

AN EVALUATION OF THE AGRICULTURAL EDUCATION
PROGRAM AT OKLAHOMA STATE UNIVERSITY BY
INTERNATIONAL STUDENTS GRADUATING
DURING THE PERIOD
1960 TO 1976

By

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CHAPTER I

INTRODUCTION

At the present time, many educators are increasingly questioning why schools are set up the way they are and consequently are beginning to examine the role of education in our rapidly changing society. More importantly, they are increasingly acting to change past practices which they judge as not holding up in light of current knowledge about society and particularly in terms of how people learn.

In their attempts to change, however, educators are often confronted with some formidable obstacles in the form of both their own evaluation and the evaluation of others. How can the change be fairly and honestly accomplished? On what basis are they to be judged? And how are more traditional forms of education to be judged, particularly as new structures emerge? Advocates of alternative forms of education often call for alternative methods of evaluation. Must we, then have multiple forms of evaluation for multiple forms of education? Where are the points of commonality?

Serious questions must be raised about accountability of schools. For what must schools be held accountable, regardless of the differences of educational philosophies and structure. We have many examples that the public ask for the accountability of the school in showing, explain the result of education.

On January 8, 1975, The Daily Oklahoman (1) had a news article

relating to vocational education in which the GAO (Government Accounting Office) was critical of vocational training. The article referred to the use of funds in training manpower in vocational education. GAO blamed for the most part, the U. S. Office of Education, which, it said "Has not adequately evaluated how federal funds have been used by State Education Departments in local school districts" (p. 1). In any department or office the result of work must be evaluated to know how the production came out, good or bad. Then, they can work for better production and improve the use of funds in the right way. Evaluation becomes an important part of any department, any organization and any kind of program. It has many forms and degrees of and there are different levels of evaluation, from the local, state, country and the world. For evaluation to be effective, it is up to the administrator or the person who is involved in the evaluation process or works in an evaluation unit.

Like the GAO, the public and the board of the school will let the educators and administrators in education section know they need more adequate, relevant and effective evaluations to keep education in tune with the country's or society's need.

Accountability seems to be the "chant" in this era. It would appear that accountability is being used by the public in the same frame of reference that educators or administrators have always used evaluation. In any kind of job, any kind of work, one must be held accountable for the results of its activities. Education is the same; educators must be accountable to the board of school or board of regent. Kuezevich (2) said, accountability is not a new idea. It is at least as old as the Bible. In Romans 14:12, the Apostle Paul writes that

"everyone of us shall give account of himself to God" (p. 57).

Aildrich (3) defines accountability as follows:

Accountability means being held responsible for something over which one has control. Schools must be accountable for those things for which they have responsibility and legitimate control. Schools are responsible for the environments which they create and foster for children. They are responsible for what they make available, for what they say and do. . . as well as for all that they do not say and do not do. They have legitimate control over that environment, and they cannot share that responsibility, make excuses, or blame anyone else for their shortcomings. They clearly have limitations within which they must function, i.e., funds, building space, and others. But what they do within those limitations is their responsibility. They can and they must be held accountable for understanding the reasons for and the effects of structuring the environment in the ways that they choose. And also in public education, it refers to the commitment of teachers, administrators, and board members to being responsible for their performance and answerable for the results of their instructional programs (pp. 1-4).

Accountability is a goal-referenced term which means according to Kuezevich (2):

every person or groups
↓
is accountable to some degree
↓
to another person or position
↓
for something (objectives)
↓
expressed in performance terms
↓
within specified constraints (time, money) (p. 58).

There are three forms of accountability:

1. Personal accountability, a focus on self-accountability.
2. Professional accountability, a colligial improvement scheme.
3. Public accountability, where tax payers deserve to know where their tax dollars are spent.

According to this research which will concern the second form of accountability as professional accountability, a colligial improvement.

In the State of Oklahoma, there is the State Legislature Resolution 1027 (4), a measure of accountability which has these salient parts:

1. Every school has its own special needs based upon its student body and community.
2. Financial resources of any community, state and nation are limited.
3. Educational systems should be developed by making choices among alternatives in the face of limited resources.
4. Education at all levels should be responsive to the needs of the society in which the school is a part.
5. The system of education should be alert to the changing needs of the student.
6. The system of education should be accountable for the use of resources allocated to it by the public.

The call for accountability in education has been heard of in the federal level also. Stenver (5) reported:

An excellent example of a policy declaration at the federal level was made by President Nixon in his 1970 education message when he said, 'From these considerations we desire another new concept...accountability. School administrators and school teachers alike are responsible for their performance, and it is in their interest, as well as the interest of their pupils, that they be held accountable' (p. 33).

In the study of Norton (6), he makes distinction between the terms evaluation and accountability. He emphasizes an evaluation on providing useful information for the purpose of making more rational decisions about programs, accountability focuses on documentation of what happened and why. What decisions were made and why they were made.

These are the concepts of accountability which shows how it is important and affects the educators and administrators in evaluating the program in any department, any office at any level.

Evaluation, which should be an integral part of any educational

endeavor, is necessary to develop and maintain an effective educational program that meets the demands of the public and the needs of the students it serves. Colleges and universities, other educational systems can use a continuous evaluation program to answer the calls for accountability. This evaluation must incorporate a systematic appraisal of the total effectiveness of programs.

In the evaluation process there are many sources to use when appraising the effectiveness of an educational program. The former student is one of the most useful resources for information in evaluation. Bender (7) points out:

Former graduates, having the experience of testing themselves in post-college responsibilities, are in an excellent position to appraise critically certain segments of the teacher education program. Perhaps no other group can provide a more valid appraisal to serve as a basis for improving the program.

Former students know better than anyone else how well prepared they were to make an acceptable beginning as well as advance in a profession. They are the logical source of information for determining the strength and weakness of the program. Perhaps no other groups can provide a more valid appraisal to serve as a basis for improving the program (p. 327).

And, Walker (8) also reported the important source of information as former student:

Follow-up, by survey, former students at three, five, and ten year intervals, continually remain open for suggestions from students of ways to improve the program, then with the aid of the advisory committee, incorporate suggested improvement into the program (p. 164).

The Agricultural Education Department at Oklahoma State University has maintained a policy of attempting to provide the student an opportunity to gain maximum knowledge and skills from the teacher, particularly through the student teaching experience, the department provides an opportunity for students to evaluate the program in each semester

in order to improve the on-going program effectively. The graduates have been asked to specifically evaluate certain segments of the program. However, there have been no research studies attempted which are specifically directed toward evaluating the program over a stated period of time. This is especially true in terms of evaluation by the international student. This study will include the evaluation of administration and organization, advisement and counseling, course and materials, instruction and instructors, and non-academic activities.

It can be readily recognized that international students do have some needs that differ from those of native students. First, there is a need to keep learning experiences directed toward the culture and the psychological atmosphere prevailing in the students home country. At the same time the students must be helped to understand that they must also attempt to recognize how these same learning experiences are primarily structured for a culture which may differ quite significantly from his own.

Statement of the Problem

The central problem with which the study is concerned is that of identifying certain aspects of judgement held by international students from 15 different countries who have studied or are studying in the Agricultural Education Department at Oklahoma State University, regarding the program of studies in this department. Any difference of opinions between the students who had returned to their home countries compared to the students who are still residing in the United States will be established. If there is a significant difference in the opinions, the researcher may be able to spot some weak or strong points

in the departmental program in this department which may be of assistance to concerned individuals who may hope to work on the modification and improvement of the Agricultural Education program, at Oklahoma State University. And this study will be concerned with the application of the knowledge gained and experienced training for their developing countries. The ultimate outcome should be the guide for the development of the agricultural education program in the future, not only for the department but also for all of the international students.

Purpose of the Study

The primary and controlling purpose of the study was to determine how effective was the Agricultural Education program at Oklahoma State University in terms of meeting selected, specific needs of international students. It was directed toward international students as they have been trained at the university during the period 1960 through 1975.

Objectives of the Study

The following statements describe the purpose of the study.

1. To identify the sources and the persons and the reasons these had weighty influence upon international students in making decision for coming to study Agricultural Education at Oklahoma State University.
2. To evaluate the effectiveness of selected aspects of the graduate program in Agricultural Education in terms of knowledge gained and learning experiences received by international students completing the program, using as a basis student perceptions of the program effectiveness, particularly as directed toward assisting their professional careers.

3. To determine the occupational patterns of the students after their graduation and to determine the nature and extent of advanced studies engaged in after finishing studies at Oklahoma State University.

4. To discover if significant differences exist between the evaluation ratings given selected aspects of the program by international students who returned to their home countries as compared to those still residing in the United States; this rating to be given with regard to their judgements as to the effectiveness of the program of studies provided by the Agricultural Education Department at Oklahoma State University.

Need of the Study

There has not been a research study conducted at Oklahoma State University concerning an evaluation of the program of the Agricultural Education Department specifically provided for international students. This department has for many years produced many teachers of vocational agriculture and extension agents. Many international students receive training and knowledge from this department and return to their home countries, where they can apply the knowledge and experience gained in their own countries. The researcher chose to study the graduates of the department which have returned to their home countries and also those still residing in the United States. A comparison of these two groups was made. The researcher hoped to find some fault, some weak points in the program of the department and spot some good points, also. He felt he might also be able to gain some information of use in the application of knowledge gained and learning experienced which might be appropriate for the international student to use in his own country.

Education needs to be greatly improved to achieve a better program, so as to best apply modern technology, that people may cope with the present world situation wherever they may live in the world.

The findings anticipated from this study are needed by the Department of Agricultural Education if it is to further improve programs provided to international students.

Assumptions

For the purpose of the study, the following assumptions were accepted.

1. It was assumed that respondents answered the questionnaire truthfully and with considerable care and deliberation.

2. It was assumed that judgements of students completing the program constitute one of the most reliable sources for evaluating the effectiveness of the teaching and training program.

3. It was assumed that international students having graduated from Oklahoma State University with a major in Agricultural Education and now being employed in agricultural teaching, extension, and other agricultural work are able to accurately recall their experiences and make judgements as to their values.

4. It was assumed that the nature and quality of the program remained relatively constant throughout the 16 year period.

5. It was assumed that students coming from the various developing nations would have essentially the same needs for training experiences and would thus make relatively analogical evaluation responses.

Limitations

Some limitations that have been recognized by the investigator include the following:

1. This study was limited to international students who have studied in the Agricultural Education Department at Oklahoma State University during the period 1960 to 1976.
2. In this study, no effort was exerted to study the international students as regards such factors as:
 - a. parental background
 - b. undergraduate background
 - c. salary in employment
 - d. position of employment
3. No attempt was made to compare aspects of the program by different years, eras or portions of the total time period.

Definition of Terms

Oklahoma State University: Oklahoma State University, Stillwater, Oklahoma.

Agricultural Education: Department of Agricultural Education, Oklahoma State University.

Vo-ag school: Vocational Agriculture school.

FFA: Future Farmers of America. It is the national organization for students enrolled in vocational agriculture under the provision of the National Vocational Education Act of 1928.

YFA: Young Farmer Associations in several states.

International students: International students who have studied in the Agricultural Education Department from 1960 to 1976.

Instructors: Professors who have taught and worked at the Agricultural Education Department during the period from 1960 to 1976.

Advisors: Professors in the Agricultural Education Department who provided counsel with regard to studies and other learning activities during the period of 1960 to 1976.

Development of the Study

During the period from 1960 to 1976 the Agricultural Education Department has provided a training program specifically designed for a considerable number of international students planning to continue careers in teaching and administration of educational programs in agriculture. This study was largely based upon an attempt to acquire information about the services of the department as viewed by the international students who had returned home and by those who still reside in the United States. Although it was recognized that year or between periods of time, it was felt that these differences were relatively minor and that the nature and quality of the program were factors which remained relatively constant.

A questionnaire was developed, with the approval of an advisory committee and certain other selected resource personnel, and sent to the randomly selected addresses of former international students from 15 countries. These addresses were in most instances the locations of respondents immediately after their return to their home country. Failure to secure a more recent address proved a severe constraint upon the study. The questionnaire included general information which consisted of (a) personal information, (b) a specific request as to the person or persons who exerted a major influence in their coming to

study at Oklahoma State University, (c) employment after graduation from Oklahoma State University to present employment, (d) the feeling toward the Agricultural Education program at Oklahoma State University and (3) the feeling toward the community of Stillwater which included the Oklahoma State University campus.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This study involved the evaluation of the agricultural education program at Oklahoma State University by the international students who graduated during the period of 1960 to 1976. This chapter helped the author explore several areas relevant to this study and developed the concept of the research under the topic "Role of Agricultural Education".

Role of Agricultural Education

An oft repeated adage is that agriculture is the profession that feeds the world. This sentence is true. Agriculturists, farmers and ranchers are the group of the professional people that produced the food for feeding the population in the nation and in the world. But the rate of the production in agriculture never meets the need of the people in the world. It might meet some group of the people as the developed countries, but in the underdeveloped in the rest of the world such as Asia, Africa and South America, in the portion of the people the food never meet the need of them, is easy to ask but very difficult to answer. The answer must compose many areas such as education, technology, birthrate, economics, and etc. But the general basis of the development in any kind of program should start from the education.

Especially in the process of producing food for the people, Agricultural Education has become a vital part of this kind of education; animal sciences, plant sciences, entomology, soil science, etc., are in the field of agriculture. In the vocational agriculture just as in any other fields in agriculture, the teacher for agricultural education who will provide the knowledge, the training for the farmer and rancher are greatly needed. Then, the program of agricultural education was setting in many levels of education from the elementary school to higher education. The program provided the knowledge, the concept of agriculture in the different levels. UNESCO (9) reported at the elementary level agricultural education taught as part of science, at the secondary which consists of three types: agricultural arts, comprehensive agriculture program and vocational agriculture program; higher education level taught as the advanced knowledge technology in agriculture.

The United States of America, as an agriculture country, for a long period of time has been improved any kind of technology for producing the great amount of agricultural production for feeding the American people and also feeding the people of the world. The United States became highly developed in agricultural education and new knowledge, new technology have been used for increasing the production. Before this country became the great agriculture producer, the education in agriculture was the first help and assisted the farmer in America to meet the high production needs.

Kellogg and Knapp (10) reported that by the establishment of the land-grant colleges, by the Morrill Act of 1862, one can hardly say that the Morrill Act resulted from a public demand by rural people.

The Morrill Act brought a new concept of education to the service

of democracy. The missions of these new colleges differed from those of the older, classical universities. They were to provide educational opportunities for the sons and daughters of workmen and farmers particularly training for occupations related to agriculture and industry, higher education for the individual. And the growing nation needed young people who knew how to do things. And the three coordinator functions of a land-grant college were teaching, research and extension.

Following the Morrill Act, the United States had a great development in curriculum for the teaching of agricultural education, doing a research and spreading the knowledge, manpower from the colleges to the farmer in the form of extension. By this educational plan, America became the great agricultural country of that time to the present.

Now five percent of the American people working on farms provide the agricultural production for the other 95 percent of the population. How to accomplish this because the good in the development of technology, training for the new methods of making the agricultural production. And looking back to the underdeveloped countries or the developing countries, such as Thailand, which is one of the agricultural countries in Southeast Asia, Tongyai (11) reported that:

Among Asian countries, Thailand is one of the few that have succeeded in reaching the target of overall rate-of-production increase in agriculture, i.e., 17.2 percent average production increase as against a 3.2 percent population increase per year at the conclusion of five year plan ending in 1966 (p. 30).

And he also reported about the training manpower in the country:

The Thai Government early recognized that in a modern development program, manpower is a prime consideration and that a country needs skilled laborers, well-trained technicians, and highly qualified scientists, economists, and teachers. Thailand therefore constantly tried, on a modest scale, to build up a body of trained personnel.

In the past World War II period, this effort has been greatly expanded and accelerated through foreign aid, which has taken the form, on the one hand, of training fellowships and scholarships and on the other hand, of the establishment of technical school and the improvement of universities (p. 30).

This is one of the samples of the developing countries which is trying to solve the problem of producing the agricultural production to meet the need of the people. Because of the improvement of the agricultural production are needed both quality and quantity and also the manpower who has the new knowledge and can operate the new method of producing the production is needed.

So, we can compare the developing countries to the developed countries, by the consideration of the result of the development in the agricultural education which is the most important part of the agricultural countries in producing the knowledge, new technology in producing the production of agriculture. The general goal or objective of the agricultural education is to provide the knowledge, new technology to increasing the agricultural production. As education needs the manpower in teaching, the teacher in agriculture is the most needed in any level of agricultural education. We can produce the food by the machine, but we can not produce manpower by machines, only by the training and by giving a knowledge. This manpower is the important group which can contribute and bring the new knowledge and new methods in producing the agricultural production to the farmers. Then, the process of program in producing the manpower is a very critical part of education in agriculture.

In recent years agricultural education has taken on new and varied roles. The diminishing need for production oriented graduates has resulted in training programs for agriculture students who expect to

become employed in agriculture business occupations. Such business includes those which supply the raw materials and services to commercial farmers as well as the business which processes and manufactures products from the farm.

This expanded role for agricultural education has met criticism from people who prefer to focus on those aspects of the program which in the past earned a respected reputation for vocational agriculture. It is true that emphasis on production of agriculture during World War I and World War II helped produce necessary food staffs, and such an emphasis should not be depreciated, but a prospective vocational agriculture teacher today should recognize the changed needs of an increasingly urban population. Today, more time is available for leisure activities, and agricultural education in the city is more likely to have a horticultural flavor than in rural areas. Conditions surrounding the profession have changed. Leaders in agricultural education recognize this and understand contemporary needs for vocational education in agriculture. Reflecting this in sight, the objectives for vocational and technical education in agriculture were changed after the passage of the Vocational Education Act of 1963. Drawbaugh and Hull (12) and Stevens (13) reported the following objectives as they appeared in the Office Education bulletin:

1. To develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture.
2. To develop agriculture competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture.
3. To develop an understanding of and appreciation for career opportunities in agriculture and preparation needed to enter and progress in agricultural occupations.

4. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.
5. To develop those abilities in human relations which are essential in agricultural occupations.
6. To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social and civic responsibility (pp. 82-82 and pp. 21-22).

These statements appear in stark contrast to the objectives for vocational agriculture which were developed from the Smith-Hughes Vocational Education Act of 1917. The earlier objectives were all related to farming or rural life. The prospective teacher of vocational agriculture must recognize the metamorphosis which has taken place in agricultural education. As a beginning teacher of vocational agriculture, he may have the task of improving and upgrading local citizens' knowledge of and attitudes toward agriculture programs; to do this, he must have a clear concept of agricultural education.

Agricultural education, like all forms of vocational education, relates to one of man's basic needs--the ability to work and earn a living. Few courses or programs in a public school system impact on daily living patterns in such a pervasive way. A person's occupation determines to a great extent with whom he associates, what hours are spent away from home, his self-respect, and his economic standard of living. Selecting an occupation ranks with the choice of a marriage partner as a decision critical to one's success and well-being. All of these statements show the importance of adequate guidance and counseling in career development.

As the Agricultural Education Department at Oklahoma State University has produced number of the teachers and leaders in education in agriculture from 1919 to the present. During the period 1960 to 1976,

this department produced slightly more than 1,200 qualified teachers of vocational agriculture in addition to providing study programs for 254 international students.

For an effective program in training the manpower for the vocational agriculture school and extension, a follow-up program and evaluation of the production becomes the most important part of the program. The evaluation will help the administrators arrange, change or develop the program up-to-date. Making it most relevant and appropriate to the present situation of the world.

Evaluation Needs

For a better program and accomplishments of the goals of the program, evaluation is the most useful process for measuring the result of the work. Evaluation will make a change for the effectiveness of the program.

The Dictionary of Education (15) defined evaluation as "the process of ascertaining or judging the value or amount of something by careful appraisal" (p. 220).

Wimmer (16) emphasized two basic ideas of evaluation:

1. Evaluation must first be concerned with meaning results in terms of goals and objectives (that is, it is primarily output rather than process-oriented.)
2. Evaluation must consider not only the output of the educational program, but also must consider the impact of that output in terms of serving the needs which the program is designed to meet (p. 34).

Troyer and Pace (17) also gave the following explanation of evaluation in education:

It is the process of judging the effectiveness of an education experience. It includes getting and summarizing evidence on the extent to which educational values are being attained.

It seeks to answer the questions, 'What progress am I making? and What success is our educational program having?' Teachers, administrators, and students are daily making values and judgements about the effectiveness of their procedures in the attainment of their goals. Thus, evaluation, whether recognized as such or not, goes on continuously in education (p. 1).

Walker (8) also described the meaning of evaluation:

Evaluation is a continuous process that follows immediately after the implementation of a plan of instructional activity. Education activity should be designed to provide the student the know-how for job entry and to help the students to develop the ability to relate to other people. With the results, a good accounting can be made of the teacher's effort (p. 164).

All of previous persons who gave their ideas about the meaning of evaluation, which are in different fields, but they all gave the same concept of evaluation. Frutchy (18) gave the general concept of evaluation which is the process of "(1) collecting information, and (2) applying standards or criteria in (3) drawing conclusions, forming judgements, or making decisions" (p. 3).

Fisher (19) also gives us an idea of how the evaluation process operates. (See Figure I).

Evaluation, like any other educational activity, must be built upon basic principles or guidelines which provide the framework for its implementation. Many principles of evaluation have been developed for evaluating various educational endeavors. For the most part, the following principles may be applied to the evaluation which Updyke (20) reported:

1. Effective evaluation is based upon the previous establishment of clearly defined purposes or objectives.
2. Evaluation should be a planned process.
3. The evaluation process should have continuity.
4. Evaluation should be a cooperative undertaking of all

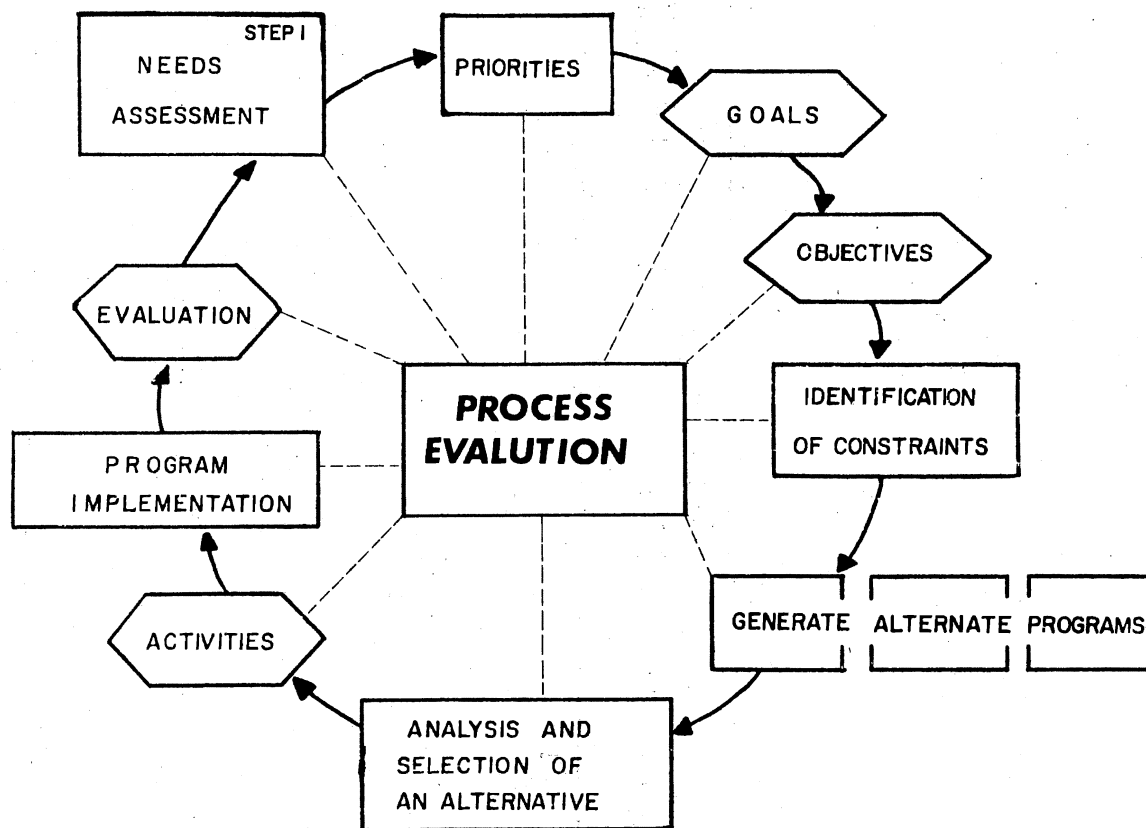


Figure 1. System Analysis Process

persons concerned with an affect by the evaluation.

5. Evaluation should be comprehensive concerning all aspects of the teacher education program.
6. The evaluation process should take advantage of a variety of techniques, instruments, and methods.
7. Evaluation must be based on valid information.
8. Evaluation should include both subjective judgement and objective appraisal.
9. Evaluation should consider both the beginning status and the growth of progress toward specific goals.
10. Evaluation results should be analyzed and interpreted into a clear picture.
11. The end results of the evaluation should be the improvement of the total teacher education program (p. 16).

To continue an activity in the program without evaluating it is somewhat analogous to the marksman who continues his shooting with no head as to what is happening to the target. This truism is especially applicable to university departments because of the inherent inflexibility in such a situation. People can be changed, course content can be modified and programs of courses can be rearranged.

Agricultural Education Program Evaluation

Numerous studies have been made in relation to evaluation of agricultural education programs, which is showing that researchers are interested in programs to keep up with the changing agriculture.

Siegenthaler (21) conducted a study of an evaluation of the Jimma Agricultural Technical school program, based upon a study of Jimma graduates. The main purpose of his study was to discover whether or not relationships exist between Jimma graduates of the several provinces and tribes in certain specific post-high school pursuit. By his conclusions, he reported that the study was undertaken as a beginning of an

evaluation of the agricultural education program in Ethiopia. In no way should any of the results be considered final or evaluation of the Jimma School completed. Evaluation should be a built-in continuing part of educational programs. It is hoped this initial study will provide information that might be useful to other evaluation studies of a more detailed nature. As the number of graduates from Jimma and the agricultural college increases, perhaps detailed studies based upon more refined population sampling techniques will be possible.

The result of the investigation shows that very little association exists between the former graduate's tribal background, his home province and factors such as his occupational experience, type of job he holds, his expressed opinion of work as a part of training and the courses studied in high school. The administration and guidance personnel or others involved in student selection should not allow a student's tribe, a geographic area, to become a criteria for selection of students for the Jimma School.

If there are implications in the results of the study toward a change in the present training program it would be increasing toward the amount of practical work training. Over half of the former graduates expressed opinions that practical work training should be increased. In the courses of the interviews, graduates revealed a desire to have received more practical training in such skills as pruning coffee, processing coffee and other crops. Graduates repeatedly emphasized that they would like to have had the additional time spent in practical application of such skills without additional theory.

The overall opinion of former graduates was favorable toward the courses offered at Jimma. There was a difference in opinion as to

where the emphasis might be placed when graduates were grouped by educational status. The college group would emphasize the academic subjects, and the terminal graduates would emphasize the academic subjects and the curriculum. With the dual objectives of the school, however, it would be doubtful if either of the group desires would imply a change in the present courses offered at Jimma.

Curriculum of study for international students in the Agricultural Education Department at Oklahoma State University with suggestions for the future improvement, was conducted by Gill (22). The purpose of this study was to determine the needs of the international students who attended Oklahoma State University to obtain the degrees or do further studies in Agricultural Education, regarding such questions as: (1) What is their opinion concerning possible relationships between training received for the career and courses taken and (2) What were the most useful subjects and experiences provided and which are needs for maximum benefit when the student returns home.

According to his findings and conclusions, students have put more stress on the addition of a few new subjects like Human Psychology, Audio-Visual Aids and Plant Pathology. Stress was also made for longer stays on tours and field trips. Although 44 percent of the students are working as vocational agriculture teachers and 25 percent as a supervisor or administrator and are satisfied on their job, still they need more training on administrative subjects. Ninety percent of the former or present students have laid more stress on the technical subjects like, soil technology, field crops, farm management, poultry production, etc. and 70 percent needed more knowledge on human psychology.

And another example, the study of Updyke (20), "New Teachers' Perception of the Pre-Service Agricultural Education Program at Oklahoma State University" which he reported that 82.85 percent felt that professional courses of the agricultural education curriculum contributed very highly toward their success. It was also indicated that 71.05 percent felt technical courses contributed to their occupational success.

These are some of the examples of the evaluation program that have been conducted by several researchers from different points of view in which concerning to improve the better production in agriculture.

As the Department of Agriculture Education at Oklahoma State University (23) was designed to:

1. Prepare students for entry into or advancement in teaching careers.
2. Provide for further development of professional leadership in other educational careers in agriculture, including extension, adult education, and vocational-technical programs, as well as agri-business industries.

An attempt is made to develop individual study programs to meet needs of both international and american students. And in the advanced graduate studies are more specifically directed toward preparing graduates for careers in teacher education, administration and supervision, curriculum development and other areas of professional leadership in agriculture and vocational-technical and career education (p. 102).

The Department of Agricultural Education at Oklahoma State University has also identified some important types of performance that graduates should be able to exhibit upon completion of the program. These have been adopted as the basic objectives of the program and are as follows (24):

1. Effectively recognize and identify occupational opportunities and needs.

2. Effectively counsel and advise individual students in occupational choice.
3. Perform effectively as a planner.
4. Apply functional methods in motivating students as learners.
5. Effectively supervise group and individual learning experience.
6. Direct and supervise students in on-the-job and cooperative training situations.
7. Enthusiastically advise vocational-technical youth and adult organizations.
8. Function as an integral part of an educational team.
9. Relate to the individual student as a person and to thereby develop in the student a feeling of adequacy (p. 1).

These are the objectives and roles of the Agricultural Education Department, which are very important in helping the vocational-agriculture teacher, help the farmer to know and receive the new knowledge and technology. Then, for the better program in this area of education, an evaluation of the program is needed.

Summary Review of Literature

In summary, the literature reviewed brought attention to the important role of agriculture which produces the production as a food to feed the people in this world. Agriculture used the farmers who have the knowledge to produce the better quality, higher production and the people who can bring or transfer the knowledge and technology are the teachers and extension workers. Then, function is producing the manpower for teaching and training the farmer is the agricultural education. The roles of the teacher and the leader in agricultural education becomes a vital part of agricultural occupation.

To improve the educational program, changes must meet the needs

of modern technology and the present world situations... Evaluation of production is becoming most important program after producing the production. The development of the Agricultural Education program needs to be evaluated.

The purpose of this study is to show the needs for evaluation of the entire program of the Agricultural Education Department at Oklahoma State University by the international students. This evaluation will make a great contribution to the development and improvement for the best program for the international student.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this chapter is to describe the design and conduct of the study. The design and conduct of the study were dictated by the main purpose of the study, which was to evaluate and judge the program of the Agricultural Education Department at Oklahoma State University.

To collect information on the past and present agricultural education graduates from Oklahoma State University, the author had to accomplish the following tasks:

1. Determine population for this study.
2. Develop the instrument for collecting data.
3. Develop the procedure for collecting data.
4. Select the name and address of the respondents.
5. Select the method for analysis of data.

Population for the Study

The original potential population for this study consisted of 254 international students from 22 different countries who had graduated from the Agricultural Education Department at Oklahoma State University during the period 1960 to 1976. These students were divided into two groups, the first group having returned to their home countries and a

a very much smaller group who still resides in the United States. Since it was found that the department had lost all contact with former students from certain countries and also that AID (Agency for International Development) programs for specific nations having been discontinued, it was felt advisable to discard attempts to secure responses of students from seven countries, thus reducing the final total population to 224. Further, the decision was made to attempt a sampling of 30 percent of this group, hence questionnaires were eventually mailed to 67 former graduates who at the time of graduation were citizens of 16 different countries. These countries included: Afghanistan, Arabia, Ethiopia, India, Indonesia, Jordan, Korea, Nigeria, Nepal, Philippines, Republic of China, Saudi Arabia, Somalia, Thailand, Tunisia and Uganda.

Development of the Instrument

In formulating the statements used on the instrument, the investigator revised related literature and instruments that have been used by a previous investigator. In developing a questionnaire, Best (25) listed eight characteristics of a good questionnaire, which should be observed in constructing such instruments as follows:

1. It deals with a significant topic, a topic the respondent will recognize as important enough to warrant spending his time in completing. The significance should be clearly and carefully stated on the questionnaire, or in the letter that accompanies it.
2. It seeks only that information which can not be obtained from other sources such as school reports or course data.
3. It is as short as possible, only long enough to get the essential data. Long questionnaires frequently find their way to the wastebasket.

4. It is attractive in appearance, neatly arranged, and clearly duplicated or printed.
5. Directions are clear and complete, important terms are defined, each question deals with a single idea, all questions are worded as simply and as clearly as possible, and the categories provide an opportunity for easy, accurate and unambiguous response.
6. The questionnaires are objective, with no leading suggestions as to the responses desired. Leading questions are just as inappropriate on a questionnaire as they are in a court of law.
7. Questionnaires are presented in good psychological order, proceeding from general to more specific responses. This order helps the respondent to organize his own thinking so that his answers are logical and objective. It may be well to present questionnaires that create a favorable attitude before proceeding to those that may be a bit delicate or intimate. If possible, annoying or embarrassing questions should be avoided.
8. It is easy to tabulate and interpret. It is avoidable to preconstruct a tabulation sheet, anticipating how the data will be tabulated and interpreted, before the final form of the question is decided upon. This working backward from a visualization of the final analysis of data is an important step in avoiding ambiguity in questionnaire form (p. 170).

The questionnaire was sent to the international students who have been selected to respond to the questionnaire in 18 countries and sent to the students who still reside in the United States.

An instrument was developed by adopting parts of those developed by Heathcott (26), Henderson (27), Arthur (28), Pritchard (29) and Updyke (20) for securing follow-up information from students. Some additions and deletions were made on the instruments so the investigator could secure certain types of relevant information. Five major areas were covered by the instrument including the following:

1. Personal information.
2. Person who influenced student to enroll at Oklahoma State

University.

3. Employment after graduating to present employment.
4. Agricultural Education assessment.
5. Non-academic activities assessment.

When the instrument was formulated it was placed into the hands of agricultural education teachers, faculty members, and graduate students for review and evaluation. Interviews with the above mentioned individuals were conducted and necessary changes, deletions and additions were made for clarity. It was then submitted to the investigator's doctoral advisory committee for their critical review and suggestions. Suggestions were made by the advisory committee, and these were incorporated into the final form of the instrument.

Collection of the Data

The instrument was completed in late May, 1975 and sent to available addresses of international students who had graduated from Oklahoma State University. First the questionnaire was sent to graduates from Thailand and then to an additional 15 countries. After subsequent mailings were completed, the investigator was able to secure a total of 34 usable responses.

Analysis of the Data

The following description of the analysis is included to provide an overview of the statistical treatment of the data collected from the international students who have been working and studying in the period of 1960 to 1976. In analyzing one part of the instrument, a Likert-type scale, which had categories from "great influence", through "no

influence" was used. To permit statistical treatment of data, numerical values were assigned to the response categories in the following pattern.

Response Categories	Numerical Value	Range of Actual Limits for Categories
Great Influence	5	3.50 - 5
Considerable Influence	3	2.50 - 3.49
Some Influence	2	1.50 - 2.49
Little Influence	1	0.5 - 1.49
Non-Influence	0	0.0 - 0.49

The establishment of the foregoing pattern facilitated interpretation of the findings. For example, if the mean numerical response of the graduates to a certain question was computed to be 2.37, then according to the range of numerical values set up, the graduates' mean response to the statement in question would be "some" influence.

In another part of the instrument a Likert-type scale which was a continuum from "strongly agree" through "strongly disagree" was used. For statistical treatment these data, numerical values, were assigned to the response categories in the following pattern.

