

A COMPARISON OF EMPHASIS ON SELECTED ASPECTS OF  
PROGRAMS OF VOCATIONAL AGRICULTURE IN RURAL  
AND URBAN AREAS OF TEXAS AS PERCEIVED BY  
VOCATIONAL AGRICULTURE TEACHERS

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## CHAPTER I

### INTRODUCTION

America's population is involved in a steady movement toward urbanization and as a result many states have begun to question the need for the continued training of young people to enter production agriculture. With the change of attitude toward rural life, high school curriculums in many areas began to train not only in production agriculture but also in farm related occupations. This training was initiated in order to allow men and women who desired to remain a part of agriculture to be able to do so. Training in agriculture began to expand not only in rural areas but also into urban areas.

The state of Texas is definitely becoming a more populous state and by the figures of the 1970 Census a definitely more urban one. Although still rural in the makeup of its school system, Texas has increased its urban population by 16 percent since 1960. Some 53 percent of the state's population live in towns of 10,000 or more (1). This dramatic shift from rural to city life has been by necessity and not by choice for many Texans. However, whether by chance or choice, many departments of vocational agriculture within high schools across the state have been caught up in this expansion. This continued urbanization has encouraged the growth of urban agriculture departments.

These new urban agriculture programs had to be justified. A strictly production agriculture program, as was seen in the rural areas

of the country could not be made accountable for the instruction of urban youth. Instead, new programs began to be developed that prepared students for agri-business and other agriculture related industries.

The leaders within these urban agriculture departments are in the enviable, but often precarious position of having to work with new ideas while trying to preserve the traditions learned from agriculturists of past years. Theirs is a problem that will some day face rural American agriculture teachers. This problem of emphasis upon program aspects is immediate to the urban teacher. He must certainly deal with it or he will be less than fully accountable to his community, his students and himself.

#### Statement of the Problem

Each school system in Texas is charged by the state with the responsibility of providing the best educational opportunity that it possibly can for its students. The ability of local educational leaders to plan meaningful programs has a great deal to do with the success of the local educational system. The setting of goals and objectives by teachers of agriculture is necessary not only for program implementation but also for student growth in the educational setting. Expansion of departments into urban areas and the increased migration of the Texas population since 1960 to urban areas has created the need for a re-evaluation of several areas of instruction within the state.

Departments of agriculture, both in terms of numbers of students enrolled, the number of programs offered and the number of teachers employed have been faced with many new alternatives to existing

programs and curriculums. Is an even more rapid change needed by the city school to keep pace with the changes in our society? Do all teachers of agriculture view their program alike or are there basic differences which make rural approaches to instruction outdated in the urban setting? The information obtained in this study could help answer these questions. However, the implications that can be derived from the study might aid not only the urban teacher in program planning but also the teacher trainer in teacher preparation, the young future teacher in school selection, the state educator in curriculum program planning and the rural agriculture teachers in their future program emphasis.

This study was begun to gain agriculture teacher thoughts about where emphasis should be placed in a changing field of agriculture. It was thought by this researcher, that any meaningful change, to be really significant, must come from this local level of the educational system.

#### Purpose and Objectives of the Study

The major purpose of this study was concerned with a determination of the degree of emphasis that rural and urban agriculture teachers felt should be placed on certain aspects of the high school vocational agriculture program. The specific objectives of this study were to:

1. Determine the degree of emphasis that Texas agriculture teachers in both rural and urban communities felt should be placed on leadership development within the Future Farmers of America organization.

2. Determine the degree of emphasis that should be placed in the selection and recruitment of students by the teacher of agriculture in communities across the state.
3. Determine the local emphasis that should be placed on public relations by teachers, both within the school staff and the general public.
4. Determine the degree of emphasis that these teachers of agriculture felt should be placed on the present high school vocational agriculture curriculum within the state.
5. Determine whether size of the community influences teacher opinions in regard to the other objectives.

#### Scope of the Study

The population of this study included all schools that taught vocational agriculture in Texas in 1975. These schools were selected from the 1975 Agriculture Teachers Handbook and Directory (2). Some 894 schools were represented in the total population; however, only 200 were used in the sample taken in this study. A random numbers table was used in the selection of schools to be placed within the sample group. It was felt by this method all schools would have an equal chance of being selected.

Since the state of Texas varies greatly from north to south and east to west in climate, geographic conditions, economic conditions, agricultural conditions and ethnic background it was felt that a random stratification technique could be employed that would yield a study sample that would be indicative of the state. The state was divided into five stratification levels based on community population

size. Also, since areas of population concentration are found all across Texas, it was felt the validity of this sampling method could be assured and conclusive data obtained.

#### Assumptions of the Study

This study was undertaken with the following assumptions clearly in mind: (1) that all respondents would indicate the emphasis they felt should be placed on the various program areas listed, (2) the sample number of respondents chosen was representative of the agriculture teachers within the state of Texas, (3) that while some towns and cities have experienced a phenomenal growth since 1970, the date of the last census, most would still be classified in the category to which they were assigned for purposes of this study and (4) in the case of multiple teacher departments the teacher responding reflected the feelings of the department under consideration.

No attempt was made in this study to obtain teacher opinion about a particular school system or any unique local situation. This study tried to measure only teacher attitudes about the several key facets of the high school vocational agriculture program.

#### Definitions of Terms

The term "agricultural education," for the purpose of this study, refers to high school programs of vocational agriculture.

The term "emphasis" refers to the degree of importance that each respondent placed on various aspects of the local agriculture program.

The term "urban" according to the 1970 Census (1) refers to cities of over 10,000 population.



The term "rural" according to the 1970 Census (1) refers to towns of less than 10,000 population.

