leadership, and Careers	3.54	3.22	3.99	3.25	3.55	3.67	3.66	3.64	3.63
OVERALL MEAN	2.46	2.64	2.93	2.60	2.75	2.63	2.70	2.73	2.74

overall importance mean, while the Northeast (2.37) and Southeast (2.31) rated this instructional area below the overall importance mean.

The overall importance mean for Agricultural Mechanics was calculated to be 2.39. The Teacher Educators indicated Agricultural Mechanics was more important by giving this instructional area a 2.93. Just above the 2.39 overall mean were the Total Teachers (2.40) and below were the State Staff (1.84). By supervisory districts, the Southeast rated Agricultural Mechanics highest at 2.54. With close importance means of 2.32, 2.33, 2.34, and 2.38 were the Northwest, Northeast, Central, and Southeast Districts respectively. Each major group rated Plant and Soil Science above the overall importance mean of 2.19. The Teacher Educators, State Staff, and Total Teachers indicated an importance mean of 2.46, 2.36, and 2.21 respectively. By supervisory district, the Southwest (2.44) and Central (2.26) Districts rated Plant and Soil Science above the overall importance mean. Rating this instructional area fairly equally were the Northwest (2.15), Southeast (2.09), and Northeast (2.06) Districts.

The Total Teachers' overall mean for each of the five instructional areas was 2.73, followed by the Teacher Educators (2.64) and State Staff (2.46). The Southwest District Vocational Agriculture teachers had 2.93 for the overall mean for the five instructional areas. Following were the Central (2.75), Southeast (2.70), Northeast (2.63), and Northwest (2.60) District teachers. The overall mean for

the three major respondent groups and five instructional areas was 2.74.

Conclusions

Based on the analysis and interpretations of this study, the following conclusions were formulated:

1. Eighth grade Vocational Agriculture will be taught in only medium to small schools.
2. Eighth grade Vocational Agriculture will comprise an important component of the Vocational Agriculture program in those schools that are presently teaching or plan to teach eighth grade Vocational Agriculture.
3. Although portions of the Vocational Agriculture I Curriculum are suitable, there is a special need for an eighth grade curriculum to be developed.
4. In order to secure optimum acceptance, it would appear that only those units within instructional areas which received average mean importance ratings very near or above the overall mean for each major instructional area should be included in the eighth grade curriculum. Based on this criterion, instructional areas should be emphasized in the following order:
    A. Vocational Agriculture, Leadership, and Careers
    B. Farm Management
    C. Animal Science

D. Agricultural Mechanics

E. Plant and Soil Science

Recommendations

Based upon analysis of this study, the areas and units of instruction which should comprise an Eighth Grade Core Curriculum are as follows:

Area: Vocational Agriculture, Leadership, and Careers

Units: Orientation to Vocational Agriculture
Orientation to FFA
Leadership
Importance of Agriculture in Oklahoma, U.S., and World
Careers
Project Selection
Management of Projects
General Activities
History of Agriculture in Oklahoma, U.S., and World
Public Speaking
FFA Manual

Area: Farm Management

Units: Record Books
Agricultural Math
Financing SOEP Projects
Check Writing

Area: Animal Science

Units: Breeds of Livestock

Introduction to Animal Science

Livestock Production Areas of U.S.

Livestock Skills

Livestock Judging, Selection

Animal Health

Stockshow Rules, Procedures

Feeding

Livestock Production

Livestock Fitting

Marketing of Products (Animal)

Market Grades of Livestock

Area: Agricultural Mechanics

Units: Farm Safety

Shop Safety, Color Coding

Tool Identification

Introduction to Agricultural Mechanics

Hardware Identification

Area: Plant and Soil Science

Units: Major Crops of Oklahoma

Conservation

Range Plants of Oklahoma

Agronomy (General)

Crop Identification

Introduction to Soils

Land Judging

Crop Production

Also, the writer feels that further research should be done on placing units of instruction within each instructional area in sequential order and the amount of emphasis which should be placed on each unit of instruction.