Response Categories	Numerical Value	Range of Actual Limits for Categories
Strongly Agree	5	4.50 and above
Agree	4	3.50 - 4.49
Neutral	3	2.50 - 3.49
Disagree	2	1.50 - 2.49
Strongly Disagree	1	1.49 and below

In this case, if the mean numerical response of the graduates was computed to be 3.75, then according to the range of numerical values the graduates' mean response to the statements in question would be "agree".

The data were compiled and tabulated in a manner designed to disclose findings related to the purpose and objectives of the study. Since the research effort was primarily of a descriptive nature, statistics such as arithmetic averages, percentage, and mean response were selected as appropriate means of describing the findings.

And for the comparison of the judgement between the international student who had returned to their home countries and who still reside in the United States the "T" test for the significant difference were made at the 0.05 level of significance.

And for the negative connotation which the rating as the numerical value should be reversed as the following pattern:

Response Categories	Numerical Value	Range for Actual Limits for Categories
Strongly Agree	1	1.49 and below
Agree	2	1.50 - 2.49
Neutral	3	2.50 - 3.49
Disagree	4	3.50 -
Strongly Disagree	5	4.50 and above

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

Recommendations for further improvement of the Agricultural Education Program for international students at Oklahoma State University was a major objective of the study. Components of the Agricultural Education program were put together in the form of a questionnaire to which a selected group of international students were requested to respond and give their opinions and judgements as to the effectiveness of the program and what measures might be undertaken to make the program function even more to the advantage of the international student.

Data Treatment

To facilitate data analysis and comparison of the judgement of international students who returned to their home countries as contrasted to those who still reside in the United States, data were subjected to the T test in order to determine significant differences. Procedures and analysis techniques were presented and discussed in Chapter III.

Also, due to a need to determine average responses of the groups and because those mean responses resulted in decimal fractions, a range of numerical values were established for each degree of response to each item within the respective category.

For the first two categories considered, the following rating scale was developed and applied.

Response Degree	Numerical Score Range Assigned	Assessment Statement
Great Influence	3.50 - 5.00	Excellent
Considerable Influence	2.50 - 3.49	Good
Some Influence	1.50 - 2.49	Satisfactory
Little Influence	0.50 - 1.49	Fair
Non-Influence	0.00 - 0.49	Poor

Responses calling for an assessment of the degree of agreement with items listed under remaining categories were treated in the manner shown below:

Response Degree	Numerical Score Range Assigned	Assessment Statement
Strongly Agree	4.50 and above	Excellent
Agree	3.50 - 4.49	Good
Neutral	2.50 - 3.49	Satisfactory
Disagree	1.50 - 2.49	Fair
Strongly Disagree	0.00 - 1.49	Poor

To maintain continuity throughout the analyses, the negative statements were subjected to reversions.

Response Degree	Numerical Score Range Assigned	Assessment Statement
Strongly Agree	0.00 - 1.49	Poor
Agree	1.50 - 2.49	Fair
Neutral	2.50 - 3.49	Satisfactory
Disagree	3.50 - 4.49	Good
Strongly Disagree	4.50 and above	Excellent

Population

The original population for the study comprised all international students who graduated during the period 1960 to 1975. This total number of 220 students was further reduced in order to compensate for some countries in which little if any contact has been maintained over the past 10 or 15 years. A final population was determined after a very exhaustive effort to obtain corrected addresses. This final population consisted of a total of 67 graduates of whom 57 had returned to their home countries and 10 were still residing in the United States.

A total of 34 (50.75 percent) questionnaires were completed and returned to the researcher. All 10 international students who still reside in the United States returned the questionnaire as compared to 24 representative graduates who had returned to their home countries.

Findings of the Study

The following section contains data collected relative to the statements in the data collection instrument. To facilitate presentation of these responses, this section will first present judgements of the total group of 34 responding to the instrument. The second part will present responses of the 24 international students who have returned to their home countries and the 10 international students who still reside in the United States.

Tables were constructed in an attempt to present data showing the different categories into which questionnaire data were separated, (1) number in each group, (2) percentage response, (3) mean response. Additional tables are presented to depict results of a comparison of the means and rank given by the international students of each group.

The questionnaire was structured to include a number of items purposely presented as negative statements. In evaluating these statements the rating scale was reversed in its use. For example, a response of "strongly disagree" was calculated with a value of five points rather than one as would have been the case had the statement been positive.

Finally, the mean responses of the two groups of international students was subjected to the T test, and the 0.05 level of significance was chosen for use in this measurement.

Scholastic Attainment in Terms of Degrees

Data presented in Table I shows that of the 34 respondents, one graduated with a Bachelors degree, 33 with the Masters degree, 2 received the Educational Specialist degree, while 8 also received the Doctor of Education degree. Two of the graduates later pursued advanced studies at another institution and successfully completed the Doctor of Philosophy degree.

Persons Influential in Choice of Oklahoma State

University for Study Site

Data in Table II reports responses of former international students as to the influence of certain persons upon their decision to enter study at Oklahoma State University. Seven categories relating to different persons who possibly had influenced the students to come to Oklahoma State University were investigated.

Responses indicated the greatest influence was from statement seven "Others". Specifically these were (1) foreign agency such as

TABLE I
DISTRIBUTION OF SCHOLASTIC ATTAINMENT IN TERMS OF DEGREES
AT OSU AND OTHER INSTITUTIONS

Degree Received	Number of Graduates at OSU	Number of Graduates at Other Institutions
Bachelor's Degree	1	
Master's Degree	33	
Educational Specialist	2*	
Doctor of Education	8*	
Doctor of Philosophy	0	2

*In addition after completion of Master's Degree at OSU

TABLE II

DISTRIBUTION OF INTERNATIONAL STUDENT RESPONSES AS TO THE PERSON WHO INFLUENCED THEM TO COME TO STUDY IN DEPARTMENT OF AGRICULTURAL EDUCATION AT OKLAHOMA STATE UNIVERSITY

Statements	Total Re- sponse	Student Response										Cumulative Rating	Average Rating	Rank
		Great		Considerable		Some		Little		No				
		N	%	N	%	N	%	N	%	N	%			
Father or Guardian	34	3	8.82	2	5.88	1	2.94	2	5.88	26	76.47	25	0.74	6
Mother or Guardian	34	1	2.94	1	2.94	2	5.88	2	5.88	28	82.35	12	0.35	7
Government Officials	34	9	26.47	8	23.52	3	8.82			14	41.18	75	2.21	2
College Counselors	34	3	8.82	6	17.65	2	5.88	2	5.88	21	61.76	39	1.15	3
Friends who had studied abroad	34	2	5.88	5	14.70	5	14.70	1	2.94	21	61.76	36	1.06	4
Friends in the Country	34	2	5.88	4	11.72	3	8.82	1	2.94	24	70.58	29	0.85	5
Others	34	16	47.06			1	2.94			17	50.00	82	2.41	1
A. Not Specified						1	2.94			17	50.00			
B. Specified:														
Foreign Agency, AID, USOM		7	20.58											
Head of Department of Agricultural Education at Oklahoma State University		4	11.76											
Student themself and relatives		5	14.70											

AID (Agency for International Development), USOM, (2) Head Department of Agricultural Education at Oklahoma State University and (3) students themselves and relatives. Government officials, presumably of their own countries were next most influential for the choice of OSU, with college counselor ranking third. Friends studying abroad was fourth, friends in the native country was fifth and father and guardian sixth and mother and guardian last.

Source of Influence to Study at Oklahoma State
University as Recognized by Respondents

Findings shown in Table III report the former students' responses as to the sources of influential in his decision to come for study at Oklahoma State University. Among the seven sources given as a possible choice, "Foreign government financial support" received the highest average rating score of 2.50 which ranked it number one. This would indicate that foreign government financial support played a very important role in influencing the international students to select OSU as an institution of higher education.

Statement number one, "Your government financial support" received an average rating of 1.71, therefore ranking it number two among the seven choices possible. Since this rating placed the item at the satisfactory level, this would tend to show that financial aids to former international students by their government was also a major item to consider.

Number three, "Parental financial support", number four "Self financial support", number five "reputation of institution", number six "Location and weather" and seven, "Other", received average rating

TABLE III

DISTRIBUTION OF INTERNATIONAL STUDENT RESPONSE AS TO THE SOURCE OF INFLUENCE FOR THEM TO COME
STUDY IN THE DEPARTMENT OF AGRICULTURAL EDUCATION AT OKLAHOMA STATE UNIVERSITY

Statements	Total Re- sponse	Student Response										Cumulative Rating	Ave- rage Rating	Rank
		Great		Considerable		Some		Little		No				
		N	%	N	%	N	%	N	%	N	%			
Your government financial support	34	8	23.52	5	14.70	1	2.94	1	2.94	19	55.88	58	1.71	2
Foreign government financial support	34	17	50.00							17	50.00	85	2.50	1
Parental financial support	34	5	14.70	1	2.94	1	2.94			27	79.41	30	.88	6
Self financial support	34	4	11.76	4	11.72	1	2.94	2	5.88	23	67.65	34	1.06	4
Reputation of institution	34	4	11.76	6	17.65	3	8.82	1	2.94	20	58.82	45	1.32	3
Location and weather	34	4	11.76	2	5.88	1	5.88	1	2.94	25	73.52	31	.91	5
Other:														
Not Specified	34	3	8.82	1	2.94					30	88.24	18	.52	7

scores ranging from 0.52 to 1.32 all of which fell in the fair level. Therefore, each of these items can be recognized as being moderately influential. When the seven sources of influence are analyzed in term of percentages, statement two, receiving 50 percent responses in the greatest influence category would rank this item in first place. Likewise, statement number one, receiving 23.52 percent responses of the "greatest" level would rank as number two. Statement seven, six, five, four and three receiving percentages of from 8.82 percent to 14.70 percent indicated that these statements while of important to some former students are considered much less important as sources of influence by the total groups.

Distribution of the Employment of the Interna-
tional Student After Completion of Program at
Oklahoma State University

Data presented in Table IV reveals the result of the analysis regarding employment after completion of the study program. A choice of four areas of occupations in agricultural education careers were offered in the questionnaire. The questionnaire also called for response indicated the initial job down to the present job that the international students now hold.

The first occupation that most of the international students held following graduation was that of agricultural instructor and/or professor. This was checked by 44.12 percent, with the number still remaining teaching revealed as 32.35 percent.

The second largest number of graduates which received the high percentage of the reported service as a school or college administrator as

TABLE IV

DISTRIBUTION OF THE EMPLOYMENT OF INTERNATIONAL STUDENTS FROM THE
INITIAL EMPLOYMENT TO THE PRESENT EMPLOYMENT

Statements	<u>Employment of the Graduates</u>					
	Initial No.	%	Present No.	%	Same No.	%
Agricultural Instructor and Professor	15	44.12	11	32.35	11	32.35
School or College Administrator	7	20.58	10	29.41	7	20.58
Extension Agent	4	11.76	4	11.76	4	11.76
Instructor in General School	3	8.82	4	11.76	3	8.82
Not Indicating	5	14.71	5	14.71	9	26.47
TOTAL	34	100.00	34	100.00	34	100.00

their initial employment. This group comprised 20.58 percent of the total 34 respondents. Four or 11.76 percent indicated initial employment as an Agricultural Extension agent while three or 8.82 percent resumed work as a general school instructor upon their return home.

The changes in position which graduates made from initial to present employment were indicated only as a possible movement of three persons from instructor and professor positions to school or college administrator and one individual from agricultural instructor to general school instructor. The percentage of graduates still in the same job which they enclosed initially was shown to be 73.52 percent.

Opinions and Judgements of the Graduates as to
the Effectiveness of Selected Aspects of Depart-
mental Administration and Organization

Data analysis of the opinion and judgement of the graduates as to the selected aspects of the administration and organization of the Agricultural Education is presented in Table V.

Statement five "The Head of the department had good relationship with international students" received an average rating 4.68, thereby ranking in first place. Ranking in second place was statement four, "The Head of the department did an outstanding job in administrating the agricultural education program" with average rating score of 4.76. In fact 88.24 percent of respondents rated item one as "strongly agree" with the fifth statement and a like response of 79.41 percent being given for statement number four. Also scoring in the "excellent" level was statement one "The administrator of the agricultural education department had well-qualified personnel as instructors" which received

TABLE V

JUDGEMENTS OF INTERNATIONAL STUDENT GRADUATES IN AGRICULTURAL EDUCATION AS TO SELECTED
OF DEPARTMENTAL ADMINISTRATION AND ORGANIZATION

Statements	Total Re- sponse	Student Response										Cumulative Rating	Ave- rage Rating	Rank	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree					
		N	%	N	%	N	%	N	%	N	%				
1. The administration of the Ag. Educ. Department had well-qualified personnel as instructors	34	20	58.82	12	35.29	2	5.88						154	4.53	4
2. The administration of the department was concerned with meeting the needs of all students.	34	16	47.06	14	41.18	3	8.82	1	2.94				147	4.32	6
3. * The administration of the department did not play an active roll in student functions and activities.	34	1	2.94	1	2.94	7	20.58	15	44.12	10	29.41		134	3.94	9
4. The Head of the Department did an outstanding job in administrating the Ag. Educ. program.	34	27	79.41	6	17.65	1	2.94						162	4.76	2
5. The Head of the Department had a good relationship with international students.	34	30	88.24	3	8.22			1	2.94				164	4.82	1
6. * The Head of the Department appeared to be somewhat prejudiced against international students.	34					2	5.88	7	20.58	25	73.53		159	4.68	3
7. * Secretaries and other staff of the department were not always friendly or very cooperative with international students.	34			4	11.76	2	5.88	13	38.24	15	44.12		141	4.15	8
8. * The administration of the department at times failed to properly advise international students concerning rules and regulations	34	2	5.88	2	5.88	1	2.94	20	58.82	9	26.47		134	3.94	9
9. Flexibility in administration of the department concerning international students was most satisfactory.	34	14	41.18	15	44.12	4	11.76			1	2.94		143	4.21	7
10. The organization of the department in terms of the cooperation with other related organizations, e.g. Vo-Tech Dept., Young Adult Farmers, etc., was good.	34	17	50.00	14	41.18	3	8.82						150	4.41	5

* Negative Statements: reversed in rating scores applied

an average rating score of 4.53. This statement ranked in fourth place in terms of agreement by respondents.

Concerning statement six "The head of the department appeared to be somewhat prejudiced against international students", it should be noted that the average rating score of 4.68 ranked the item in third place. However, listed as a negative statement, the fact that 73.53 percent checked strongly disagree, 20.58 percent "disagree" with the lowest rating given by the respondents as "neutral" would show when reversed, that the Department Head was viewed as having little if any prejudice against international students.

As for the remainder of the items, statement two, "The administration of the department was concerned with meeting the needs of all students", statement nine "Flexibility in administration of the department concerning international students was most satisfactory" and statement 10, "The organization of the department in terms of the cooperation with other related organizations, eg. Vo-Tech Dept., Young Adult Farmer, etc. was good" received an average rating score which can be considered at the "good" level.

Statements three, seven and eight considered as negative statements when reversed received the average rating scores from 3.94 - 4.15 which is at the "good" level. And for the high percentage of disagreement checked as negative statements was found to be statement seven; 44.12 percent strongly disagree and 38.24 percent disagree, thus indicating approval by all except six students, two indicating neutral and four agreeing to the negative statement "Secretaries and other staff of the department were not always friendly or very cooperative with international students.

This result showed the administration and organization of the department is to be considered a quite acceptable to foreign students.

Opinion and Judgement of the Graduates as to

Selected Aspects of Advisement and Counseling

Table VI contains the result of data analysis of the judgement of the graduates as to selected aspects of advisement and counseling as provided by the Agricultural Education Department.

Concerning statement two "Advisors of the department were effective in their encouragement to each international student to study and complete assignments", this statement received an average rating score 4.50 and was shown to rank number one. This statement also scored at the "excellent" level which would certainly indicate that graduates considered that advisors have done an excellent job in the particular area. Percentage wise, data shows 58.82 percent "strongly agree", 32.35 percent "agree" with only 8.82 percent "neutral" and no respondent indicating in "disagree or strongly disagree". Thus the responses also show that without doubt, graduates recognized the effectiveness of advisors in the department.

Statement one "Advisors in the department were well qualified to advise international students" which received an average rating score of 4.47 and as such ranked number two. Responses showed 58.82 percent "strongly agree" and 35.29 percent "agree" but 2.94 percent marked the item "neutral" with the same percentage in the "disagree" category.

Statements three, four, seven, nine and ten received an average rating score ranging from 3.88 to 4.38 which could identify them all as being judged at the "good" level.

TABLE VI

JUDGEMENTS OF INTERNATIONAL STUDENT GRADUATES IN AGRICULTURAL EDUCATION AS TO SELECTED ASPECTS OF ADVISEMENT AND COUNSELING

Statements	Total Re- sponse	Student Response										Cumulative Rating	Ave- rage Rating	Rank
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				
		N	%	N	%	N	%	N	%	N	%			
1. Advisors in the department were well qualified to advise international students.	34	20	58.82	12	35.29	1	2.94	1	2.94			152	4.47	2
2. Advisors of the department were effective in their encouragement to each international student to study and complete assignments.	34	20	58.82	11	32.35	3	8.82					153	4.50	1
3. Advisors of the department were friendly and cooperative in their work with individual students in helping them with personal needs.	34	18	52.94	12	35.29	3	8.82	1	2.94			149	4.38	3
4. Advisors and counselors made an effort to become acquainted with and to understand the culture and customs of international students.	34	10	29.41	16	47.06	4	11.76	3	8.82	1	2.94	132	3.88	10
5.* Advisors and counselors often failed to make an effort to become acquainted with the educational needs of international students.	34	1	2.94	2	5.88	3	8.82	18	52.94	10	29.41	140	4.12	7
6.* Advisors and faculty members did not make themselves available to students outside of class time.	34	2	5.88	2	5.88	3	8.82	15	44.12	12	35.29	135	3.97	8
7. Advisors and counselors of the department were patient and understanding with international students.	34	16	47.06	12	32.29	6	17.65					146	4.29	5
8.* Advisors and counselors of the department at times seemed to show prejudice against international students.	34			3	8.82	2	5.88	12	35.29	17	50.00	145	4.26	6
9. Advisors of the department appeared to be happy to be assisting international students.	34	18	52.94	12	35.29	3	8.82	1	2.94			149	4.38	3
10. Advisors and faculty members made a sincere effort, when called upon, to advise and assist international students with problems such as housing, driving, and financial problems.	34	11	32.35	10	29.41	12	35.29	1	2.94			133	3.91	9

*Negative Statements: reversed in rating scores applied

Constructed as a negative statement and reversed to allow for comparison with other positively stated items, statement eight, "Advisor and counselors of the department at times seemed to show prejudiced against international students" received an "average" rating score of 4.26 and a consequent ranking of number six which is at the "good" level. The graduates showed the high percentage at disagreement on this statement 50.00 percent "strongly disagree" and 35.29 percent "disagree". Still 8.82 percent agree with the negative statement while 5.88 percent registered a neutral response. Apparently only a very small portion of graduates feel that advisors and counselors of the department showed prejudice against international students.