#### Summary

Chapter I has given a broad overview of the changing high school agriculture program in Texas. Until the mid 1960's only preparation of future production agriculture workers was focused on in departments of agriculture across the state. However, because of urbanization and in order to meet community desires, agriculture departments in both rural and urban areas have added new programs. Areas of emphasis have been modified somewhat, as re-directed training has been instituted by a number of departments. A periodical analysis of teacher emphasis should be taken in order that desirable change can be instituted. The degree that selected aspects of programs are perceived important by teachers has a direct correlation on their implementation into the high school curriculum. Where emphasis is placed determines how objectives and goals are set. The setting of goals and objectives is necessary for program progress. To remain accountable, change is necessary. However, change is only as valuable as it is perceived valuable on the local level.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Vocational education has changed dramatically during the last twenty years. Influenced by social and economic change, a previously total academic atmosphere gradually began to become the dual society of vocational - academic instruction that we know today.

The United States Congress recognized the need for more vocationally trained workers during the 1960's. The Vocational Education Act of 1963 and the amendments of 1968 put in motion the training of the handicapped, the unskilled and the young people of America. This change was noted by Juby (3), who stated,

The passage of the Vocational Education Act of 1963 brought about many significant modifications in vocational agriculture. The purpose of vocational agriculture was broadened to include meeting the needs of all students enrolled (p. 8).

Agricultural education in those days had fallen under a need for transformation. With so many students unable to return to farm life because of agricultural mechanization, alternative training programs were needed. In the 1960's new as well as established agriculture departments in many states, began to teach areas of specialization to this new generation of agriculturists. This program re-evaluation and re-direction served not only the purpose of strengthening existing

programs but also caused the expansion of agriculture departments into non-agricultural urban areas. How did this rapid growth in a desire for agriculture knowledge take place? Why did a great deal of program expansion occur in the urban areas of the United States? Did the addition of new curriculums add significantly to the desire of students to enroll? These questions have been raised by many people who have tried to analyze the rapid growth in urban agriculture enrollment in the United States. In order to fully understand the role that metropolitan agriculture programs must play in the future, we need to look at the emphasis placed on high school programs prior to 1960.

The Smith-Hughes Act of 1917 started America on the road to agriculture competence. Until that time the training that young people had received had been handed down from generation to generation. With the creation of high school vocational agriculture many students were introduced to the field of production agriculture on a rather large scale. This training was to carry many of its students through the depression years of the 1930's and into the mechanization years of the 1940's. Without it many successful farmers and agriculturists would not have been nearly so competent or efficient. However, in the mid 1940's Hamlin (4) noted that only one-half of all boys born on farms were needed to operate them efficiently. With the United States becoming more mechanized fewer jobs were available for workers in production agriculture. McClay (5) observed that by 1964 only one person in ten lived on a farm. This was a dramatic change from the 1930's when one in three was a farm resident. McClay (5) also noted that the relocation of our population had changed peoples' interests and attitudes. People had become disoriented from production

agriculture to those aspects which they perceived had a more direct bearing on their lives.

With the number of full-time production agriculture workers declining at a rapid rate during the 1960's, the image of the future of instruction in agriculture and the goals of agricultural educators became confusing to the general public. To say that the training of young people to work strictly in production agriculture today is the ultimate objective would be both untrue and irresponsible. The broadening of the modern high school vocational agriculture curriculum to include new areas of agriculture instruction, was instituted in the United States by vocational educators to meet the changing needs of our highly advanced agriculture society. Urban students once thought of as being severely handicapped by a lack of an agricultural background can today compete successfully in the modern job market of agribusiness. The idea that a student need live on a farm to be a successful agriculturist is now not so absolute.

#### Advantages and Opportunities for Agriculture

##### Students in Urban Areas

While the need for full-time production agriculture workers has declined, the need for workers that are knowledgeable in agriculture related fields has drastically advanced. This demand for well trained individuals knowledgeable about the field of agriculture has broadened agriculture's educational base. Twenty years ago only rural students saw a real future in agriculture. Urban students were thought to have little interest and limited opportunity for advancement within the field. However, the demand for specialists in a modern progressive

agriculture climate calls for the inclusion of more urban students within the framework of the agriculture curriculum. Today, students in rural areas as well as urban communities are limited by the high costs of entering the production phase of agriculture. To these rural and urban individuals we can still say that the future of the young person in agriculture was never brighter. The many support industries which serve agriculture and help keep American well fed and clothed need people committed to a modern progressive agriculture program.

Ellis (6) stated in 1965 that the primary concern of the high school phase of vocational education in agriculture should be the preparation of competent, employable individuals. Most of these new agriculturists, he noted, would be unable to work directly in production agriculture. Provision must be made for the preparation of these individuals for a vocational occupation in agriculture. The degree that program aspects, whether new or time proven, are emphasized determine the goals which are set by young people. Statler (7) contended that a wealth of opportunities existed in each local community (rural and urban) that could be expanded upon for individual students by the teacher of agriculture. He suggested that how deep a perception the teacher of agriculture held about each student's ultimate objective in life should guide him in student advisement and direction.

If we can subscribe to the philosophy of Ellis (6) that the objective of preparation of competent workers should be the primary goal of the teacher of agriculture and the belief of Statler (7) that how deeply the agriculture teacher perceives student objectives determines areas of course emphasis, then we can state that instruction in agriculture is desirable not only for rural but urban youth as well.

The need for urban programs of high school agriculture instruction is shown by Woodin (8) when he states,

There are good reasons why vocational agriculture should be offered by large city schools. In many cities there is the menace of rapidly growing slum areas filled with potential dynamite for the entire society. The cities educational system is usually looked upon as the best means of coping with the problem of improving the next generation of citizenry (p. 59).