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APPENDIX A

CURRICULUM NEEDS SURVEY

District_____

EIGHTH GRADE VOCATIONAL
AGRICULTURE CAREER ORIENTATION

CURRICULUM NEEDS SURVEY
MIDWINTER CONFERENCE 1986

Teacher's Name_____

School_____

1. Are you currently teaching an 8th grade Vocational Agriculture class?_____

2. If not, do you anticipate starting one within the next 3 years?_____

3. Do you feel that we should develop a set of instructional materials for the 8th grade ag students?____

4. Would you be willing to serve on a committee, held in the last half of February, to develop an 8th grade Vo-Ag curriculum?_____

5. What do you feel are appropriate topics or subject matter areas to be included in the 8th grade curriculum? Be specific. Example: Crop belts of the United States; major livestock producing areas of the world, etc.

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX B

CORRESPONDENCE AND QUESTIONNAIRE

Gary Barnett
Box 322
Nowata, Oklahoma
74048

July 15, 1986

Dear Vocational Agriculture Teacher:

I am trying to complete my Masters and am conducting a research study to determine the perceptions of curriculum and skills to be taught to eighth grade students of Vocational Agriculture in Oklahoma. The results of this study should prove beneficial to the State Department of Vocational and Technical Education personnel, the Oklahoma State University Agricultural Education staff, and Vocational Agriculture teachers.

I need your help! The enclosed questionnaire will require approximately 15 minutes to complete. Your assistance will be greatly appreciated. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by July 30. Please put your name and school on the space provided. This information will be used only for dividing information into districts. All information will be held in the strictest confidence. Any additional comments you have in regard to the study will be truly appreciated.

Thank you for your time and consideration!

Sincerely,

Gary Barnett

Gary Barnett
Graduate Student
Oklahoma State University

Gary Barnett
Box 322
Nowata, Oklahoma
74048

July 15, 1986

Dear OSU AgEd Staff Member:

I am trying to complete my Masters and am conducting a research study to determine the perceptions of curriculum and skills to be taught to eighth grade students of Vocational Agriculture in Oklahoma. The results of this study should prove beneficial to the State Department of Vocational and Technical Education personnel, the Oklahoma State University Agricultural Education staff, and Vocational Agriculture teachers.

I need your help! The enclosed questionnaire will require approximately 15 minutes to complete. Your assistance will be greatly appreciated. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by July 30. Please put your name on the space provided. This information will be used only for dividing information into districts. All information will be held in the strictest confidence. Any additional comments you have in regard to the study will be truly appreciated.

Thank you for your time and consideration!

Sincerely,

Gary Barnett

Gary Barnett
Graduate Student
Oklahoma State University

Gary Barnett
Box 322
Nowata, Oklahoma
74048

July 15, 1986

Dear State Department of Vo-Tech Education Member:

I am trying to complete my Masters and am conducting a research study to determine the perceptions of curriculum and skills to be taught to eighth grade students of Vocational Agriculture in Oklahoma. The results of this study should prove beneficial to the State Department of Vocational and Technical Education personnel, the Oklahoma State University Agricultural Education staff, and Vocational Agriculture teachers.

I need you help! The enclosed questionnaire will require approximately 15 minutes to complete. Your assistance will be greatly appreciated. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by July 30. Please put your name on the space provided. This information will be used only for dividing information into districts. All information will be held in the strictest confidence. Any additional comments you have in regard to the study will be truly appreciated.

Thank you for your time and consideration!

Sincerely,

Gary Barnett

Gary Barnett
Graduate Student
Oklahoma State University

Gary Barnett
Box 322
Nowata, Oklahoma
74048

August 4, 1986

Dear Vocational Agriculture Teacher:

I am trying to complete my Masters and am conducting a research study to determine the perceptions of curriculum and skills to be taught to eighth grade students of Vocational Agriculture in Oklahoma. The results of this study should prove beneficial to the State Department of Vocational and Technical Education personnel, the Oklahoma State University Agricultural Education staff, and Vocational Agriculture teachers.

I need your help! The enclosed questionnaire will require approximately 15 minutes to complete. Your assistance will be greatly appreciated. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by August 19. Please put your name and school on the space provided. This information will be used only for dividing information into districts. All information will be held in the strictest confidence. Any additional comments you have in regard to the study will be truly appreciated.

Thank you for your time and consideration!