Statement five and six also constructed as negative statements when reversed to reflect positive ratings, received average ratings of 4.12 and 3.97, respectively, which are in the "good" level in items of graduates perceptions of effectiveness.

Opinion and Judgement of Graduates as to Selected Aspects of Courses and Reference Materials

Presented in Table VII are results of data analysis concerning graduates perceptions of the adequacy of selected aspects of courses and reference materials.

Statement one "Courses of the department were well organized and properly sequenced" which received an average rating score 4.21, thereby ranking as the first place and also indicated as at the "good" level. The statement showed the high percentage at "agree" category 67.66 percent as also indicate at the "good" level.

Statement six "Relevance of courses and material in the department

TABLE VII
JUDGEMENTS OF INTERNATIONAL STUDENT GRADUATES IN AGRICULTURAL EDUCATION AS TO SELECTED
ASPECTS OF COURSES AND REFERENCE MATERIAL

Statements	Total Re- sponse	Student Response										Cumulative Rating	Average Rating	Rank
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				
		N	%	N	%	N	%	N	%	N	%			
1. Courses of the department were well organized and properly sequenced.	34	9	26.47	23	67.65	2	5.88					143	4.21	1
2. * Courses were inadequate in terms of the needs of the international students.	34	2	5.88	5	14.70	9	26.47	11	32.35	7	20.58	118	3.47	7
3. Instructional aids which were used in the department courses were adequate.	34	7	20.58	18	52.94	6	17.65	1	2.94	1	2.94	131	3.85	5
4. Current textbooks and references were used in the Ag. Educ. classes.	34	10	29.41	17	50.00	6	17.65	1	2.94			138	4.06	3
5. Textbooks required of students in the department were relevant and adqaute for meeting the needs of students.	34	11	32.35	19	55.88	2	5.88	1	2.94			142	4.18	2
6. Relevance of courses and materials in the department could well have been improved.	34	1	2.94	18	52.94	10	29.41	3	8.82	2	5.88	115	3.38	8
7. The department had available sufficient amounts of reference materials for students to use.	34	4	11.76	16	47.06	9	26.47	4	11.76			122	3.59	6
8. There was a sufficient number and variety of Ag. Educ. reference materials available to students in the campus library.	34	9	26.47	20	58.82	2	5.88	2	5.88			138	4.06	3

*Negative Statement: reversed in rating score applied

could well have been improved" received an average rating 3.38 and was shown to rank number eight which also indicated at the "satisfactory" level. Responses showed 2.94 percent "strongly agree" 52.94 percent "agree" and as the disagreement the response also showed the percentage at disagree which indicated that this statement should be considered to be improved.

Consideration to statement two "courses were inadequate in terms of the needs of the international students" received an average rating 3.47 and consequently a ranking of number seven which is at the "satisfactory" level. This statement is only one that constructed as the negative statement and reversed to allow for comparison with other positive statements, the graduates showed the percentage term received 20.58 percent a "strongly disagree" and 32.35 percent "disagree". Still have agreement with this statement 5.88 percent strongly agree and 14.70 percent "agree". This, some proportion of the graduates feel that courses were inadequate in terms of the needs of the international students.

Remaining statements, three, four, five, seven and eight which received average rating score ranging from 3.59 to 4.18 indicated at the "good" level. So, most of the advisement and counseling of the Agricultural Education are in the good condition.

Opinions and Judgement of the Graduates as to Selected Aspects of Instructors and Instruction

Data presented in Table VIII, contains the results of analysis concerning the selected aspects of instructors and instruction used in the Agricultural Education Department.

TABLE VIII

JUDGEMENTS OF INTERNATIONAL STUDENT GRADUATES IN AGRICULTURAL EDUCATION AS TO SELECTED ASPECTS OF INSTRUCTORS AND INSTRUCTION

Statements	Total Re- sponse	Student Response										Cumulative Rating	Average Rating	Rank
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				
		N	%	N	%	N	%	N	%	N	%			
1. Instructors of the department were well qualified to teach international students.	34	11	32.35	17	50.00	4	11.76	2	5.88			139	4.09	6
2. Instructional methods and techniques used were up-to-date and appropriate for the courses.	34	8	23.52	21	61.76	3	8.82	1	2.94			135	3.97	10
3.* Inspiration and motivation presented by instructors in the department was inadequate.	34	2	5.88	3	8.82	6	17.65	16	47.06	7	20.58	127	3.74	15
4. Instructors created an atmosphere in the classroom which exhibited a concern for the welfare of international students.	34	8	23.52	16	47.08	7	20.58	2	5.88	1	2.94	130	3.82	14
5.* Instructors of the department were not prepared for teaching the classes assigned.	34	1	2.94	1	2.94	2	5.88	20	58.82	10	29.41	139	4.09	6
6. Instructors personally exhibited a high degree of confidence.	34	7	20.58	18	52.94	7	20.58	2	5.88			132	3.88	12
7.* Instructors of the department were prejudiced in favor of international students compared to native students.	34	1	2.94	3	8.82	9	26.47	13	38.24	8	23.52	126	3.71	16
8.* Control of classes by instructors was at times hardly adequate.	34	2	5.88	5	14.70	7	20.58	14	41.18	7	20.58	124	3.94	11
9. Assistance and cooperation in working on research problems or theses by instructors was quite adequate.	34	11	32.35	18	52.94	4	11.72	1	2.94			140	4.12	4
10. In general, the relationship between instructors and international students was excellent.	34	15	44.12	15	44.12	3	8.82	1	2.94			145	4.26	1
11.* Instructors were not always fair and just in evaluating students' work and assigning grades.	34	2	5.88			6	17.65	14	41.18	12	35.29	136	4.00	9
12. Instructors consistently provided high encouragement for learners.	34	11	32.35	15	44.12	8	23.52					139	4.09	6
13. Objectives of instruction in all courses were clearly presented to students and were within range of student learning capabilities	34	10	29.41	19	55.88	4	11.72	1	2.94			140	4.12	4
14. Student involvement in classes was encouraged and was readily accepted by instructors	34	13	38.23	16	47.08	4	11.72					141	4.15	3
15.* Relevance of assignments to student needs was often not evident.	34					10	29.41	18	52.94	6	17.65	132	3.88	12
16. Honesty of instructors was evident and had good effects on students	34	10	29.41	20	58.82	4	11.72					142	4.18	2

*Negative Statements: reversed in rating scores applied

Statement ten "In general, the relationship between instructors and international students was excellent" received an average rating score 4.26 and ranking number one, which indicated at the "good" level. Consider to the percentage of agreement which is showed 44.12 percent in "agree" category and 44.12 percent at "strongly agree", still have 2.94 percent shown as a disagree with this statement. Thus, most of the graduates agree that relationship between instructors and international students was good.

Statement 16, "Honesty of instructors was evident and had good effects on students" received an average rating score 4.18 as ranking number two, also indicate at the "good" level. Percentage wise, data shows 29.41 percent "strongly agree", 58.82 percent "agree" and 11.72 percent "neutral". None of the graduates showed disagreement with the statement. So, the response shows that without doubt, graduates recognize the honesty of instructors was evident and had good effects on students.

As for the remaining positive statements received the average rating scores ranging from 3.82 to 4.15 which indicated at the "good" level. Thus the response showed that the instructors and instruction of the Agricultural Education Department is on the good condition.

Consider to statement seven "Instructors of the department were prejudiced in favor of international students compared to native students" response showed average rating score 3.71 as ranking number 16 indicates as at the "good" level. Percentage shown in this statement 23.52 percent "strongly disagree", 38.24 percent disagree while the response show the percentage of agreement as 8.82 percent "agree" and 2.94 percent "strongly agree". Thus the responses show that some

of the graduates feel that the instructors have some what prejudiced against international students as compared to native students.

Statement three "Inspiration and motivation presented by instructors in the department was inadequate" received an average rating score 3.74 as ranking number 15, which also indicated at the "good" level.

Constructed as the negative statement by reversed the rating of score but the average rating was still low, thus the responses shows some percentage of agree with this statement. Percentage of agree and disagreement showed 20.58 percent "strongly disagree", 47.06 percent "agree", 17.65 percent "neutral", 8.82 percent "agree" and 5.88 percent "strongly agree". Thus some of the graduates felt that an inspiration and motivation of the instructors was inadequate.

Remaining negative statements number five, eight, nine and eleven received the average rating scores ranging from 3.94 to 4.09 which indicated at the "good" level. Most of the responses showed the disagreement with these statements.

Opinion and Judgement of Graduates to the Selected

Aspects of Non-Academic Activities

Data showed in Table IX presents an analysis of the graduates judgement as concerning to non-academic activities of the international students while they were students at Oklahoma State University.

Statement six, "Travel and tours to attend conventions or meetings of the agricultural organizations (FFA, YFA, etc.) were helpful" received an average rating score 4.50 as ranking at the first place and also indicated at the excellent level. Consideration to the percentage of responses, 61.76 percent "strongly agree" 26.47 percent "agree" and

TABLE IX

JUDGEMENTS OF INTERNATIONAL STUDENT GRADUATES IN AGRICULTURAL EDUCATION AS TO SELECTED ASPECTS OF NON-ACADEMIC ACTIVITIES

Statements	Total Re- sponse	Student Response										Cumulative Rating	Average Rating	Rank
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				
		N	%	N	%	N	%	N	%	N	%			
1. Office, classroom, and reading room facilities of the Ag. Educ. Department at OSU were adequate for the best welfare of students.	34	5	14.70	11	32.35	7	20.58	11	32.35			112	3.29	13
2. The relationship of American students to international students within the department was generally good.	34	9	26.47	16	47.06	7	20.58	2	5.88			134	3.94	3
3.* Stillwater can hardly be considered a suitable town for a college to provide programs for international students.	34	3	8.82	8	23.52	3	8.82	10	29.41	10	29.41	118	3.47	8
4. The dorms at OSU were adequate and comfortable for living.	34	5	14.70	7	20.58	19	55.88	3	8.82			116	3.41	10
5. The Ag. Educ. Department at OSU provided assistance to international students in understanding the culture of Oklahoma.	34	7	20.58	10	29.41	9	26.47	7	20.58			116	3.41	10
6. Travel and tours to attend conventions or meetings of the agricultural organizations (FFA, YFA, etc.) were helpful.	34	21	61.76	9	26.47	4	11.76					153	4.50	1
7.* The student organizations at OSU were not suitable for participation by international students.	34	2	5.88	7	20.58	8	23.52	12	35.29	5	14.70	113	3.32	12
8. OSU campus was modern and up-to-date.	34	9	26.47	20	58.82	5	14.70					140	4.12	2
9. Food services on OSU campus were good in terms of quality and quantity.	34	8	23.52	16	47.06	7	20.58	2	5.88	1	2.94	130	3.82	5
10.* Financial aids programs at OSU were not as good as needed for international students.	34	2	5.88	10	29.41	15	44.12	7	20.58			95	2.79	14
11. The varieties of intra-mural sports programs at the physical center at OSU were sufficient to meet student needs	34	6	17.65	18	52.94	9	26.47	1	2.94			131	3.85	4
12. OSU had an excellent intro-mural sports program (soccer, basketball, etc.)	34	5	14.70	14	41.18	13	38.24	1	2.94	1	2.94	123	3.61	7
13. OSU enjoys a good academic reputation in your country.	34	5	14.70	7	20.58	20	58.82	2	5.88			117	3.44	9
14. Community-college relations in Stillwater were good.	34	7	20.58	15	44.12	10	29.41	1	2.94			129	3.79	6

*Negative Statements: reversed in rating scores applied

11.47 percent "neutral", there was no percentage shown in the disagree and strongly disagree. Thus, the response showed that no doubts about the program of tours and travel to attend conventions or meetings of agricultural organizations (FFA, YFA, etc.) were very helpful for international students.

Statement eight "OSU campus was modern and up-to-date" showed the average rating 4.12 as ranking number two and indicated at the "good" level. Percentage wise, data showed 26.47 percent "strongly agree", 58.82 percent "agree" and 14.70 "neutral". The percentage showed that most of the graduates agree that Oklahoma State University campus is one of the modern and up-to-date campuses in the United States.

Statement two, nine, eleven, twelve and fourteen received an average rating score ranging from 2.61 to 3.94 which is indicated at the "good" level. As for the remaining positive statements, statement one, four, five and thirteen received an average rating scores ranging from 3.41 to 3.47, indicated at the satisfactory level. The responses showed some of disagreement with this statement which the graduates feel that these should be improved.

When consideration is given to statement ten, "Financial aids programs at OSU were not as good as needed for international students" it is noted that the statement received an "average" rating score of 2.79, ranking number fourteen, and indicated as at "satisfactory" level. Constructed as a negative statement, the reversion of the rating was made but the average rating score is still comparatively low, thus this program might seem to be one in which international students may see need for some improvement. Percentage wise, data showed no percentage as a "strongly disagree" item, 20.58 percent responding "disagree",

44.12 percent "neutral", 29.41 percent "agree" and 5.88 percent "strongly agree".

Statement three "Stillwater can hardly be considered a suitable town for a college to provide programs for international students" and statement seven "The student organizations at Oklahoma State University were not suitable for participation by international students" received only "average" rating scores of 3.47 and 3.32. Constructed as a negative statement and reversed the rating of "average" as a score still ranks comparatively low, thus the graduates felt that these two particular areas needed to be improved.

Opinions and Judgement of Graduates as to Selected

Aspects of Overall Evaluation of the Agricultural

Education Program

Data in Table X contains the result of the analysis concerning to selected aspects of overall evaluation of the Agricultural Education program at Oklahoma State University.

Statement two "The head of the department did an outstanding job in administrating the agricultural education program" received an average rating score 4.68 as ranking number one it is the only one statement that indicated at the "excellent" level. As consideration to the percentage of agreement 70.09 percent "strongly agree" 26.47 percent "agree" and only 2.94 percent "neutral" and no percentage showed in the "disagree" and "strongly disagree" categories. As the result the responses showed that the graduate level that Head of the Department of Agricultural Education accomplished an outstanding job in serving international students in term of administrating the program.

TABLE X

JUDGEMENTS OF INTERNATIONAL STUDENT GRADUATES IN AGRICULTURAL EDUCATION AS TO SELECTED ASPECTS OF OVERALL EVALUATION IN THE DEPARTMENT

Statements	Total Re- sponse	Student Response								Cumulative Rating	Average Rating	Rank		
		Strongly Agree		Agree		Neutral		Disagree					Strongly Disagree	
		N	%	N	%	N	%	N	%				N	%
1.* As a whole, the total pattern of administration and organization for the department was somewhat lacking.	34			6	17.65	7	20.58	11	32.35	10	29.41	127	3.74	12
2. The Head of the Department did an outstanding job in administering the Ag. Educ. program.	34	24	70.59	9	26.47	1	2.94					159	4.68	1
3. Personnel responsible for student advisement and counseling were well qualified.	34	14	41.18	15	44.12	2	5.88	3	8.82			142	4.18	3
4. Courses of the department were well organized and properly sequenced.	34	11	32.35	18	52.94	4	11.76	1	2.94			141	4.15	4
5.* Textbooks, instructional aids, etc. were not adequate and relevant for meeting the needs of students in the program	34			3	8.82	8	23.52	14	41.18	9	26.47	131	3.85	9
6. Instructional methods and techniques used by the department staff were up-to-date and appropriate for the courses.	34	7	20.58	21	61.76	5	14.70	1	2.94			136	4.00	6
7.* Instructors were not well qualified for teaching international students.	34			3	8.82	2	5.88	21	61.76	8	23.52	138	4.06	6
8. The relationship between the instructors and international students was excellent.	34	13	38.24	13	38.24	5	14.70	3	8.82			138	4.06	5
9. Non-academic activities associated with the OSU campus were excellent.	34	6	17.65	10	29.41	19	55.88	4	11.76			135	3.97	8
10.* In general, the relationship between international students and American students was not good.	34			5	14.70	5	14.70	17	50.00	7	20.58	128	3.76	11
11. Opportunities provided international students for tours and travels to conventions or meetings of agricultural organizations (FFA, YFA, etc.) were helpful.	34	19	55.88	12	35.29	3	8.82					152	4.47	2
12. There were adequate provisions in the city of Stillwater to adequately provide for the needs of international students.	34	5	14.70	16	47.06	5	14.70	7	20.58	1	2.94	119	3.50	13
13. The relationship between the community and the university was good from the standpoint of international students.	34	7	20.58	15	44.12	10	29.41	2	5.88			129	3.79	10

*Negative Statements: reversed in rating scores applied

Statement eleven "Opportunities provided international students for tours and travels to conventions or meetings of agricultural organizations (FFA, YFA, etc.) were helpful" received an average rating 4.47 ranking as the second place and also indicated at the "good" level. Percentage wise, data showed 55.88 percent "strongly agree", 35.29 percent "agree", and 8.82 percent "neutral", there is no percentage shown in "disagree" and "strongly disagree" categories. Thus, the responses showed that most of the graduates agree with the opportunities in taking a tour and travel to the agricultural organizations or conventions or meetings were good.