Woodin (8) observed that agriculture study could be useful in a vocational curriculum if the city had suitable employment opportunities which required agricultural training and if student interest in such careers could be developed. Programs that increase student interest and participation are useful in all school settings. Nowhere is this more true than in urban schools. Plagued by high dropout rates urban systems are searching for new programs to create a bond between school, child and parent. Chrein (9) stated that the greatest service agriculture could do in urban situations was to nourish, sustain and enrich student interest. To be able to establish a line of communication between students and relevant programs is a goal to which all educators should be firmly committed.

Phipps (10) listed several points about some distinct advantages and opportunities to teaching agriculture in an urban situation.

1. Laboratory training in agriculture may foster a level of creativity for the urban child.
2. While agriculture may not be a vocation for many city children, it may serve as an avocation for many.
3. Some urban children may eventually become part time agriculture workers.
4. Vocational agriculture may help to teach attitudes and understandings among these children.

5. Some children someday may be financially involved in agriculture.
6. A love of nature can be fostered by study within an agriculture curriculum.
7. Urban schools have a unique opportunity to prepare students for careers in agriculture related occupations found in urban areas.

He states that education, if it is to be good as well as effective, must take the pupil from where he is to a level where he desires to be. Phipps (10) also states,

The need for agriculture education other than vocational agriculture for farming and non-farming occupations requiring knowledge and skill in agriculture is increasing and becoming more apparent. When farming was the occupation of a majority of the population, much basic knowledge was commonplace or easily obtained. The agricultural knowledge and abilities necessary for the practical affairs of living, for effective citizenship and for avocational interests are no longer commonplace or easily obtained (p. 22).

This situation accounts for the upsurge of interest in providing agricultural education for everyone who wants, needs, or desires it. Vocational education in agriculture for farm and non-farm occupations requiring knowledge and skills in agriculture is no longer the only type of agricultural education needed. Phipps (10) noted that while most non-rural boys and girls would not be able to be established in farming, many of them would be able to work in non-farm but agriculturally related occupations requiring specialized skills and knowledge. But perhaps the greatest agriculture contribution in urban areas would be in the teaching of desired attitudes, understandings, and other characteristics to pupils who are unable to profit from such courses as chemistry, physics, algebra, and foreign languages.

Taft (11) felt that the greatest opportunity in agricultural education existed in urban schools. Re-directed training in occupations, agriculture related job areas, as well as providing a background for students in technical agriculture were thought by him to have an excellent chance for success in the urban setting. It was noted in 1968 by Hargrave (12) that there were over 23 million job opportunities in agriculture related fields in the United States. He noted that more and more people born and raised in the city were taking up agriculture related careers. It was felt that the reason a number of city reared children were not taking agriculture was that they had no opportunity to do so. Thomas (13) conducted a survey in 1973 in Chicago, Illinois, which showed that students desired to become a part of an agriculture program. The results of the survey showed that biological sciences and agricultural occupations needed to be taught in the urban setting. A 10 percent response of "yes" indicating interest was thought to be necessary for program implementation. The survey received a 60 percent "yes" response.

There are numerous opportunities and advantages for students enrolled in an urban agriculture program. Knowledge about the field of technical agriculture and awareness of related job opportunities can be extremely valuable to the future of those students enrolled.

#### The Role of the Urban Agriculture Teacher

What exactly is the agriculture teachers role within an urban area? Like the rural agriculture teacher, the urban teacher's responsibility within the community deals with meeting individual needs. Sometimes, however, these individual requirements are not readily



evident. This may be especially true in urban areas with large numbers of students. Trying to gear instruction to fit individual circumstances is a role of the urban agriculture teacher. The importance of teacher perceptions and emphasis was shown in studies done by Williams (14) and Yeisley (15) which showed that non-farm or urban students had definitely influenced the curriculum offered in vocational agriculture. Because of this influence it was conceded that the urban students definitely had a place in high school vocational agriculture programs. Williams (14) also noted that the role of student counselor and advisor was exceptionally important to the urban teacher of agriculture. This was thought to be true because of the limited frame of reference which the students had for the course of study.

Like the rural agriculture teacher, the urban teacher deals with adults within the community as well as students. Williams (14) conceded that the idea that the agriculture teacher was within the industrial type community to serve the interests of adult farmers could not be justified. This conclusion was drawn because of the limited number of farmers found within urban communities. It must be stated that while fewer farmers are found in urban areas, more adults are also there who can benefit from specialized areas of agriculture instruction.

The agriculture teacher, as seen by Knox (16) in the urban agriculture department would serve very well by directing his activities toward community service projects and the solving of suburban problems. Meeting individual needs, serving the community, and understanding urban circumstances are necessary factors in the role of the urban agriculture teacher. Without the full comprehension of urban situations

the role of the teacher of vocational agriculture becomes difficult to implement. Woodin (8) observed that many times the teaching of vocational agriculture in large urban schools, while no "bed of roses" for the teacher of agriculture, offered a chance to help people in need of vocational education. He noted that in a totally urban situation several things needed to be done to help the urban agriculture teacher,

1. Training must be given for the specific employment opportunities which are available to the students who are enrolled.
2. Probably a limited number of students should be admitted to the urban program.
3. The school should take a more direct role in providing occupational experiences.
4. Placement and follow-up of students by the teacher of agriculture becomes more critical.
5. Creativity and ingenuity are necessary on the part of the teacher of agriculture.

Woodin's (8) position is reinforced by a quote from Easter (17) who states "Students seem to attach importance to those values and attributes to which the teacher attaches importance" (p. 158). The aspects of the vocational agriculture program perceived to be relevant by the teacher of agriculture and taught in a relevant manner should be perceived that way by the student.