Sincerely,

Gary Barnett

Gary Barnett
Graduate Student
Oklahoma State University

Gary Barnett
Box 322
Nowata, Oklahoma
74048

August 4, 1986

Dear OSU AgEd Staff Member:

I am trying to complete my Masters and am conducting a research study to determine the perceptions of curriculum and skills to be taught to eighth grade students of Vocational Agriculture in Oklahoma. The results of this study should prove beneficial to the State Department of Vocational and Technical Education personnel, the Oklahoma State University Agricultural Education staff, and Vocational Agriculture teachers.

I need your help! The enclosed questionnaire will require approximately 15 minutes to complete. Your assistance will be greatly appreciated. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by August 19. Please put your name on the space provided. This information will be used only for dividing information into districts. All information will be held in the strictest confidence. Any additional comments you have in regard to the study will be truly appreciated.

Thank you for your time and consideration!

Sincerely,

Gary Barnett

Gary Barnett
Graduate Student
Oklahoma State University

Gary Barnett
Box 322
Nowata, Oklahoma
74048

August 4, 1986

Dear State Department of Vo-Tech Education Member:

I am trying to complete my Masters and am conducting a research study to determine the perceptions of curriculum and skills to be taught to eighth grade students of Vocational Agriculture in Oklahoma. The results of this study should prove beneficial to the State Department of Vocational and Technical Education personnel, the Oklahoma State University Agricultural Education staff, and Vocational Agriculture teachers.

I need your help! The enclosed questionnaire will require approximately 15 minutes to complete. Your assistance will be greatly appreciated. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope by August 19. Please put your name on the space provided. This information will be used only for dividing information into districts. All information will be held in the strictest confidence. Any additional comments you have in regard to the study will be truly appreciated.

Thank you for your time and consideration!

Sincerely,

Gary Barnett

Gary Barnett
Graduate Student
Oklahoma State University

NAME _____ SCHOOL _____

I. TO BE ANSWERED BY VOCATIONAL AGRICULTURE TEACHERS ONLY.

1. In what Class of school are you now teaching?

(Circle One)

AAAA AAA AA A B C

2. How many Vocational Agriculture students do you anticipate having this year? _____

How many of these will be eighth grade students?

_____

PARTS II AND III TO BE ANSWERED BY ALL RESPONDENTS.

II. Please indicate your opinion on each individual statement below.

3. Part of the Vo-Ag Core I could be used to teach eighth graders. yes no

If yes, what part or parts. _____

4. An eighth grade Vo-Ag Core should be developed. yes no

5. A textbook should be adopted to use for eighth graders. yes no

If yes, can you recommend one? _____

III. 6. For each of the units of instruction listed below by area, indicate how important you feel it is for teaching to an eighth grade Vo-Ag class. "0" indicates No Importance, while "5" indicates Extremely Important.

PLANT AND SOIL SCIENCE

Crop Production	0	1	2	3	4	5
Plant Science	0	1	2	3	4	5
Introduction to Soils	0	1	2	3	4	5
Basic Horticulture	0	1	2	3	4	5
Crop Identification	0	1	2	3	4	5
Major Crops of Oklahoma	0	1	2	3	4	5

Land Judging	0	1	2	3	4	5
Range Plants of Oklahoma	0	1	2	3	4	5
Crop Judging	0	1	2	3	4	5
Tree Identification (Oklahoma)	0	1	2	3	4	5
Marketing of Products (Plant)	0	1	2	3	4	5
Agronomy (General)	0	1	2	3	4	5
Seed Selection	0	1	2	3	4	5
Soil Preparation	0	1	2	3	4	5
Conservation	0	1	2	3	4	5
Plant Reproduction	0	1	2	3	4	5
Fertilizers	0	1	2	3	4	5
Pasture Management	0	1	2	3	4	5
Other (Please List and Rate)						
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

ANIMAL SCIENCE

Breeds of Livestock	0	1	2	3	4	5
Introduction to Animal Science	0	1	2	3	4	5
Livestock Skills	0	1	2	3	4	5
Livestock Judging, Selection	0	1	2	3	4	5
Feeding	0	1	2	3	4	5
Livestock Production	0	1	2	3	4	5
Livestock Fitting	0	1	2	3	4	5
Meat Judging, Identification	0	1	2	3	4	5
Stockshow Rules, Procedures	0	1	2	3	4	5
Poultry Science	0	1	2	3	4	5