Statement twelve "There were adequate provisions in the city of Stillwater to adequately provide for the needs of international students" received an average rating 3.50 as ranking number thirteen indicated at "good" level. Consideration to this statement which received "average" rating score lower than negative statement and ranking as the last. Percentage consideration, data showed 14.70 percent "strongly agree", 47.06 percent "agree", 14.70 percent "neutral", 20.58 percent "disagree" and 2.94 percent "strongly disagree". Thus, the responses showed that the graduates feel that there were inadequate provisions in the city of Stillwater to adequately provide for the needs of international students as some areas.

As the remaining positive statements, three, four, six, eight, nine and thirteen were received the average rating scores ranging from 3.79 to 4.18 indicated at the "good" level. So, the responses showed that the graduates agree that most of an overall program of Agricultural Education at Oklahoma State University was good.

Concerning statement one, "As a whole, the total pattern of administration and organization for the department was somewhat lacking" received an average rating score 3.74 and ranking number twelve indicated at the "good" level. This statement constructed as a negative statement which the reversion of the rating was made as to compared with positive statements. Consider to percentage in this data, 29.41 percent "strongly disagree" 32.35 percent "disagree", 20.58 percent "neutral" and 17.65 percent "agree". This percentage showed that some of the graduates agree that these areas somewhat are lacking in the administration of the Agricultural Education program.

Statement five, "Textbooks, instructional aids, etc. was not adequate and relevant for meeting the needs of students in the program" received an "average" rating score 3.85 as ranking number nine indicated at the "good" level. Statement ten "In general, the relationship between international students and American students was not good" received an average rating 3.76 as ranking number eleven also indicated at "good" level and statement seven "instructors were not well qualified for teaching international students" received an average rating score 4.00 as ranking number six and also indicated at good level. These statements were constructed as negative statements which the rating was reversed as compared to positive but still have some agreement shown in these statements. Thus, the responses showed that the graduates feel there should be considered for improving in the particular areas.

Opinions and Judgements of Graduates Who Had
Returned to Their Home Countries and Those Who
Remained in the U.S. as to Selected Aspects of
Administration and Organization

Data shown in Table XI presents the result of analysis as the comparison of the international students who have returned to their home countries and who still reside in the United States concerning the administration and organization of the Agricultural Education Department by the average rating scores and ranks.

Statement one "The administration of the Agricultural Education Department had well-qualified personnel as instructors" received the average rating score from the students who have returned home 4.38 and ranked number four and for the students still residing in the United States received 4.90 and ranked number one which is different both as the average rating score and rank, students who are still in the United States rate this statement as in the excellent level while the students who have returned home rating as the good level.

And also consideration to the different of the ranks and average rating more in the table come from statements three, four and eight and ten but it only is a little different which the average rating score is in the same level such as statement three "The administration of the department did not play an active role in student functions and activities" received average rating score from students returned home 4.00 and from students residing in the United States 3.80 which shows that they disagree with each other concerning this statement.

For the result of the analysis that the graduates felt this way concerning statement two, five, six, seven and nine. Concerning

TABLE XI

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: ADMINISTRATION AND ORGANIZATION
(COMPARED BY MEANS AND RANKS)

Statement	Students Having Returned Home				Students Staying in the United States			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
1. The administration of the Ag. Educ. Department had well-qualified personnel as instructors.	24	105	4.38	4	10	49	4.90	1
2. The administration of the department was concerned with meeting the needs of all students.	24	104	4.33	6	10	43	4.30	7
3. *The administration of the department did not play an active roll in student functions and activities.	24	96	4.00	9	10	38	3.80	10
4. The Head of the Department did an outstanding job in administering the Ag. Educ. program.	24	114	4.75	2	10	48	4.80	3
5. The Head of the Department had a good relationship with international students.	24	115	4.79	1	10	49	4.90	1
6. *The Head of the Department appeared to be somewhat prejudiced against international students.	24	113	4.70	3	10	46	4.60	4
7. *Secretaries and other staff of the department were not always friendly or very cooperative with international students.	24	97	4.04	8	10	44	4.40	6
8. *The administration of the department at times failed to properly advise international students concerning rules and regulations	24	92	3.83	10	10	42	4.20	8
9. Flexibility in administration of the department concerning international students was most satisfactory.	24	103	4.29	7	10	40	4.00	9
10. The organization of the department in terms of the cooperation with other related organizations, e.g. Vo-Tech Dept., Young Adult Farmers, etc., was good.	24	105	4.39	4	10	45	4.50	5

*Negative Statements: reversed in rating scores applied

statement five, "The head of the department had a good relationship with international students" which shows the feeling of both groups with the same way as the students who have returned home rating the statement in rank number one, average rating score of 4.79 and for the students who still reside in the United States as ranking number one, an average rating score of 4.90, both groups feel this statement is in the "excellent" level.

Statement six, "The head of the department appeared to be somewhat prejudiced against international students" in which both felt as the same way, that they show the highly disagreement toward the statement. The students who have returned home rated the statement as ranking number three, an average rating score of 4.70 and the students still residing in the United States also gave the rating as number four, an average rating score of 4.60. According to the feelings of both groups, it means that the head of the department never had a prejudice against international students.

Opinions and Judgements of Graduates Who Had
Returned to Their Home Countries and Those
Remaining in the U. S. as to Selected Aspects
of the Administration and Organization

Data presented in Table XII contains the result of the analysis by T test as the judgement of the international students as the selected aspects of the administration and organization of the Agricultural Education Department.

Concerning statement one "The administration of the Agricultural Education department had well-qualified personnel as instructors" which

TABLE XII

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: ADMINISTRATION AND ORGANIZATION

Statement	<u>Average Rating</u>		"T" Value	Significance* At 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U. S.		
1. The administration of the Ag. Educ. Department had well qualified personnel as instructors.	4.38	4.90	-3.281	Significant
2. The administration of the department was concerned with meeting the needs of all students.	4.33	4.30	0.1034	None
3. The administration of the department did not play an active roll in student functions and activities.	4.00	3.80	0.513	None
4. The Head of the department did an outstanding job in administrating the Ag. Educ. program.	4.75	4.80	-0.3030	None
5. The Head of the department had a good relationship with international students.	4.79	4.90	-0.688	None
6. The Head of the department appeared to be somewhat prejudiced against international students.	4.70	4.60	0.417	None

TABLE XII (Cont'd)

Statement	Average Rating		"T" Value	Significance at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
7. Secretaries and other staff of the department were not always friendly or very cooperative with international students.	4.04	4.40	-1.029	None
8. The administration of the department at times failed to properly advise international students concerning rules and regulations.	3.83	4.20	-1.057	None
9. Flexibility in administration of the department concerning international students was most satisfactory.	4.29	4.00	.692	None
10. The organization of the department in terms of the cooperation with other related organizations, e.g. Vo-Tech Dept., Young Adult Farmers, etc., was good.	4.38	4.50	-.504	None

* T table value at 0.05 level of significance = 2.137

is only one statement in this table that shows the significant difference of the T test. This statement received the T value of 3.281 which is greater than the value of T table 2.137 (this T test is the two tails test). So this statement shows the different value of international students toward the administration of the department in terms of the well-qualified personnel as instructors. With which the students who had returned home rate as in the "good" level while the students who still reside in the U. S. rate as the "excellent" level.

There are no significant different for the rest of the statements in this table, which means that statement two through statement nine are in the same level as they are compared by the feeling of the international students in each of the statement. For instance statement seven, "Secretaries and other staff of the department were not always friendly or very cooperative with international students" received the T value of 1.029 which is smaller than T table value at 0.05 level, then there is no significant difference of these two groups of international students toward this statement. In which the international students felt as the same that secretaries and other staff are friendly and cooperative while they studied at the Agricultural Education Department.

Opinions and Judgements of Graduates Who Had
Returned to Their Home Countries as to Those
Remaining in the United States as to Selected
Aspects of Advisement and Counseling

Data presented in Table XIII, contains the result analysis of the judgement of the international students by comparison of students who have returned to their home countries and those who still reside in

TABLE XIII

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES:
ADVISEMENT AND COUNSELING (COMPARED BY MEAN AND RANKS)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
1. Advisors in the department were well qualified to advise international students.	24	109	4.54	1	10	43	4.30	2
2. Advisors of the department were effective in their encouragement to each international student to study and complete assignments.	24	108	4.50	2	10	45	4.50	1
3. Advisors of the department were friendly and cooperative in their work with individual students in helping them with personal needs.	24	104	4.33	5	10	45	4.50	1
4. Advisors and counselors made an effort to become acquainted with and to understand the culture and customs of international students.	24	96	4.00	8	10	37	3.70	10
5. * Advisors and counselors often failed to make an effort to become acquainted with the educational needs of international students.	24	101	4.20	7	10	39	3.90	7
6. * Advisors and faculty members did not make themselves available to students outside of class time.	24	96	4.00	8	10	39	3.90	7
7. Advisors and counselors of the department were patient and understanding with international students.	24	106	4.42	3	10	40	4.00	6

TABLE XIII (Cont'd)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
8.* Advisors and counselors of the department at times seemed to show prejudice against international students.	24	104	4.33	5	10	41	4.10	5
9. Advisors of the department appeared to be happy to be assisting international students.	24	106	4.41	4	10	43	4.30	2
10. Advisors and faculty members made a sincere effort, when called upon, to advise and assist international students with problems such as housing, driving, and financial problems.	24	95	3.96	10	10	38	3.80	9

*Negative Statements: reversed in rating scores applied

the U. S. as compared by average rating scores and ranks.

Consideration to the statements that show the difference from both the average rating score and rank in which the two groups had shown the very close judgement such as statement two "Advisors of the department were effective in their encouragement to each international student to study and complete assignments" received the same average rating score 4.50 which is in the excellent level but for the rank is different in which the student had returned home gave rank number two and students who still reside in the U. S. gave the rank number one. As this example is the same as the statement four, five, six, eight, nine and ten which vary little difference in both average rating score and rank.

Statement one, "Advisors in the department were well qualified to advise international students" received an average rating score of 4.54 and ranked number one from the students who had returned home which is in the "excellent" level. For the students who still reside in the U.S. the average rating score of 4.30 and a rank of number two, thus ranking in the "good" level.

Statement three "Advisors of the department were friendly and cooperative in their work with individual students in helping them with personal needs". Both groups showed the different from the rank and average rating score. Students who had returned home to their countries rate this statement as number five with the average rating score 4.33 which is in the good level, while the student who still resides in the U. S. rates this statement by the rank number one, average rating score 4.50 which is in the excellent level.

Opinions and Judgements of Graduates Who Had
Returned to Their Home Countries and Those
Remaining in the U. S. as to Selected Aspects
of Advisement and Counseling

Data in Table XIV, presents the result analysis concerning the advisement and counseling of the Agricultural Education Department by the international students who had returned home and those still in the U. S. by the significant difference of the T test.

Concerning the analysis of this table as for finding the significant difference of the feeling of the international students toward the agricultural education program. This table shows there were no significant differences from the T test of the judgement of international students. In which they are rate the Agricultural Education Department as the same way or they show the feeling in the degree of agreement and disagreement close together, then the result of analysis showed no significant difference.

The result of the T test value is smaller than the T table value at 0.05 level 2.137, then consider as no significant difference.

Opinions and Judgements of the Graduates Who
Had Returned to Their Home Countries and Those
Remaining in the U. S. as to Selected Aspects
of Courses and Reference Materials

Data presented in Table XV contains the result analysis of the tables concerning the courses and reference materials that were used in the Agricultural Education Department by judgement of the students returned to their home countries and those who still reside in the U.S.

TABLE XIV

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: ADVISEMENT AND COUNSELING

Statement	<u>Average Rating</u>		"T" Value	Significance* at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
1. Advisors in the department were well qualified to advise international students.	4.54	4.30	0.774	None
2. Advisors of the department were effective in their encouragement to each international student to study and complete assignments.	4.50	4.50	0.00	None
3. Advisors of the department were friendly and cooperative in their work with individual students in helping them with personal needs	4.33	4.50	-0.629	None
4. Advisors and counselors made an effort to become acquainted with and to understand the culture and customs of international students.	4.00	3.70	0.882	None
5. Advisors and counselors often failed to make an effort to become acquainted with the educational needs of international students.	4.20	3.90	0.750	None
6. Advisors and faculty members did not make themselves available to students outside of class time.	4.00	3.90	0.217	None

TABLE XIV (Cont'd)

Statement	<u>Average Rating</u>		"T" Value	Significance at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
7. Advisors and counselors of the department were patient and understanding with international students.	4.42	4.00	1.556	None
8. Advisors and counselors of the department at times seemed to show prejudice against international students.	4.33	4.10	0.697	None
9. Advisors of the department appeared to be happy to be assisting international students.	4.41	4.30	0.314	None
10. Advisors and faculty members made a sincere effort, when called upon, to advise and assist international students with problems such as housing, driving and financial problems.	3.96	3.80	0.485	None

* T table value at 0.05 level of significance = 2.137

TABLE XV

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: COURSES AND REFERENCE MATERIALS (COMPARED BY MEANS AND RANKS)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
1. Courses of the department were well organized and properly sequenced.	24	99	4.13	2	10	44	4.40	1
2.* Courses were inadequate in terms of the needs of the international students.	24	84	3.50	8	10	34	3.40	6
3. Instructional aids which were used in the department courses were adequate.	24	95	3.96	5	10	36	3.60	4
4. Current textbooks and references were used in the Ag. Educ. classes.	24	97	4.04	4	10	41	4.10	3
5. Textbooks required of students in the department were relevant and adequate for meeting the needs of students.	24	99	4.13	2	10	43	4.30	2
6. Relevance of courses and materials in the department could well have been improved.	24	85	3.54	7	10	30	3.00	8
7. The department had available sufficient amounts of reference materials for students to use.	24	91	3.79	6	10	31	3.10	7
8. There was a sufficient number and variety of Ag. Educ. reference materials available to students in the campus library	24	102	4.24	1	10	36	3.60	4

*Negative Statement: reversed in rating scores applied

by the average rating scores and ranks.

Concerning to statements in which students from both groups give the average rating score so close and rate as the same rank. Statement five, "Textbooks required of students in the department were relevant and adequate for meeting the needs of students" received the average rating score 4.13, rank number two from the students who had returned home and 4.30 and rank number two from the students who still reside in the U. S., this statement rate as the same level, "good" level.

Concerning statement seven "The department had available sufficient amounts of reference materials for students to use", this statement received an average rating score 3.79, ranking number six by the students who had returned home, while receiving an average rating score 3.10 and ranking number seven according to responses from the graduates in the U. S. This showed a much difference in terms of the average rating score, although the ranks given are very close. The graduates returned home felt that this statement is in the good level, while the graduates still in the U. S. felt that is in the satisfactory level.

In terms of statements one, three and four both groups rated these statements as of little difference. Examining statement one, it is discovered that graduates who had returned home gave an average rating score 4.13 thus ranking this statement number two and in the "good" level; while the graduates who still reside in the U. S. gave 4.40 as an average rating score, thus ranking it number one.

Much difference in rankings are to be seen regarding statement eight, "There was a sufficient number and variety of Agricultural Education reference materials available to students in the campus library". While this received an average rating score from the graduates who had

returned home of 4.24 ranking number one and scored at the "good" level, the rating score of 3.60 from the graduates who still are residing in the U. S. provides only for a ranking of number four, but still in the "good" level. Graduates who had returned home thus felt this statement was the most importance, while graduates who still are residing in the U. S. felt it was the fourth importance.

Opinions and Judgements of Graduates Who Had Returned to Their Home Countries and Those Remaining in the U. S. as to Selected Aspects of Courses and Reference Materials

Data shown in Table XVI, present the results of analysis through use of the T test as applied to specific judgements of international students who returned home as compared to those still residing in the U. S. The statements tested apply to program of studies for international students.

Graduates who had returned home gave an average rating 3.79 which is at the "good" level as compared to graduates who still reside in the U. S. who gave only 3.10 as an "average" rating score still at the "satisfactory" level.

And for the statements one through statement eight, which did not show the significant difference of the judgement of both groups of the international students who graduated from the Agricultural Education Department. So, it means that both groups feel on the same way or have the same agreement and disagree with this statement.

TABLE XVI

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: COURSES AND REFERENCE MATERIAL

Statement	Average Rating		"T" Value	Significance* at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
1. Courses of the department were well organized and properly sequenced.	4.13	4.40	-1.421	None
2. Courses were inadequate in terms of the needs of the international students.	3.50	3.40	0.208	None
3. Instructional aids which were used in the department courses were adequate.	3.96	3.60	0.900	None
4. Current textbooks and references were used in the Ag. Educ. classes.	4.04	4.10	-0.222	None
5. Textbooks required of students in the department were relevant and adequate for meeting the needs of students.	4.13	4.30	-0.680	None
6. Relevance of courses and materials in the department could well have been improved.	3.54	3.00	1.929	None
7. The department had available sufficient amounts of reference materials for students to use.	3.79	3.10	2.226	Significant
8. There was a sufficient number and variety of Ag. Educ. reference materials available to students in the campus library.	4.24	3.60	2.065	None

* T table value at 0.05 level of significance = 2.137

Opinions and Judgements of Graduates Who Had
Returned to Their Home Countries and Those
Remaining in the U. S. as Selected Aspects of
Instructors and the Instructional Program

Data shown in Table XVII contain the result of the data analysis and a comparison of the judgements of graduates who returned home and those who were still in the U. S. concerning the instructors and instruction, and is presented in terms of the average rating score and in terms of ranks.

Statement one, "Instructors of the department were well qualified to teach international students" received the average rating score of 4.17 from the graduates who had returned home and thus was ranked number two. This is contrasted with responses of graduates who still reside in the U. S. who gave the same statement an average rating score of 3.90 and thereby ranking it number twelve.

Two statements followed much the same pattern of rating and ranking; statement two, "Instructional methods and techniques used were up-to-date and appropriate for the courses", and statement six, "Instructors personally exhibited a high degree of confidence.