While having many of the same objectives as rural programs, urban programs of agriculture must be able to adapt to circumstances of change which are present. Adjustment must be made for change, but values and ideals of former years need to be preserved. This places the urban agriculture teacher in a very complex position.

The future of vocational agriculture seems very bright. Not only bright in rural areas but in urban areas as well. Leadership roles

need to be assumed by all teachers of agriculture. Because of the rapid changes in metropolitan schools these teachers of agriculture need to be encouraged to be innovative and creative in their instructional program. DeYoe (18) noted that the movement of agriculture departments to a more broad curriculum, to better facilities and to progressive public relations can be delayed by the leadership role taken by the teacher of vocational agriculture. Without the assumption of the role of leader and change agent many times progress in urban areas was hard to obtain.

#### Problems of the Agriculture Teacher in Urban Areas

The expansion of agriculture programs into populated areas has not only resulted in increased opportunities but also has caused problems in program implementation. Sprissler (19) noted that one disadvantage of having an agriculture department in the heart of the city was the absence, in many cases, of a school farm. This certainly is a handicap for instruction in various outdoor skills which lend themselves to the agriculture program. Other schools have solved this problem by expensive land purchases, while others have invested in re-direction in a larger way. Swindle (20) in 1954, noted that better teaching situations did exist where the school provided a laboratory for the training of agriculture students. Limited facilities were found to be a leading problem because of the difficulty in establishing a supervised farming program for the urban student. Where possible it was recommended by Swindle (20) that the school provide some facility for the conduction of a supervised training program.

In addition to the lack of farm facilities the urban teacher of vocational agriculture is handicapped by the students' lack of an agriculture background. This is dramatically demonstrated by judging contests in which rural students and urban students compete against one another. The urban student is a product of his own environment just as is the rural student. While there are both advantages for one group, there are perceived disadvantages for another group. Harris and Perkins (21) stress the uniqueness of each student's environment when they state,

Each individual is uniquely influenced by the forces at work within an environment. It is essential, therefore, in the understanding of any one person to appreciate the culture from which he comes (p. 263).

Many teachers of agriculture being themselves reared in rural areas do not fully comprehend the situation in which they have chosen to place themselves. This failure to comprehend the urban environment is a problem that takes patience. It takes time to cultivate an appreciation for urban life. Things that are commonly known to the rural student may be entirely new to the urban child. This problem of overall student feel for the subject may be surprisingly low at times to the rural trained teacher of agriculture.

Another problem found by Ellena (22) was in the area of urban teacher public relations. The author stated that the teacher of agriculture must be constantly at work gathering knowledge about his community and the people within it. This problem of community relations is a problem of the agriculture teacher in a large urban school system because of community size. Because of student mobility the problem of student follow-up is made extremely difficult for the

metropolitan agriculture teacher. This situation does not allow for the feedback necessary for the implementation of departmental goals and objectives. Limited program offerings for adults helps to hinder the public relations program of the urban teacher. Because of this limited adult contact parental involvement in student activities may be many times woefully limited. These are major problems of the urban teacher.

#### Summary of Reviewed Literature

In this review of literature the movement of agriculture in the United States from a time of production agriculture to a time of agri-business expansion has been traced. This growth has included a movement from a basically rural economy to a highly specialized urban one. From this review the ever changing forces of agriculture in the United States can be observed. The change of production agriculture to mechanization has created a demand for people skilled in the service industries of agriculture. This review has shown that the agriculture programs in the past were not felt to be advantageous to the urban youth. However, it can be seen that with the expansion of agri-business there is definitely a place in agriculture for the urban student. Rural programs have historically been production agriculture oriented whereas urban programs are moving more rapidly toward re-direction. Urban expansion of agriculture departments has created a new generation of future agriculturists to meet the ever growing demand for workers in agriculture related businesses and industries. It has been noted that how teachers of agriculture feel about various program aspects determines the emphasis that is placed upon them by

students enrolled.

In this review, a few of the problems of the urban agriculture teacher have also been mentioned as well as the advantages for urban agriculture instruction. This review also included a look at the important role played by urban teachers of agriculture.

## CHAPTER III

### DESIGN AND CONDUCT OF THE STUDY

This chapter explains the methods and procedures employed in the conduct of this study. Judgments of agriculture teachers in rural and urban areas of Texas were obtained pertaining to the following:

1. The emphasis that teachers felt should be placed upon selected leadership aspects of the Future Farmers of American organization.
2. The emphasis that should be placed upon selection and recruitment of students by agriculture teachers.
3. The emphasis that vocational agriculture teachers felt should be placed on public relations within the school staff and among the general public.
4. The emphasis that rural and urban teachers of agriculture felt should be placed on the vocational agriculture curriculum.
5. To attempt to determine whether size of community influences teacher opinion in regard to the aforementioned purposes.

These areas were selected on the basis of recommendations of teacher educators, teachers of agriculture, area supervisors and in cooperation with the author's committee. In order to aid in the determination of perceived emphasis of teachers relating to these

concerns, a population for study needed to be defined, an instrument of data collection had to be developed and a method of data analysis had to be chosen.