Horse Science (General)	0	1	2	3	4	5
Animal Health	0	1	2	3	4	5
Marketing of Products (Animal)	0	1	2	3	4	5
Bee Keeping	0	1	2	3	4	5
Livestock Production Areas of U.S.	0	1	2	3	4	5
Market Grades of Livestock	0	1	2	3	4	5
Genetics	0	1	2	3	4	5
Rabbit Science	0	1	2	3	4	5
Goat Science	0	1	2	3	4	5
Other (Please List and Rate)						
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

FARM MANAGEMENT

Record Books	0	1	2	3	4	5
Agricultural Math	0	1	2	3	4	5
Computers	0	1	2	3	4	5
Agribusiness	0	1	2	3	4	5
Financing SOEP Projects	0	1	2	3	4	5
Farm Management	0	1	2	3	4	5
Check Writing	0	1	2	3	4	5
Farm Machinery	0	1	2	3	4	5
Other (Please List and Rate)						
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

AGRICULTURAL MECHANICS

Introduction to Agricultural Mechanics	0	1	2	3	4	5
Tool Identification	0	1	2	3	4	5
Shop Safety, Color Coding	0	1	2	3	4	5
Welding	0	1	2	3	4	5
Small Engines	0	1	2	3	4	5
Carpentry	0	1	2	3	4	5
Farm Safety	0	1	2	3	4	5
Hardware Identification	0	1	2	3	4	5
Use of Square	0	1	2	3	4	5
Hardware Upkeep and Use	0	1	2	3	4	5
Other (Please List and Rate)						
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

VOCATIONAL AGRICULTURE, LEADERSHIP, AND CAREERS

Orientation to FFA	0	1	2	3	4	5
Careers	0	1	2	3	4	5
Leadership	0	1	2	3	4	5
Parliamentary Procedure	0	1	2	3	4	5
Public Speaking	0	1	2	3	4	5
FFA Activities, Contests	0	1	2	3	4	5
General Activities	0	1	2	3	4	5
Importance of Agriculture in Oklahoma, United States, and World	0	1	2	3	4	5
Project Selection	0	1	2	3	4	5
Orientation to Vocational Agriculture	0	1	2	3	4	5

History of Agriculture in Oklahoma, United States, and World	0	1	2	3	4	5
United States and World Food Production	0	1	2	3	4	5
Management of Projects	0	1	2	3	4	5
FFA Student Handbook	0	1	2	3	4	5
Personal Health	0	1	2	3	4	5
Agricultural Commodities (Buying and Selling)	0	1	2	3	4	5
Relationship of Agriculture to Other Subjects	0	1	2	3	4	5
World Hunger	0	1	2	3	4	5
FFA Manual	0	1	2	3	4	5
FFA Constitution	0	1	2	3	4	5
Other (Please List and Rate)						
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

VITA

William Gary Barnett

Candidate for the Degree of

Master of Science

Thesis: PERCEPTIONS OF CURRICULUM AND SKILLS TO BE TAUGHT TO EIGHTH GRADE STUDENTS OF VOCATIONAL AGRICULTURE IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in San Ysidro, New Mexico, September 28, 1954, the son of William Kenneth and Lola Marie Barnett. Married Cathy D. Poe on June 15, 1982.

Education: Graduated from Merritt High School, Elk City, Oklahoma, in May, 1973. Received a Bachelor of Science Degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Agricultural Education, December, 1978. Completed requirements for the Master of Science Degree at Oklahoma State University in May, 1987.

Professional Experience: Vocational Agriculture teacher, Olive Public Schools, Drumright, Oklahoma, January, 1979-July, 1980, and Erick Public Schools, 1980-81. Science teacher at Shidler Public Schools, 1986 to the present.

Professional Organizations: Currently member of National Education Association and Oklahoma Education Association. Past member of American Vocational Association; Oklahoma Vocational Association; National Vocational Agriculture Teachers Association; and Oklahoma Vocational Agriculture Teachers Association.