As for the rest of the statements both groups gave rating the scores of little difference and while ranking is somewhat different. Such is true for statement four, "Instructors created an atmosphere in the classroom which exhibited a concern for the welfare of international students". This statement shows a lower rating ranking of number twelve from the graduates having returned home and ranking of fifteen as compared to the graduates still residing in the U. S. As the average rating scores are both found at the same level, "good" having received

TABLE XVII

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: INSTRUCTORS AND INSTRUCTION (COMPARED BY MEANS AND RANKS)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
1. Instructors of the department were well qualified to teach international students.	24	100	4.17	2	10	39	3.90	12
2. Instructional methods and techniques used were up-to-date and appropriate for the course.	24	93	3.88	10	10	42	4.20	2
3.* Inspiration and motivation presented by instructors in the department was inadequate.	24	86	3.58	15	10	41	4.10	5
4. Instructors created an atmosphere in the classroom which exhibited a concern for the welfare of international students.	24	92	3.83	12	10	38	3.80	15
5.* Instructors of the department were not prepared for teaching the classes assigned.	24	98	4.08	7	10	41	4.10	5
6. Instructors personally exhibited a high degree of confidence.	24	90	3.75	13	10	42	4.20	2
7.* Instructors of the department were prejudiced in favor of international students compared to native students.	24	89	3.71	14	10	37	3.70	16
8.* Control of classes by instructors was at times hardly adequate.	24	83	3.46	16	10	41	4.10	5
9. Assistance and cooperation in working on research problems or theses by instructors was quite adequate.	24	100	4.17	2	10	41	4.10	5

TABLE XVII (Cont'd)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
10. In general, the relationship between instructors and international students was excellent.	24	104	4.33	1	10	42	4.20	2
11.* Instructors were not always fair and just in evaluating students' work and assigning grades	24	97	4.04	9	10	39	3.90	12
12. Instructors consistently provided high encouragement for learners.	24	98	4.09	6	10	41	4.10	5
13. Objectives of instruction in all courses were clearly presented to students and were within range of student learning capabilities.	24	98	4.08	7	10	41	4.10	5
14. Student involvement in classes was encouraged and was readily accepted by instructors.	24	100	4.17	2	10	41	4.10	5
15.* Relevance of assignments to student needs was often not evident.	24	93	3.88	10	10	39	3.90	12
16. Honesty of instructors was evident and had good effects on students.	24	99	4.13	5	10	43	4.30	1

*Negative Statements: reversed in rating scores applied

mean rating of 3.83 and 3.80. The statement three "Inspiration and motivation presented by instructors in the department was inadequate", received a ranking number of 15 from students returned home as contrasted with a ranking of 5 by the graduates still residing in the U. S. However, both groups rated this statement at the "good" level.

A statement which both groups gave high rating of 4.33 and 4.20 and ranking of number one was the statement ten, "In general, the relationship between instructors and international students were excellent". The two groups also show close agreement with statement 16, "Honesty of instructors was evident and had good effects on students", this receiving an average rating scores of 4.30 and 4.13 which are both in the "good" level.

Opinions and Judgements of Graduates Who
Returned to Their Home Countries and Those
Remaining in the U.S. as to Selected Aspects
of Instructors and Instruction

Data presented in Table XVIII shows results of analyses concerning the judgement of the graduates who had returned home to their countries and those who still reside in the U. S. to find the significant difference from them by T test at 0.05 level.

This table reveals an idea of the feeling of the graduates toward the Agricultural Education Program in the particular areas as the instructors and instruction. Such as statement five, "Instructors of the department were not prepared for teaching the classes assigned", both groups show the same way of disagreement with this statement, so they rate the average rating score low, as the graduates who had

TABLE XVIII

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: INSTRUCTORS AND INSTRUCTION

Statement	Average Rating		"T" Value	Significance* at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
1. Instructors of the department were well qualified to teach international students.	4.17	3.90	0.794	None
2. Instructional methods and techniques used were up-to-date and appropriate for the courses.	3.88	4.20	-1.391	None
3. Inspiration and motivation presented by instructors in the department was inadequate.	3.58	4.10	-1.529	None
4. Instructors created an atmosphere in the class-room which exhibited a concern for the welfare of international students.	3.83	3.80	0.103	None
5. Instructors of the department were not prepared for teaching the classes assigned.	4.08	4.10	-0.059	None
6. Instructors personally exhibited a high degree of confidence.	3.75	4.20	-1.452	None
7. Instructors of the department were prejudiced in favor of international students compared to native students.	3.71	3.70	0.026	None
8. Control of classes by instructors was at times hardly adequate.	3.46	4.10	-1.939	None

TABLE XVIII (Cont'd)

Statement	Average Rating		"T" Value	Significance at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
9. Assistance and cooperation in working on research problems or theses by instructors was quite adequate.	4.17	4.10	0.233	None
10. In general, the relationship between instructors and international students was excellent.	4.33	4.20	0.464	None
11. Instructors were not always fair and just in evaluating students' work and assigning grades.	4.04	3.90	0.326	None
12. Instructors consistently provided high encouragement for learners.	4.09	4.10	-0.031	None
13. Objectives of instruction in all courses were clearly presented to students and were within range of student learning capabilities.	4.08	4.10	-0.074	None
14. Student involvement in classes was encouraged and was readily accepted by instructors.	4.17	4.10	0.259	None
15. Relevance of assignments to student needs was often not evident.	3.88	3.90	-0.077	None
16. Honesty of instructors was evident and had good effects on students.	4.13	4.30	0.0567	None

* T table value at 0.05 level of significance = 2.137

returned home gave 4.08 and the graduates who still reside in the U. S. gave 4.10 as the average rating score the difference is a very little only 0.059. The result of subjecting data to a T test, proving that the two groups had no significantly different judgements of any of the statements about instructors and instruction.

Opinions and Judgements of Graduates Who Had
Returned to Their Home Countries and Those
Remaining in the U. S. as to Selected Aspects
of Non-Academic Activities

Data presented in Table XIX contains the result of data analysis of the average rating score and ranks concerning the judgement of graduates who had returned home to their countries and those still residing in the U. S. in the particular area as the non-academic activities.

In consideration to the rank of the rating which shows that the graduates were concerning that statement. Some statements the rank might show the difference but the average rating score might be in the same level.

Concerning the average rating score which shows the different in the level of judgement there are seven statements that showed the different levels according to the average rating. Statement three, four, seven, ten, twelve and thirteen. For example, statement thirteen, "OSU enjoys a good academic reputation in your country" received the average rating score from graduates who had returned home 3.54 as rank number eight which is also in the good level for the graduates who still reside in the U. S. gave the average rating score 3.20 as the rank number 12 which is in the satisfactory level.

TABLE XIX

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAMS AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES:
ADMINISTRATION AND ORGANIZATION (NON-ACADEMIC ACTIVITIES)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
1. Office, classroom, and reading room facilities of the Ag. Educ. Department at OSU were adequate for the best welfare of students.	24	79	3.29	11	10	33	3.30	10
2. The relationship of American students to international students within the department was generally good.	24	91	3.79	6	10	43	4.30	1
3.* Stillwater can hardly be considered a suitable town for a college to provide programs for international students.	24	78	3.25	12	10	40	4.00	4
4. The dorms at OSU were adequate and comfortable for living.	24	85	3.54	8	10	31	3.10	13
5. The Ag. Educ. Department at OSU provided assistance to international students in understanding the culture of Oklahoma.	24	83	3.46	20	10	33	3.30	10
6. Travel and tours to attend conventions or meetings of the agricultural organizations (FFA, YFA, etc.) were helpful.	24	112	4.67	1	10	41	4.10	2
7.* The student organizations at OSU were not suitable for participation by international students.	24	77	3.20	13	10	36	3.60	6
8. OSU campus was modern and up-to-date.	24	99	4.13	2	10	41	4.10	2

TABLE XIX (Cont'd)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
9. Food services on OSU campus were good in terms of quality and quantity.	24	94	3.92	3	10	36	3.60	6
10.* Financial aids programs at OSU were not as good as needed for international students.	24	70	2.92	14	10	35	2.50	14
11. The varieties of intra-mural sports programs at the physical center at OSU were sufficient to meet student needs.	24	94	3.92	3	10	37	3.70	5
12. OSU had an excellent intro-mural sports program (soccer, basketball, etc.)	24	89	3.71	7	10	34	3.40	9
13. OSU enjoys a good academic reputation in your country.	24	85	3.54	8	10	32	3.20	12
14. Community-college relations at Stillwater were good.	24	94	3.92	3	10	35	3.50	8

*Negative Statements: reversed in rating scores applied

Statement six, "Travel tours to attend conventions or meetings of the Agricultural Organizations (FFA, YFA, etc.) were helpful", received a very much different average rating score but the ranks are close together. This received an average rating score from the graduates who had returned home of 4.67 to a rank number one which is in the "excellent" level, while the graduates who still reside in the U. S. gave an average rating score of 4.10, rank number two which is in the "good" level.

For the remaining statements both groups show an average rating score and rank the item very little differently. This is shown in the example of statement one, "Office, classroom and reading room facilities of the Agricultural Education Department at OSU were adequate for the best welfare of students", which received an average rating score 3.29 and ranked number 11, well in the "satisfactory" level from the graduates who had returned home and 3.30 ranking number nine which is also in the satisfactory level from graduates who still reside in the U. S.

Opinions and Judgements of Graduates Who Had
Returned to Their Home Countries and Those
Remaining in the U. S. as to Selected Aspects
of Non-Academic Activities

Data presented in Table XX contains the result analysis of the significance difference of T test at 0.05 level concerning non-academic activities engaged in by international students who had returned home and those who still reside in the U. S.

Concerning statement six, "Travel and tours to attend conventions or meetings of the agricultural organizations (FFA, YFA, etc.) were

TABLE XX

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: NON-ACADEMIC ACTIVITIES

Statement	Average Rating		"T" Value	Significance* at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
1. Office, classroom, and reading room facilities of the Ag. Educ. Department at OSU were adequate for the best welfare of students.	3.29	3.30	-0.024	None
2. The relationship of American students so international students within the department was generally good.	3.79	4.30	-1.593	None
3. Stillwater can hardly be considered a suitable town for a college to provide programs for international students.	3.25	4.00	-1.596	None
4. The dorms at OSU were adequate and comfortable for living.	3.54	3.10	1.419	None
5. The Ag. Educ. Department at OSU provided assistance to international students in understanding the culture of Oklahoma.	3.46	3.30	0.364	None
6. Travel and tours to attend conventions or meetings of the agricultural organizations (FFA, YFA, etc.) were helpful.	4.67	4.10	3.800	Significant
7. The student organizations at OSU were not suitable for participation by international students.	3.20	3.60	-0.909	None

TABLE XX (Cont'd)

Statement	<u>Average Rating</u>		"T" Value	Significance at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
8. OSU campus was modern and up-to-date.	4.13	4.10	0.120	None
9. Food services on OSU campus were good in terms of quality and quantity.	3.92	3.60	0.744	None
10. Financial aids programs at OSU were not as good as needed for international students.	2.92	2.50	1.500	None
11. The varieties of intra-mural sports programs at the physical center at OSU were sufficient to meet student needs.	3.92	3.70	0.688	None
12. OSU had an excellent intra-mural sports program (soccer, basketball, etc.)	3.71	3.40	0.816	None
13. OSU enjoys a good academic reputation in your country.	3.54	3.20	1.308	None
14. Community-college relations at Stillwater were good.	3.92	3.50	1.105	None

*T table value at 0.05 level of significance = 2.137

helpful", received the average rating score 4.67 from the graduates who had returned home and 4.10 from the graduates who still reside in the U. S. After calculation for the value of "T" it was determined 3.800 greater than the T table value of 2.137 at the 0.05 level of significance. This means the statement does show significant difference in terms of the feeling of the two international student groups.

While there are several statements that showed noticeable differences in the level of rating but when the T test value for statements are computed the results show a smaller "T" value than the "T" table value, thus it is not a significant difference. For example, statement four, "The dorms at OSU were adequate and comfortable for living" received the average rating score 3.54 from the graduates who had returned home, rating at the "good" level, but for the graduates who still reside in the U. S. an average rating score was computed as 3.10, which is in the "satisfactory" level. This statement received the T value 1.630 which is less than the T table value of 2.137 which is necessary to find the 0.05 level of significance. So there are no significant differences for the rest of the statements in this table.

Opinions and Judgements of Graduates Returning to
Their Home Countries and Those Remaining in the U.S.
as to Selected Aspects of Overall Evaluation of
Agricultural Education

Data presented in Table XXI show the result of analyses of the judgements of the graduates who had returned home compared to judgements of the graduates who still reside in the U. S. as to an overall evaluation of the Agricultural Education program.

TABLE XXI

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAMS AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: ADMINISTRATION AND ORGANIZATION (OVERALL EVALUATION OF THE PROGRAM)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
1.* As a whole, the total pattern of administration and organization for the department was somewhat lacking.	24	87	3.63	12	10	40	4.00	5
2. The Head of the Department did an outstanding job in administrating the Ag. Educ. program.	24	113	4.70	1	10	46	4.60	1
3. Personnel responsible for student advisement and counseling were well qualified.	24	101	4.21	3	10	41	4.10	4
4. Courses of the department were well organized and properly sequenced.	24	101	4.21	3	10	40	4.00	5
5.* Textbooks, instructional aids, etc. were not adequate and relevant for meeting the needs of students in the program.	24	92	3.83	9	10	36	3.90	9
6. Instructional methods and techniques used by the department staff were up-to-date and appropriate for the courses.	24	93	3.88	8	10	43	4.30	2
7.* Instructors were not well qualified for teaching international students.	24	96	4.00	7	10	40	4.00	5
8. The relationship between the instructors and international students was excellent.	24	100	4.17	5	10	38	3.80	10

TABLE XXI (Cont'd)

Statement	<u>Students Having Returned Home</u>				<u>Students Staying in the United States</u>			
	Student Number	Cumulative Rating Score	Average Rating	Rank	Student Number	Cumulative Rating Score	Average Rating	Rank
9. Non-academic activities associated with the OSU campus were excellent.	24	100	4.17	5	10	35	3.50	12
10.* In general, the relationship between international students and American students was not good.	24	88	3.67	11	10	40	4.00	5
11. Opportunities provided international students for tours and travels to conventions or meetings of agricultural organizations (FFA, YFA, etc.) were helpful	24	110	4.58	2	10	42	4.20	3
12. There were adequate provisions in the city of Stillwater to adequately provide for the needs of international students.	24	85	3.54	13	10	34	3.40	13
13. The relationship between the community and the university was good from the standpoint of international students.	24	92	3.83	9	10	37	3.70	11

*Negative Statements: reversed in rating scores applied

Again, it is necessary to consider some negative statement which show the average rating score quite low. This means that graduates of both groups felt disagreement with this statement. Statement one, "As a whole, the total pattern of administration and organization for the department was somewhat lacking" received an average rating score 3.63, ranking number 12, from the graduates who had returned home and a score of 4.00, ranking number five, from the graduates who still reside in the U. S., while this statement shows a relatively high degree of disagreement from both groups, when reversed the average rating received from both groups fall into the "good" level.

Statements five, seven, and ten are also negative statements, which when the rating is reversed, can be considered as a positive rating. Results also show the very close disagreement of the graduates from both groups with some statements such as statement seven "Instructors were not well qualified for teaching international students" received 4.00 from both groups, but ranking number seven and number five respectively.

Concerning statement two, "The head of the department did an outstanding job in administrating the Agricultural Education program"; this received an average rating score 4.70 ranking number one and which placed it in the "excellent" level from the graduates who had returned home, while likewise receiving a score of 4.60 from graduates still residing in the U. S. This statement was again ranked number one and was also placed in the "excellent" level. This result showed that the Head of the department has done an excellent job in administrating, guiding and working with the international students.

Statement three, "Personnel responsible for student advisement and counseling were well qualified", statement four, "Courses of the department were well organized and properly sequenced", statement six, "Instructional methods and techniques used by the department staff were up-to-date and appropriate for the courses", statement eight, "The relationship between the instructors and international students was excellent", statement nine, "Non-academic activities associated with the OSU campus were excellent" and statement 13, "The relationship between the community and the university was good from the standpoint of international students" all received an average rating score high enough to place them at the "good" level.

There were only two statements that showed a noticed difference according to the rating level, statement 11, "Opportunities provided international students for tours and travels to conventions or meetings of agricultural organizations (FFA, YFA, etc.) were helpful", found graduates who had returned home rating this statement at the "excellent" level, while the graduates who still reside in the U. S. rated it at the "good" level. Likewise analyses of responses to statement 12, "There were adequate provisions in the city of Stillwater to adequately provide for the needs of international students" found graduates who had returned home rating this statement at the "good" level compared to graduates still residing in the U. S. who only rated it at the "satisfactory" level.

Opinions and Judgements of Graduates Who Had
Returned Home to Their Countries and Those
Still Remaining in the U. S. as to Selected
Aspects of Overall Evaluation of Agricultural
Education Program

Data presented in Table XXII show results of analyses concerning the judgement of graduates who had returned home and those who still reside in the U. S. as to an overall evaluation of the Agricultural Education program in terms of significant differences.

Data analyses by calculation for the T test to attempt to determine differences of average rating scores which were received from the graduates who had returned to their home countries as compared to those still residing in the U. S. is presented. There are no significant differences at all to be found in responses of the two groups either with negative statements or positive statements. The highest "T" value shown for statements in Table XXII is 1.810 pertaining to statement nine, but this is still not larger than the "T" table value. So, analyses results of the table show that international students, both those who had returned home and those who still reside in the U. S. feel much as the same in giving a relatively high rating to the overall aspects of the Agricultural Education program, this in terms of its relative effectiveness for meeting needs of international students.