### The Population of the Study

The sample population of this study consisted of 200 teachers of vocational agriculture from both rural and urban areas of Texas. These were chosen from a population of all schools that taught agriculture in the state and were divided into five groups according to size of the community in which the school was located. Figures used for determination of community size were taken from the 1970 United States Census (1). A random stratified sampling technique was used to secure representation from all groups. The 894 schools in Texas that taught agriculture in the 1974-75 school year were divided into five stratification levels by community population. There were 44 schools found to be within areas of 100,000 or more population (Group I). This figure represented five percent of the state's agriculture departments. There were 50 schools found to be in areas of from 30,000 - 100,000 population (Group II). This figure represented about six percent of the total number of agriculture departments. Within the areas of from 10,000 - 30,000 population there were 78 schools (Group III). This figure represented about nine percent of the total number of departments within the state. In the areas of from 2,500 - 10,000 population (Group IV), 200 departments of agriculture were found. These departments made up 22 percent of the schools that taught agriculture in the state. The largest group of schools that had high school programs of agriculture instruction were those departments



found within towns of under 2,500 population (Group V). There were 522 departments in towns within this category. This group made up 58 percent of the vocational agriculture departments found within the state.

A random numbers table was used to select the sample population from the stratification levels. Since the first group of schools, those found in communities of 100,000 or more, constituted five percent of the total school population a five percent sample was selected from the population. In Groups II, III, IV and V the percent of schools was determined to be six percent, nine percent, 22 percent and 58 percent respectively. The percentages when applied to the total population yielded 12 schools in Group II, 18 schools in Group III, 44 schools in Group IV and 116 schools in Group V. Table I lists these data in a summary form.

TABLE I

A SAMPLE OF 200 TEXAS AGRICULTURE DEPARTMENTS  
IN RELATION TO COMMUNITY SIZE

Group by Population	No. of Departments in the State	Percent of Total Departments	No. Sampled
I 100K +	44	5	10
II 30K - 100K	50	6	12
III 10K - 30K	78	9	18
IV 2,500 - 10K	200	22	44
V 2,500	522	58	116
Totals	894	100	200

## Development of the Instrument and Collection of the Data

Because of the number of respondents, the information desired, the extensive size of the state and the total expense involved, it was determined that a questionnaire would be the best instrument to use in this study.

The final instrument was developed with the assistance of the author's committee. Questions formulated dealt with eliciting agriculture teacher emphasis on various selected aspects of the agriculture curriculum, the Future Farmers of America organization, public relations, and the perceived guidance role of the teacher of agriculture. The instrument consisted of a general section for teacher background information and a listing of 46 statements pertaining to the above areas. A Likert type seven-point scale was considered most appropriate for assessing degree of emphasis.

After the formulation of the instrument, it was placed in the hands of 10 Oklahoma agriculture teachers for pre-testing. These teachers reported no trouble in responding to the statements listed.

There were 200 questionnaires mailed to randomly selected agriculture teachers on April 10, 1976. By May 1, 1976, 116 completed questionnaires had been returned. A follow-up letter was sent on May 3, 1976 to all non-respondents. By May 30, 1976, 51 more surveys had been returned. By June 5, 1976 no new questionnaires had been obtained. The sample population of 200 agriculture teachers yielded 167 total questionnaires for an 83.5 percent response. The percentage return by group is shown in Table II.

TABLE II  
 PERCENTAGES OF THE INSTRUMENT RETURNED  
 BY THE GROUPS SURVEYED

Group by Population	No. Sent	No. Returned	Percent Returned
I 100K +	10	9	90
II 30K - 100K	12	12	100
III 10K - 30K	18	15	83
IV 2,500 - 10K	44	39	89
V 2,500 -	116	92	79
Totals	200	167	83.5

#### Analysis of Data

The statistical treatment and analysis of data collected was necessary to show the likenesses or differences between groups. In this study several methods were used in data analysis. On the first part of the survey instrument the teachers were asked four questions about themselves. These questions included:

1. a. The number of students enrolled in their high schools.
- b. The number of students enrolled in their Vo-Ag program.
2. a. The number of years of teaching experience in the district in which they were employed.
- b. The number of years they have been employed in their present position.

- c. The number of years of total teaching experience.
- 3. a. The highest University degree which they had obtained.
- b. The University from which they graduated.
- 4. a. The largest school in which they had been employed.
- b. The smallest school in which they had been employed.

Second, there were 46 statements and all population groups were compared as to the number of responses, the percentage of responses and the mean scores for each statement. A summed rating scale was developed to make this comparison. A summed rating scale is defined by Kerlinger (23) as

a scale, one type of which is a Likert type scale, consisting of a set of attitude items, all of which are considered of approximately equal value and to which subjects respond with degrees of agreement or disagreement (intensity). The scores of the items of the scale are summed and averaged to yield an individual attitude score. As in all attitude scales, the purpose of the summed rating scale is to place an individual somewhere on an agreement continuum of the attitude in question (p. 496).

Kerlinger also states, "Of the three types of scales, the summed rating scale seems to be the most useful in behavioral research" (p. 487). He noted that a summed scale could be altered and improved in various ways to meet the needs of behavioral researchers. Because of the workability of such a scale, one was developed as follows for data analysis:

Response Category	Numerical Value
Extreme Emphasis	7
Very Great Emphasis	6
Great Emphasis	5
Much Emphasis	4
Some Emphasis	3
Little Emphasis	2
No Emphasis	1

To facilitate comparison between the five groups of respondents, an average group rating was figured for each item. Limits were set at 6.5 and above for Extreme Emphasis, 5.50 to 6.49 for Very Great Emphasis, 4.50 to 5.49 for Great Emphasis, 3.50 to 4.49 for Much Emphasis, 2.50 to 3.49 for Some Emphasis, 1.50 to 2.49 for Little Emphasis and 1 to 1.49 for No Emphasis.

Third, an analysis of variance was used to test the differences between group responses to the statements presented. Runyon and Haber (24) comment:

The analysis of variance is a technique of statistical analysis which permits us to overcome the ambiguity involved in assessing significant differences when more than one comparison is made. It allows us to answer the question: Is there an overall indication that the experimental treatments are producing differences among the means of the various groups? Although the analysis of variance may be used in the two sample case, it is more commonly employed when three or more groups are involved (p. 216).