TABLE XXII

JUDGEMENTS OF GRADUATES RETURNED TO THEIR HOME COUNTRIES AS TO SELECTED ASPECTS OF THE AGRICULTURAL EDUCATION PROGRAM AS COMPARED TO SIMILAR JUDGEMENTS OF THOSE STILL RESIDING IN THE UNITED STATES: OVERALL EVALUATION OF THE DEPARTMENT

Statement	<u>Average Rating</u>		"T" Value	Significance at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
1. As a whole, the total pattern of administration and organization for the department was somewhat lacking.	3.63	4.00	-0.902	None
2. The Head of the department did an outstanding job in administering the Ag. Educ. program.	4.70	4.60	0.526	None
3. Personnel responsible for student advisement and counseling were well qualified.	4.21	4.10	0.314	None
4. Courses of the department were well organized and properly sequenced.	4.21	4.00	0.677	None
5. Textbooks, instructional aids, etc. were not adequate and relevant for meeting the needs of students in the program.	3.83	3.90	-0.200	None
6. Instructional methods and techniques used by the department staff were up-to-date and appropriate for the courses.	3.88	4.30	-2.000	None
7. Instructors were not well qualified for teaching international students.	4.00	4.00	0.000	None
8. The relationship between the instructors and international students was excellent.	4.17	3.80	0.925	None
9. Non-academic activities associated with the OSU campus were excellent.	4.17	3.50	1.810	None

TABLE XXII (Cont'd)

Statement	<u>Average Rating</u>		"T" Value	Significance at 0.05 Level
	Graduates Having Returned Home	Graduates Staying in the U.S.		
10. In general, the relationship between international students and American students was not good.	3.67	4.00	-0.971	None
11. Opportunities provided international students for tours and travels to conventions or meetings of agricultural organizations (FFA, YFA, etc.) were helpful.	4.58	4.20	1.462	None
12. There were adequate provisions in the city of Stillwater to adequately provide for the needs of international students.	3.54	3.40	0.304	None
13. The relationship between the community and the university was good from the standpoint of international students.	3.83	3.70	0.351	None

* T table value at 0.05 level of significance = 2.137

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary review of the study problem and its setting, the design and conduct of the study and the major findings. Conclusions and recommendations are also presented which are based upon the analysis and synthesis of data collected and also, in part, observations and impressions resulting from attempts to properly design, implement and conduct the study.

The researcher was concerned about the relatively small number of responses which were secured. This was essentially the problem of communication compounded by the difficulty encountered in sending the questionnaire to the foreign countries in which many addresses of potential respondents had been changed consequently. Although much effort was expended to secure new addresses, a majority of the original population must remain unaccounted for. However, if this effort was to be undertaken at all, those responses received must be recognized as the best source for making the study which was possible at the time the study was attempted. It is hoped that resulting findings and conclusions drawn from them will prove useful in promoting further development and improvement in the Agricultural Education program at Oklahoma State University, especially that portion of the program specifically directed toward providing for specific needs of international students.

Summary of the Study

Purpose of the Study

The primary and controlling purpose of the study was to determine how effective was the Agricultural Education program at Oklahoma State University in terms of meeting selected, specific needs of international students. It was directed toward international students as they have been trained at the university during the period 1960 through 1975.

Objectives of the Study

The following objectives were formulated in order to direct efforts toward accomplishment of the major purpose of the study.

1. To identify the sources and the persons and the reasons these had weighty influence upon international students in making decisions for coming to study Agricultural Education at Oklahoma State University.
2. To evaluate the effectiveness of selected aspects of the graduate program in Agricultural Education in terms of knowledge gained and learning experiences received by international students completing the program, using as a basis student perceptions of the program effectiveness, particularly as directed toward assisting their professional careers.
3. To determine the occupational patterns of the students after their graduation and to determine the nature and extent of advanced studies engaged in after finishing studies at Oklahoma State University.
4. To discover if significant differences exist between the evaluation ratings given selected aspects of the program by international students who returned to their home countries as compared to

those still residing in the United States; this rating to be given with regard to their judgements as to the effectiveness of the program of studies provided by the Agricultural Education Department at Oklahoma State University.

Rational for the Study

The Agricultural Education Department at Oklahoma State University has been a setting for the program which provided many vocational agriculture teachers for Oklahoma and many other states for a long period of time. It is well recognized that the nation is made stronger with well-qualified teachers who help greatly in contributing knowledge needed by the farmers.

Many international students were also trained through efforts of the department and thus the university also helped in contributing knowledge needed by farmers around the world. For maintaining a superior program in which up-to-date knowledge and skills might be provided, a most viable program is needed and efforts find some bases for improvement are most necessary. Therefore, this study, an evaluation of the program provided during the past 16 years by the former international students was implemented to help meet this need.

The research was centered upon discovering how former international students perceived the experience and knowledge gained as helpful as they continued to serve through careers in agriculture. It was felt that graduate responses to the questionnaire were most appropriate for this research. The fact that the questionnaire was sent out to the addresses of the international students who had been selected as the respondents from 15 different countries to allow for broader application

of findings. Results of the research will be of assistance to concerned individuals who may wish to modify or improve the Agricultural Education program at Oklahoma State University and its service to international students not only for today but for the next decade or longer which is to come.

Plan, Design and Conduct of the Study

After a previous review of a number of research studies that relate to this problem, the plans for conducting this study were implemented by the following steps (1) selecting the study population by discovering valid and corrected addresses for as many international students as possible attending the university from 1960 through 1976 and establishing from this list the population for the study, (2) preparing and developing the instrument for collecting the data (3) sending the instrument to the selected and corrected addresses (4) collecting data and (5) analyzing the data and pointing out some major findings.

The final population of the study consisted of 67 international students from 15 different countries. All having been trained by the Agricultural Education Department at Oklahoma State University during the period 1960 through 1976 and which included both students having returned to their home countries as well as those still residing in the United States.

Findings of the Study

This study was concerned with determining how effective the Agricultural Education Department at Oklahoma State University was in providing a program for international students during the designated

period. An attempt was made to find out from the international students so trained, just what was the nature and extent of their experience and ideas concerning improvement of future programs. An attempt was also made to compare the perceptions of international students who had returned to their home countries with those still residing in the United States.

Questionnaires were sent to 67 graduates around the world. Thirty-four (50.75 percent) of the graduates returned completed questionnaires, 24 from graduates who had returned to their home countries and 10 from graduates who were still residing in the United States.

Research findings in summary form are presented for each specific objective as follows:

1. Sources of influence upon the decision of the international students to attend OSU:

- a. Major persons influencing attendance at Oklahoma State University--Highest ranking was given "the others", which included foreign agencies such as AID, USOM as well as Head of the Department of Agricultural Education at Oklahoma State University. These persons were cited by the graduates as having been most influential upon their decision for coming to study at Oklahoma State University. The second person so identified was government officials that paid the respondents, encouraged them, and advised them making the decision. Adjudged as somewhat less influential was the mother and guardian which received the lowest average rating.

- b. Support sources influencing attendance at Oklahoma State University--Graduates felt that the greatest influence upon their decision for coming to study at Oklahoma State University is the foreign

government support, and the second influence is their own government support. Perceptions as to somewhat less yet moderate support influence included parental financial support, self-financial support and reputation of institution.

2. Perceived effectiveness of the Agricultural Education program at Oklahoma State University:

a. Administration of the Agricultural Education Department--
Graduates felt that as a whole, administration of the department was good and that in terms of administration, staffs were well-qualified and did meet the needs of these international students; this rated at the "good" level.

One of the highest ratings given by respondents as to the Head of the Department as having done an outstanding job in administration, this was evaluated in terms of advisement, warmth of encouragement, guidance and motivation of international students toward accomplishment and study. Thus, in terms of departmental administration the Head of the Department received the highest average rating score from graduates, which is in the "excellent" level. Although graduates indicated that they felt that secretaries and other staff of the department were generally friendly and cooperative with international students, they rated this item at the "good" level; this rating was, by comparison with others, one of the lower given in the entire study. Therefore, there would appear some justification for an attempt to improve the practice. Another item statement having to do with "proper advisement concerning rules and regulations", while also being rated in the "good" category, was found to be at the lower end of the category range, thus indicating some students felt an improvement might be needed.

The organization of the department in terms of the "cooperation with other related organizations, e.g., Vo-Tech Department, YFA" was ranked high within the "good" level category and therefore might need only a slight improvement.

Advisement on Counseling Services Provided by
Department Faculty and Staff

Graduates felt that the advisors within the department were well-qualified and effective in encouragement given to each international student and they consequently rated this statement at the "excellent" level. However, respondents did give some indication that they felt that faculty and staff availability to student outside of class time might be somewhat improved. Again, although the rating given ranked the item within the "good" category, the rating was somewhat lower than was true of several related items.

Likewise, a statement relative to advisors making an effort to become acquainted with and to understand culture and customs, was given a rating of "good" but still ranked at the bottom of the ten statements relative to faculty and staff advisement. Some improvement may be indicated here.

Adequacy of Courses and Reference Materials

In general, graduates felt that courses and reference material such as textbooks were well organized and properly sequenced and considered them somewhat adequate for use by international students. However, the two statements "courses were inadequate (reversed)" and "availability of reference materials in the department" ranked lowest by comparison with

the other five statements contained in this classification area. Evidently respondents did feel that certain materials need to be improved in order to be more relevant and to assist in application of the return to their home countries.

Competency and Performance of Instructional and Quality of Instruction

Graduates clearly indicated that rapport with departmental instructors was quite good. While they rated the statement concerning prejudice in favor of international students as "good", this item was ranked in last place among the 16 items in the classification area. This would tend to show that respondents felt instructors treated all students alike and did not necessarily feel that they were given special treatment because they were international students.

Respondents judged that methods of teaching and techniques in teaching used were adequate and up-to-date and were appropriate for the courses taught.

Learning Provided Through Non-Academic Activities

The highest ranking statement among those in this classification area was travel and tours to attend conventions and meetings of agricultural organizations which was considered adequate. It was also gratifying to note that the second and third ranking statements were "OSU campus was modern and up-to-date" and "relationship of American students to international students was generally good".

However, it should be noted that the statement "financial aids programs at OSU were not as good as needed of international students"

(reversed) received the lowest rating of any statement of the entire study. Even here, the rating given fell in the "satisfactory" category. It can be concluded that some means should be provided for giving aid in times of stress and emergency.

Another item ranking lower in this classification area was one related to adequacy of office, classroom, and reading rooms. Range of responses was rather broad which might indicate that respondents represented a longer chronological period of time in their attendance at the university. Office, classroom, and reading room space and availability have consistently been improved throughout the period of 1960 through 1976.

Occupational Patterns of Students After Graduation

Serving as an agricultural teacher or instructor in a school or college was a position where the most graduates were found to be employed after finishing the program.

School and college administrators, agricultural extension agents and teaching general subjects other than agriculture are other sources of employment reported by respondents.

Apparently a number of the graduates have moved from a first job as an agricultural instructor to a position as a school or college administrator.

Further Advanced Studies Completed

Two graduates reported that following completion of studies at Oklahoma State University they engaged in further studies and were successful in attaining the Ph.D. at another institution. Some graduates

had either returned to OSU for advanced studies or remained after a first degree to pursue studies for the Educational Specialist or Doctor of Education degree.

Among the total 34 students, 33 graduated with the degree of Master of Science, while one completed the Bachelor of Science degree. Two also attained the Educational Specialist degree with attainment of the Doctor of Education degree.

Non-Directed Responses as to the Agricultural
Education Program on Impression of Oklahoma
State University

1. The Head of the Agricultural Education Department is one person that all of the international students perceived as warm, encouraging, and influential to them throughout their learning program.

2. The Department of Agricultural Education is one of the finest departments at Oklahoma State University.

3. International students need more training and field trips in visiting the farm and working on farms also.

4. Availability and adequacy of assistantships or scholarships for international students are lacking.

5. Oklahoma State University is an excellent place for learning and living.

6. Stillwater is a small city, which is appropriate for students.

7. Stillwater people and Oklahomans are friendly.

8. Oklahoma State University's library is a most valuable and up-to-date library.

Differences Between Graduates Returning for
Employment in Their Home Countries and
Those Remaining in the United States

Departmental Administration and Organization. A significant difference was discovered between the two groups in terms of cumulative and average rating scores given for the statement, "The administration of the Agricultural Education Department had well-qualified instructors". Graduates who had returned home felt that this particular area could be rated only at the "good" level which might be interpreted as a need for improvement. This can be contrasted with the rating of "excellent" given graduate respondents still residing in the United States. This significant difference in ratings might suggest that the emphasis supplied by instructors in the United States may actually be different from that supplied in other nations.

On other statements regarding departmental organization and administration the two groups were essentially in agreement as they generally placed the evaluation rating at the "good" level.

Advisement and Counseling Services by Faculty and Staff. It was evident that both groups largely felt the same way concerning advisement and counseling services of the department. Both indicated a "good" or above rating and there were no significant differences discovered within this category.

Adequacy of Courses and Reference Materials. Among the eight statements comprising this classification area, the two groups were largely in agreement, except for responses to an item indicating that the department had available sufficient amounts of reference materials for students to use. Graduates who remained in the United States gave

this statement a significantly lower rating than did those returning to work in their home countries. Perhaps there is an implication here that instructors in the United States follow an instructional pattern which generally makes greater use of references. Otherwise the two groups of respondents were found to be in close agreement that items related to adequacy of courses and references should be rated "good".

Instructors and Instruction. Essentially both groups were largely in agreement in that they felt instructors in the Agricultural Education Department were well qualified and were largely using up-to-date teaching methods and techniques. Each of the groups rated items in this classification area at the "good" level, with no significant differences discovered.

Non-Academic Activities. Each of the two groups of respondents tended to rate most of the 14 statements relating to an evaluation of non-academic activities at the "good" level indicating that for the most part, they were adequate and appropriate for international students.

A significant difference did come to light in that they felt differently about the quality and quantity of travel and tours to attend conventions or meetings of agricultural organizations. Graduates who had returned home tended to rate this activity as of better value, this apparently feeling that the activities as provided were "excellent". This rating can be contrasted with the rating of "good" as given by graduates still residing in the United States. Certainly, an implication is that such activities may have been carefully planned to more specifically meet the needs of those conducting educational work outside the United States. Another possibility would be that such activities are so much more commonly a part of instructional programs in the United

States that they fail to maintain a more lasting impression.

Overall Evaluation of the Agricultural
Education Program

Each of the groups felt that the department had done a good job in providing the knowledge and learning experiences needed by international students. All of the statements regarding the overall program received a response showing the opinions of the graduates were "good" concerning the functioning of the overall program and that neither group felt significantly different about this item than did the other.

Conclusions

From an analysis and attempted interpretation of findings of the study, the following conclusions were made by the investigator:

Category I: Sources of Influence and Support - Both the programming offices of the Agency for International Development and the Head of the Department of Agricultural Education at Oklahoma State University can be recognized as persons who have greatly influenced the decision of many international students to come for study at Oklahoma State University.

Category II: Agricultural Education Program - Administration within the Department of Agricultural Education has developed to the point of providing a good atmosphere for foreign student study. Leadership and administration provided by the Head of the Department of Agricultural Education has done much to assure success of the study program maintained for international agricultural education students. In terms of providing effective advisement and counseling, faculty and staff in

the Agricultural Education Department are considered to be well qualified.

In general, courses and reference materials of the Department are considered well organized and properly sequenced.

Instructors are adjudged to be well qualified to teach international students, and instructional methods used are up-to-date and appropriate for the instructional assignments.

Overall, the non-academic activities provided at Oklahoma State University are adequate and relevant to the peculiar needs of international students.

Category III: Occupational Patterns and Advanced Studies - Almost all of the graduates secured jobs in the field for which they were prepared, that is as agricultural teachers or instructors.

Many of the graduates secured advancement and were employed in higher positions. Several became administrators of school or college departments while several have also continued graduate study and received advanced degrees.

Recommendations

Based on data analysis and findings of the study, recommendations for the future of the Agricultural Education program at Oklahoma State University are made as follows:

1. The Agricultural Education Department should continue to give careful attention to the assignment of courses for teaching and to advisement duties among the faculty and staff. A committee made up largely of international students should be formed to give advice to the Department Head about this and other pertinent matters.

2. The Agricultural Education Department should give serious consideration to expansion of the program of advanced studies in the field of Cooperative Extension.

3. Courses and reference materials in the department should be subjected to periodical review in order that they may be improved and perhaps be made more relevant for application and use by international students after they returned to their home countries.

4. Consideration should be given the department faculty, acting as a committee, to review class control and behavior to guard against domination of the class by one particular group of students.

5. Travel and tours to conventions and meetings of agricultural organizations should be continued at an even higher level and to make sure that they are always relevant, appropriate, and adequate for international students. More provision should be made for international students to have field and community experience, particularly visiting on farms with American farmers.

6. Careful attention should be given toward maintaining good rapport between international students and departmental secretaries, graduate assistants, and other staff. The total experiences should be recognized as constituting the essential learning experience.

In conclusion, it is the investigator's hope that this study will prove to be of assistance to administrators and instructors in the Agricultural Education Department. It is to be anticipated that much benefit will take place as members of the department continue to have trained graduates who provide much needed assistance to people in agriculture in the years ahead.

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- (29) Pritchard, Jack W. "A Study of Attitudinal Influences Determining Program Emphasis of Beginning Teachers of Vocational Agriculture." (Unpub. Ed.D. Thesis, Oklahoma State University, 1970.)

APPENDIX A

LETTER OF MAJOR ADVISOR AND CHAIRMAN OF THE COMMITTEE
TO THE INTERNATIONAL STUDENTS SELECTED
AS THE RESPONDENTS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Agricultural Education
(405) 372-6211, Ext. 444

74074

January 14, 1976

Dear OSU Agricultural Education Alumnus:

Please assist us in our attempt to make our Agricultural Education program better in serving international students! Our good friend and able student, Pongsak, is attempting a study which will constitute an evaluation of our program directed toward meeting the needs of international students of the past several years. From our standpoint, those have been very good years because you each were a part of them. I have retired as of June 30th this year, but still plan to continue to spend some time working in the department. Dr. Robert Terry, a faculty member of the department for the last six years, has succeeded me as Head of the Department.

With fondest memories of your years as a student in this department,

Sincerely,

A handwritten signature in cursive script that reads "Robert R. Price".