Degrees of freedom in this study were four in the numerator and 162 in the denominator. For responses to be significantly different in the analysis of variance test it was determined that an F value must be obtained equal to or greater than the calculated value. With 166 degrees of freedom the F value was determined to be 3.44 at the .01 level, 2.43 at the .05 level, 1.98 at the .10 level and 1.37 at the .25 level of significance. When one of these levels was reached or exceeded in the analysis of variance test it was noted in the data presented. If the calculated F was shown to be not significant at the lowest level, .25 level, then a statement that there was no significant difference between group opinion was given in the presentation and analysis of data.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The primary purpose of this study was to sample the degree of emphasis that teachers of vocational agriculture in rural and urban areas of Texas felt should be placed upon selected aspects of the agriculture program. In order to fulfill this purpose the following objectives were formulated:

1. To determine the degree of emphasis that Texas teachers of agriculture felt should be placed on leadership development within the Future Farmers of America organization.
2. To determine the degree of emphasis which the teachers felt should be placed upon selection and recruitment of students by teachers of agriculture in communities across the state.
3. To determine the local emphasis which the teacher of agriculture felt should be placed on public relations within the school staff and among the general public.
4. To determine the degree of emphasis that teachers of agriculture felt should be placed on the present high school vocational agriculture curriculum within the state.

5. To determine whether the size of community influenced teacher opinion in regard to the other objectives.

#### Divisions of the Study

The study was divided into two parts, the first of which gave a background of the study population. Four questions were asked in order to obtain general information about the sample population. Part two consisted of a series of 46 statements designed to show the emphasis that agriculture teachers felt should be placed on selected aspects of the vocational agriculture program. These 46 statements dealt directly with the objectives formulated for the study. As previously stated, all 46 statements were compared at four significance levels, .01, .05, .10 and .25. When the statistical treatment indicated the differences between the five groups observed was less than the .25 level, it was determined that the differences between the groups compared was "not significant." When the statistical treatment indicated that differences did exist between groups, it was noted at the highest level of significance. A numerical range, as described in Chapter III, was also established to assess vocational agriculture teacher emphasis to the statements made.

This chapter represents this researcher's desire to examine critically, but carefully each statement selected for this study. The findings concerning the responses of the five groups to each statement are presented in table form with an accompanying written analysis.

## Analysis of General Information

### About the Population

Four questions consisting of nine responses regarding general information areas about the population were included in the survey instrument. This was done in order to gain information from the respondents that could not be gained by any other feasible means. These inquiries are analyzed in the following discussion. Each group is compared as to the response which they made to each one of the questions asked.

Question number one on the survey instrument asked the number of students enrolled in the high school and the number of students in each local vocational agriculture program. Table III presents a breakdown of this information. Group I, which included schools in cities of over 100,000 population, had the largest average number of students enrolled with 1,612.5. The smallest school in this group consisted of 800 students with the largest school being composed of some 2,500 pupils. Group II, schools in communities of from 30,000 to 100,000 population, had an average high school size of 1,480.6 students. This group had one school with 3,100 students ranking it as the largest school population in the survey. Some 300 students attended the smallest school surveyed in Group II. The third group, schools in communities of 10,000 to 30,000 population, had an average of 1,205.6 students. The largest school of the 15 schools in this group had a population of 3,000 students and the smallest a total of 780 students. Group IV in the survey, consisting of schools in communities of 2,500 to 10,000 population, had an average high school size of 582.4



GROUP III

SUMMARY OF THE HIGH SCHOOL AND VOCATIONAL AGRICULTURE  
DEPARTMENT ENROLLMENT BY POPULATION GROUPS

Group by Population	N	School Enrollment		Vo-Ag Enrollment	
		Range	Average	Range	Average
I 100K +	8	800-2,500	1612.50	31-97	51.25
II 30K - 100K	12	300-3,100	1480.60	25-127	86.92
III 10K - 30K	15	780-3,000	1205.60	24-160	93.07
IV 2,500 - 10K	39	160-2,000	582.40	31-178	87.87
V 2,500 -	92	26-731	206.60	17-125	56.88

One non-respondent in Group I

students with a high total of 2,000 students and a low total of 160 students enrolled. Group V of the survey, schools in communities of 2,500 or less population, had a high school average size of 206.6 students with a high figure of 731 students and a low figure of 26 students enrolled.

The second part of this question dealt with the size of the department of vocational agriculture in the respondents local school. Group I indicated an average size of 51.25 students enrolled, while showing a high figure of 97 students and a low number of 31 students enrolled. Group II indicated the average size of the 12 departments surveyed was 86.92 students, with a high number of 127 and a low figure of 25 students enrolled. In Group III the highest total of students enrolled was 160, with the smallest enrollment at 24 pupils. The average of the 15 respondents in Group III showed that the agriculture departments surveyed had an average enrollment of 93.07 students. The fourth group had an average vocational agriculture department size of 87.87 students with a low enrollment of 31 individuals and a high enrollment of 178. Group V had a high total of 120 students enrolled in the largest school surveyed. A low figure of 17 students was observed in this group. The group average of vocational agriculture students enrolled was 56.88.

Question two in the general information section dealt with, (1) the number of years of teaching experience which each respondent had in the district, (2) the number of years of teaching experience each respondent had in his present position and (3) the total number of years of teaching experience each subject had accumulated. Table IV summarizes this information.

TABLE IV  
 SUMMARY OF NUMBER OF YEARS OF TEACHING  
 EXPERIENCE BY RESPONDENT GROUPS

Group by Population	N	<u>Years Experience in District</u>		<u>Years Experience in Present Position</u>		<u>Total Years Experience</u>	
		Range	Average	Range	Average	Range	Average
I 100K +	8	2-25	8	2-25	8	2-25	10.5
II 30K - 100K	12	1-28	13.08	1-24	11.08	1-36	14.67
III 10K - 30K	15	2-40	11.80	2-40	11.20	2-40	14.73
IV 2,500 - 10K	39	1-39	10.38	1-39	9.53	2-39	12.28
V 2,500 -	92	1-42	11.80	1-42	10.71	1-42	15.21

One non-respondent in Group I

Of the eight respondents in Group I, none had taught any other subject in his school district besides agriculture. The average number of years of experience was eight years in the district. The average total number of years of experience was observed to be 10.5 years. This total however, ranged from 25 years down to two years of experience.

Group II, with 12 respondents showed an average tenure of 13.08 years in their district. However, an average of only 11.08 years was noted as the number of years of experience teaching agriculture within the district. Total years of teaching experience in this group ranged from 36 years down to one year of experience. The average years of teaching experience in this group was 14.67 years.

Within Group III the average number of years experience was observed to be 11.80 in the district. A figure of 11.20 was the average tenure in their present position of the teachers surveyed within this group. The total number of years experience ranged from 40 years to two years experience. The average years of total teaching experience of this group was 14.73.

The fourth group surveyed ranged in experience from 39 years to two years. The average number of years of teaching experience was 12.28 with an average tenure of 10.38 years of experience in their district and 9.53 years experience in their present position.

Group V had the highest total of all groups surveyed in relation to total years experience at 15.21. This group also showed a mean of 11.80 years experience in their district and 10.71 years experience in their present position. Total years of teaching experience ranged from one to 39 in this group.

Another portion of the study dealt with the degrees held by each

respondent and the identification of the university at which that degree was earned. It was found that the respondents possessed a total of 268 degrees as reported in Table V. In Group I, 75 percent of the respondents were found to hold Master's degrees. This figure for Groups II, III, IV and V was 92 percent, 53 percent, 61 percent and 59 percent respectively. A frequency count showed that of all the respondents surveyed, 165 (100 percent) were found to have Bachelors degrees and 102 or 61.8 percent were found to have Masters degrees. One teacher had an Ed.D. degree, which made up 0.6 percent of the total number of respondents. Also, there were two non-respondents to this question.

Twenty different universities awarded degrees to the participants in this study. Texas A&M University awarded B.S. degrees to 41 respondents, Masters degrees to 19 respondents, and one Ed.D. degree. This was the largest number of degrees awarded among those institutions surveyed. The smallest number of degrees awarded by university, within the state, were from Howard Payne University and Sul Ross University. Only two respondents indicated they had received their degrees from one of these institutions. Of the institutions outside the state that awarded degrees to the respondents, Oklahoma State University awarded 40 percent of this total.

Another part of the general information section of the survey dealt with the size of schools in which the respondents had taught. Of the subjects surveyed, 50 percent indicated the smallest school they had taught in was a class B high school, 18.35 percent had taught in a class A high school, 17.72 percent in a class AA high school, 8.86 percent had taught in a class AAA high school and 5.06 percent had taught in a AAAA high school.

TABLE V  
SUMMARY OF DEGREES EARNED BY RESPONDENTS  
AND AWARDING INSTITUTIONS

Institution	Distribution by Degree			Total	Percent of Total
	Bachelors	Masters	Doctors		
Texas A&M Univ.	41	19	1	61	23
Sam Houston State Univ.	24	29	0	53	20
East Texas State Univ.	28	15	0	43	16
Texas Tech. Univ.	21	12	0	33	12
Texas A&I Univ.	13	9	0	22	8
Tarleton State Univ.	9	3	0	12	4
Southwest Texas State Univ.	9	1	0	10	4
Stephen F. Austin State Univ.	5	2	0	7	3
Prairie View A&M Univ.	5	2	0	7	3
Oklahoma State Univ.	3	1	0	4	*
West Texas State Univ.	3	0	0	3	*
Abilene Christian College	1	2	0	3	*
New Mexico State Univ.	1	1	0	2	*
Antioch College	0	2	0	2	*
Arkansas Univ.	1	0	0	1	*
Univ. of Florida	0	1	0	1	*
Howard Payne Univ.	0	1	0	1	*
Sul Ross State Univ.	0	1	0	1	*
Southwestern Louisiana	1	0	0	1	*
Eastern New Mexico State Univ.	0	1	0	1	*
<b>Total</b>	<b>165</b>	<b>102</b>	<b>1</b>	<b>268</b>	

Two non-respondents

\*Less than two percent

In the analysis of responses as to the question of the largest school in which they had been employed, responses were received from 158 teachers. Of the group surveyed, 39 teachers or 24.68 percent indicated the largest school to have been a class AA high school. Twenty-one teachers indicated that a class B high school was the largest in which they had worked. This was a percentage of 13.29 percent. For class A, AAA, AAAA high schools and the college level there were 30, 38, 27 and 3 respondents respectively. The percentage figures for these respective groups were 18.99 percent, 24.05 percent, 17.09 percent and 1.9 percent.

Perceptions of Emphasis Which Should be Placed  
Upon Leadership Development Within the F.F.A.