Robert R. Price
Professor and Head, Emeritus

APPENDIX B

LETTER OF HEAD DEPARTMENT OF AGRICULTURAL EDUCATION
AT OKLAHOMA STATE UNIVERSITY TO THE INTERNATIONAL
STUDENTS SELECTED AS THE RESPONDENTS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Agricultural Education
(405) 372-6211, Ext. 444

74074

January 14, 1976

Dear OSU AGED Alumnus:

A very important function of the Agricultural Education program here at OSU is providing meaningful educational experiences for our colleagues who come to us from other lands. In seeking to fulfill this function well, we are faced with the great challenge of designing programs and courses which will have applicability to and provide assistance for a wide variety of people and places.

In order for us to be even more effective in dealing with future international students, we need your help. One of our students from Thailand, Mr. Pongsak Angkasith, is in the process of surveying our former international students to determine their feelings about our program. Your ideas and opinions would be very helpful to us in this effort. Therefore, we would very much appreciate your filling out the enclosed questionnaire and returning it to Mr. Angkasith.

Thank you in advance for your help. Best wishes for success in your every undertaking. Please call upon us if we can be of assistance.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert Terry", written in a cursive style.

Robert Terry
Professor and HeadHRT/drg
Enclosure

APPENDIX C

LETTER OF THE CONDUCTOR OF THE STUDY TO THE
INTERNATIONAL STUDENTS SELECTED
AS THE RESPONDENTS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Agricultural Education
(405) 372-6211, Ext. 444

74074

November 13, 1975

Dear Friends:

I am enrolled as a graduate student at Oklahoma State University pursuing an advanced degree in Agricultural Education. One of the requirements is writing a dissertation in the area of interest to me. I have chosen "An Evaluation of the Agricultural Education Program at Oklahoma State University by International Students Graduating During 1960 to 1975" as my topic. You are the one of the students who has completed studies in this department. Your response is solicited in order that the study may be completed accurately and may be used by the agricultural staff in improving the program at the Department of Agricultural Education for International Students.

Please respond to the questionnaire which is enclosed with this letter. This questionnaire has been discussed and approved by Dr. Robert R. Price, my adviser and my committee chairman. I realize that you have a very busy schedule, but your cooperation is vital to the success of making a better program of Agricultural Education at Oklahoma State University.

I'm very sorry that it was impossible to enclose a stamped, return envelope, but because the questionnaire is being sent out around the world, the U. S. Postal Service informed me that there was no way to obtain the cost of mailing a letter from another country back to the U. S., much less to obtain international stamps. I am forced to depend upon your good will and remembrance of those good days at Oklahoma State University.

I will very much appreciate it if you could return the questionnaire at your earliest convenience.

Thank you very much for your time and effort which I know are very important to you.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Pongsak Angkasith', written over a horizontal line.

Pongsak Angkasith

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Agricultural Education
(405) 372-6211, Ext. 444

74074

January 14, 1976

Dear Friends:

I am enrolled as a graduate student at Oklahoma State University pursuing an advanced degree in Agricultural Education. One of the requirements is writing a dissertation in the area of interest to me. I have chosen "An Evaluation of the Agricultural Education Program at Oklahoma State University by International Students Graduating During 1960 to 1975" as my topic. You are the one of the students who has completed studies in this department. Your response is solicited in order that the study may be completed accurately and may be used by the agricultural staff in improving the program at the Department of Agricultural Education for International Students.

Please respond to the questionnaire which is enclosed with this letter. This questionnaire has been discussed and approved by Dr. Robert R. Price, my adviser and my committee chairman. I realize that you have a very busy schedule, but your cooperation is vital to the success of making a better program of Agricultural Education at Oklahoma State University.

A stamped, self-addressed envelope is enclosed for your convenience in answering the questionnaire and returning it to me.

I will very much appreciate it if you could return the questionnaire at your earliest convenience.

Thank you very much for your time and effort which I know are very important to you.

Sincerely,

A handwritten signature in cursive script, which appears to read "Pongsak Angkasith".

Pongsak Angkasith

APPENDIX D

DATA COLLECTION INSTRUMENT

AN EVALUATION OF THE AGRICULTURAL EDUCATION
PROGRAM AT OKLAHOMA STATE UNIVERSITY
BY INTERNATIONAL STUDENTS
GRADUATING DURING
1960 TO 1975

Through this survey the conductor hopes to obtain information concerning the program of Agricultural Education at Oklahoma State University from international students who graduated during the period of 1960 to 1975. The results of this survey should reflect not only upon the past but also the present status of Agricultural Education at Oklahoma State University as this department relates to international students. The conductor hopes the result of this study will be of assistance to concerned individuals who may wish to modify or improve the Agricultural Education program at OSU and its services to international students. The conductor will be grateful for your full cooperation in expressing your true feelings. Feel free to answer without reservations.

I. General Information

A. Personal information

1. Year you were enrolled at OSU _____
2. Major(s) _____
3. Degree(s) received from OSU _____
4. Amount of further study after finishing at OSU _____
5. Degree(s) received _____
6. Name of Institution(s) _____

B. Please score the following persons according to the amount of influence these persons had upon your decision to study at OSU. Using the following code, circle the number which best reflects the amount of influence people had upon your decision to study at OSU. 5=Great influence; 3=Considerable influence; 2=Some influence; 1=A little influence; 0=No influence.

- | | | | | | |
|---|---|---|---|---|-------------------------------|
| 5 | 3 | 2 | 1 | 0 | Father or guardian |
| 5 | 3 | 2 | 1 | 0 | Mother or guardian |
| 5 | 3 | 2 | 1 | 0 | Government officials |
| 5 | 3 | 2 | 1 | 0 | College counselor |
| 5 | 3 | 2 | 1 | 0 | Friend who has studied abroad |
| 5 | 3 | 2 | 1 | 0 | Friend in your country |
| 5 | 3 | 2 | 1 | 0 | Others, specify _____ |

C. Following the same procedures in Part B above, please respond to the following items in terms of what influenced you to study at Oklahoma State University.

- | | | | | | |
|---|---|---|---|---|--------------------------------------|
| 5 | 3 | 2 | 1 | 0 | Your Government financial support |
| 5 | 3 | 2 | 1 | 0 | Foreign government financial support |
| 5 | 3 | 2 | 1 | 0 | Parental financial support |
| 5 | 3 | 2 | 1 | 0 | Self financial support |
| 5 | 3 | 2 | 1 | 0 | Reputation of institution |
| 5 | 3 | 2 | 1 | 0 | Location and weather |
| 5 | 3 | 2 | 1 | 0 | Other, specify _____ |

- D. Employment Information: Please list all jobs from the first job to the present job you have held since graduating from OSU, and give the length of time employed on each job. Please be specific.

<u>JOB (Title)</u>	<u>EMPLOYER</u>	<u>YEARS EMPLOYED</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

- II. Please respond the following statements in relation to Agricultural Education Program at Oklahoma State University. Please use the code below to respond to each of the statements by circling the response that most nearly expresses your feelings on each individual statement. SA=Strong Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree.

A. Administration and Organization

- | | |
|---|-------------|
| 1. The administration of the Ag. Educ. Department had well-qualified personnel as instructors. | SA A N D SD |
| 2. The administration of the department was concerned with meeting the needs of all students. | SA A N D SD |
| 3. The administration of the department did not play an active roll in student functions and activities. | SA A N D SD |
| 4. The Head of the department did an outstanding job in administrating the Ag. Educ. program. | SA A N D SD |
| 5. The Head of the department had a good relationship with international students. | SA A N D SD |
| 6. The Head of the department appeared to be somewhat prejudiced against international students. | SA A N D SD |
| 7. Secretaries and other staff of the department were not always friendly or very cooperative with international students. | SA A N D SD |
| 8. The administration of the department at times failed to properly advise international students concerning rules and regulations | SA A N D SD |
| 9. Flexibility in administration of the department concerning international students was most satisfactory. | SA A N D SD |
| 10. The organization of the department in terms of the cooperation with other related organizations, e.g. Vo-Tech Dept., Young Adult Farmers, etc., was good. | SA A N D SD |

B. Advisement and Counseling

- | | |
|---|-------------|
| 1. Advisors in the department were well qualified to advise international students. | SA A N D SD |
|---|-------------|

2. Advisors of the department were effective in their encouragement to each international student to study and complete assignments. SA A N D SD
 3. Advisors of the department were friendly and cooperative in their work with individual students in helping them with personal needs. SA A N D SD
 4. Advisors and counselors made an effort to become acquainted with and to understand the culture and customs of international students. SA A N D SD
 5. Advisors and counselors often failed to make an effort to become acquainted with the educational needs of international students. SA A N D SD
 6. Advisors and faculty members did not make themselves available to students outside of class time. SA A N D SD
 7. Advisors and counselors of the department were patient and understanding with international students. SA A N D SD
 8. Advisors and counselors of the department at times seemed to show prejudice against international students. SA A N D SD
 9. Advisors of the department appeared to be happy to be assisting international students. SA A N D SD
 10. Advisors and faculty members made a sincere effort, when called upon, to advise and assist international students with problems such as housing, driving, and financial problems. SA A N D SD
- C. Courses and Reference Material
1. Courses of the department were well organized and properly sequenced. SA A N D SD
 2. Courses were inadequate in terms of the needs of the international students. SA A N D SD
 3. Instructional aids which were used in the department courses were adequate. SA A N D SD
 4. Current textbooks and references were used in the Ag. Educ. classes. SA A N D SD
 5. Textbooks required of students in the department were relevant and adequate for meeting the needs of students. SA A N D SD
 6. Relevance of courses and materials in the department could well have been improved. SA A N D SD
 7. The department had available sufficient amounts of reference materials for students to use. SA A N D SD
 8. There was a sufficient number and variety of Ag. Educ. reference materials available to students in the campus library. SA A N D SD
- D. Instructors and Instruction
1. Instructors of the department were well qualified to teach international students. SA A N D SD
 2. Instructional methods and techniques used were up-to-date and appropriate for the courses. SA A N D SD

- | | |
|---|-------------|
| 3. Inspiration and motivation presented by instructors in the department was inadequate. | SA A N D SD |
| 4. Instructors created an atmosphere in the classroom which exhibited a concern for the welfare of international students. | SA A N D SD |
| 5. Instructors of the department were not prepared for teaching the classes assigned. | SA A N D SD |
| 6. Instructors personally exhibited a high degree of confidence. | SA A N D SD |
| 7. Instructors of the department were prejudiced in favor of international students compared to native students. | SA A N D SD |
| 8. Control of classes by instructors was at times hardly adequate. | SA A N D SD |
| 9. Assistance and cooperation in working on research problems or theses by instructors was quite adequate. | SA A N D SD |
| 10. In general, the relationship between instructors and international students was excellent. | SA A N D SD |
| 11. Instructors were not always fair and just in evaluating students' work and assigning grades. | SA A N D SD |
| 12. Instructors consistently provided high encouragement for learners. | SA A N D SD |
| 13. Objectives of instruction in all courses were clearly presented to students and were within range of student learning capabilities. | SA A N D SD |
| 14. Student involvement in classes was encouraged and was readily accepted by instructors. | SA A N D SD |
| 15. Relevance of assignments to student needs was often not evident. | SA A N D SD |
| 16. Honesty of instructors was evident and had good effects on students. | SA A N D SD |
|
E. Non-Academic Activities | |
| 1. Office, classroom, and reading room facilities of the Ag. Educ. Department at OSU were adequate for the best welfare of students. | SA A N D SD |
| 2. The relationship of American students to international students within the department was generally good. | SA A N D SD |
| 3. Stillwater can hardly be considered a suitable town for a college to provide programs for international students. | SA A N D SD |
| 4. The dorms at OSU were adequate and comfortable for living. | SA A N D SD |
| 5. The Ag. Educ. Department at OSU provided assistance to international students in understanding the culture of Oklahoma. | SA A N D SD |
| 6. Travel and tours to attend conventions or meetings of the agricultural organizations (FFA, YFA, etc.) were helpful. | SA A N D SD |
| 7. The student organizations at OSU were not suitable for participation by international students. | SA A N D SD |

- | | | | | | |
|---|----|---|---|---|----|
| 8. OSU campus was modern and up-to-date. | SA | A | N | D | SD |
| 9. Food services on OSU campus were good in terms of quality and quantity. | SA | A | N | D | SD |
| 10. Financial aids programs at OSU were not as good as needed for international students. | SA | A | N | D | SD |
| 11. The varieties of intra-mural sports programs at the physical center at OSU were sufficient to meet student needs. | SA | A | N | D | SD |
| 12. OSU had an excellent intra-mural sports program (soccer, basketball, etc.). | SA | A | N | D | SD |
| 13. OSU enjoys a good academic reputation in your country. | SA | A | N | D | SD |
| 14. Community-college relations at Stillwater were good. | SA | A | N | D | SD |

III. Overall Evaluation of the Agricultural Education Program at Oklahoma State University

- | | | | | | |
|---|----|---|---|---|----|
| 1. As a whole, the total pattern of administration and organization for the department was somewhat lacking. | SA | A | N | D | SD |
| 2. The Head of the department did an outstanding job in administrating the Ag. Educ. program. | SA | A | N | D | SD |
| 3. Personnel responsible for student advisement and counseling were well qualified. | SA | A | N | D | SD |
| 4. Courses of the department were well organized and properly sequenced. | SA | A | N | D | SD |
| 5. Textbooks, instructional aids, etc. were not adequate and relevant for meeting the needs of students in the program. | SA | A | N | D | SD |
| 6. Instructional methods and techniques used by the department staff were up-to-date and appropriate for the courses. | SA | A | N | D | SD |
| 7. Instructors were not well qualified for teaching international students. | SA | A | N | D | SD |
| 8. The relationship between the instructors and international students was excellent. | SA | A | N | D | SD |
| 9. Non-academic activities associated with the OSU campus were excellent. | SA | A | N | D | SD |
| 10. In general, the relationship between international students and American students was not good. | SA | A | N | D | SD |
| 11. Opportunities provided international students for tours and travels to conventions or meetings of agricultural organizations (FFA, YFA, etc.) were helpful. | SA | A | N | D | SD |
| 12. There were adequate provisions in the city of Stillwater to adequately provide for the needs of international students. | SA | A | N | D | SD |
| 13. The relationship between the community and the university was good from the standpoint of international students. | SA | A | N | D | SD |

Overall Evaluation and Comments of the OSU Agricultural Education Department:

Overall Impressions of Oklahoma State University:

APPENDIX E

LIST OF NAME AND COUNTRY REPRESENT OF THE
INTERNATIONAL STUDENTS SELECTED
AS THE RESPONDENTS

<u>Country Represented</u>	<u>Name</u>
Afghanistan	Abdul M. Asmaty Mir Aqa Destagir Q. Begzad Mohammed N. Habibi Jan Mohammed Bakhtart Nasruddin Habibullah Hussein Mohammed Qasem
Arabia	Abouberka Basendewa
Ethiopia	Yoseph Befecadu Assrate Metikou Defar Telessee Inmate Gameda Harle M. Lemma Boru Terefe Mulgeta Bedada Tessema Berharu
India	Dev R. Bajaj Lal Sign
Indonesia	Edy Samedi Lumintaredja
Jordan	Sulleiman D. Zaletimo
Korea	Woo Ahn
Nigeria	Basiru Gwarzo Johnson Adegboye Sola Gbenjo
Nepal	Baikuntha Lal Shiestha
Philippines	Adeltrudis Cruz Federico G. Villarta Bernando G. Valdez
Republic of China	Li Kum Yuan Shen-Ling Tang
Somalia	Abdullah A. Abdi
Saudi Arabia	Selah N. Alnassar
Thailand	Boontiam Chareonying Chaleum Sukplang Chainougkol Suvapanick Cherdsak Choomnoom Chalemsakol Piriyasakul Chird Chan Amatayakul

Thailand (Continued)

Dham Tesna
 Kojorn Tongumphai
 Kamhaerg Yoeloo
 Kaseam Noileou
 Kasem Jasinto
 Liam
 Manat Kitwukul
 Pitta Bunnag
 Pongpit Piyapongsi
 Smon Tripoug
 Surapol Sanguamsui
 Sutin Hauyrerai
 Suwit Vivipod
 Surat Koonphol
 Suneenart Kitnukul
 Sudsawath Wuttiwate
 Suthat Hougprapat
 Tumnoon Ridionau
 Tumrong Itachakra
 Vijit Samsuam
 Vipratra B. Wangsai
 Weerasak Noimane
 Ammuay Pan-nga
 Narrimol Pongwithayanukit
 Suwit Pongwithayanukit

Tunisia

Abudllah Gaaya

Uganda

Mirza A. Hudda
 Elijah R. Kaahwa

VITA

Pongsak Angkasith

Candidate for the Degree of

Doctor of Education

Thesis: AN EVALUATION OF THE AGRICULTURAL EDUCATION PROGRAM AT
OKLAHOMA STATE UNIVERSITY BY INTERNATIONAL STUDENTS GRADUATING
DURING THE PERIOD 1960 TO 1976

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Pasang, Lamphoom, Thailand, October 28,
1948, the son of Thawon and Mungdee Angkasith.

Education: Attended high school at Prince Royal's College in
Chiangmai, Thailand; received the Bachelor of Science
Degree from Chiangmai University in March 31, 1972, with
a major in Animal Husbandry; received the Master of Science
degree from Oklahoma State University in December, 1974,
with a major in Agricultural Education; completed require-
ments for the Doctor of Education degree at Oklahoma State
University in May, 1976.

Professional Experience: Employed as an Assistant Manager at the
Dairy Barn Section, Thai-German Dairy Project, Huaykeow
Chiangman, Thailand from May 1972 - June 1973.

Activity Leader: Head of Agricultural Extension Division of
Volunteer Club, Chiangmai University, 1970-71. President
of World University Service, Chiangmai University 1972-73.
President of Prince Royal's College Alumni, Chiangmai
University 1972-73. President of the Thai Student Association,
Oklahoma State University, 1974-75.

Honorary: Graduate International Student of the Year 1975-1976,
by International Student Association, Oklahoma State
University.

Organizations: World University Service; Thai Student Association.