This portion of the present chapter was developed to present tabular and narrative summaries of findings of the study relative to the extent of emphasis respondents felt should be placed upon leadership development within the F.F.A. Eighteen statements were constructed to measure this emphasis. Mean responses were calculated for each group and were then assigned to response categories. These response categories are listed as follows:

Extreme	6.5 - 7.0
Very Great	5.50 - 6.49
Great	4.50 - 5.49
Much	3.50 - 4.49
Some	2.50 - 3.49
Little	1.50 - 2.49
No	1.00 - 1.49

## Development of Desirable Student

### Leadership Traits

One area of investigation dealt with the extent of emphasis respondents felt should be placed on the development of student leadership traits in vocational agriculture programs. Table VI presents a summary of the findings relative to this activity. As can be noted, the mean responses ranged from 5.51 for Group IV to 5.89 for Group I. The overall mean response by all groups combined was 5.67. All mean responses fell into the "Very Great" extent of emphasis category. An F Value of .451 indicated there was not a significant difference in the amount of emphasis placed on this statement by the five population groups.

### Student Involvement in Leadership Activities

Table VII presents the data collected to analyze the extent to which respondents felt involvement of students in leadership activities should be carried out. The average mean response was 5.52 for all groups. The mean response by group ranged from 5.33 to 5.80. Group II felt that on the average "Great Emphasis" should be placed on this as did Group V. All other groups assessed the statement as deserving "Very Great" emphasis. An F value of .393 was noted between groups which indicated no significant difference in emphasis placed on this statement by the groups surveyed.



TABLE VI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE DEVELOPMENT OF DESIRABLE STUDENT LEADERSHIP TRAITS

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K	9	4	44.4	2	22.2	1	11.1	2	22.2							5.89
II 30K - 100K	12	3	25.0	5	41.6	3	25.0	1	8.3							5.83
III 10K - 30K	15	7	46.7	2	13.3	3	20.0	3	20.0							5.87
IV 2,500-10K	39	8	20.5	9	23.1	17	43.6	5	12.8							5.51
V 2,500 -	92	27	29.3	27	29.3	24	26.1	8	8.7	6	6.5					5.66
Overall	167	49	29.3	45	26.9	48	28.7	19	11.4	6	3.6					5.67

F Value = .451 (Not Significant)

TABLE VII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
PLACED UPON STUDENT INVOLVEMENT IN LEADERSHIP ACTIVITIES

Group by Population		<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group			
		N	Extreme		Very Great		Great		Much		Some		Little		No		
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I	100K	9	3	33.3	2	22.2	1	11.1	3	33.3							5.56
II	30K - 100K	12	2	16.6	5	41.6	1	8.3	3	25.0	1	8.3					5.33
III	10K - 30K	15	5	33.3	3	20.0	6	40.0	1	6.7							5.80
IV	2,500-10K	39	5	12.8	14	35.9	17	43.6	3	7.7							5.54
V	2,500 -	92	15	16.3	35	38.0	27	29.3	10	10.9	5	5.4					5.49
	Overall	167	30	18.0	59	35.3	52	31.1	20	12.0	6	3.6					5.52

F Value = .393 (Not significant)

### Use of Selected Leadership Contests

In Table VIII the mean responses of the five groups are compared on five areas of the Future Farmers of America program. As indicated by mean responses, "Great Emphasis" should be placed on Public Speaking. An F value of .279 indicated no significant difference among responses of the groups on this area. The group means ranged from 4.73 to 5.17 with an average mean of 4.80.

For the activity of Chapter Conducting, the group means ranged from a high of 5.69 for Group IV to 5.11 for Group I with an average mean of 5.40. Group IV placed "Very Great" emphasis on the statement while all others placed "Great" emphasis on this area. The F value of .795 showed no significant difference between the groups surveyed on this statement.

On the use of Skills Teams as a leadership vehicle, opinions by the various groups were more diverse. Teachers in communities of over 100,000 population and those within communities of from 30,000 to 100,000 population felt that "Much" emphasis should be placed upon Skills Teams as indicated by their 4.22 and 4.33 respective mean responses. However, all other groups felt that "Great" emphasis should be placed on this contest area. An F value 1.42 was observed making the differences on responses to this statement significant at the .25 level. The mean average of all groups ranged from 4.22 to 5.08 with an overall mean of 4.75 which fell into the "Great" category.

There was no significant difference in teacher opinion about the Future Farmers of America Radio contest. Mean responses ranged from 3.75 to 4.72 on the average. All groups indicated this statement should receive "Much" emphasis, except Group IV which indicated

TABLE VIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE USE OF SELECTED LEADERSHIP CONTESTS

Leadership Contest	<u>Mean Responses by Group</u>					Overall Mean	F	Level of Significance
	100K I	30-100K II	10-30K III	2,500-10K IV	2,500 - V			
Public Speaking	4.77	5.17	4.73	4.85	4.74	4.80	.279	N.S.
Chapter Conducting	5.11	5.42	5.27	5.69	5.33	5.40	.795	N.S.
Skills Teams	4.22	4.33	4.73	5.08	4.72	4.75	1.421	.25
F.F.A. Radio Contest	4.44	3.75	4.26	4.72	4.33	4.38	1.248	N.S.
F.F.A. Quiz	3.67	3.92	3.60	4.36	4.23	4.15	.983	N.S.
Totals	4.44	4.52	4.52	4.94	4.72	--	--	--

"Great" emphasis should be given to the contest area. An overall mean average of 4.38 ("Much" emphasis) was noted as the average of all five groups. An F value of 1.248 was observed as an indication of no significant difference between the population groups on this statement.

Means for the groups on the statement concerning the emphasis that should be placed on the F.F.A. Quiz ranged from 3.60 to 4.36. All groups indicated that "Much" emphasis should be placed on this contest area. An overall group mean of 4.15 was noted. Also, an F value of .983 indicated that there was no significant difference between the groups surveyed on this statement.

#### Chapter Recognition Received From Leadership Contests

In Table IX an analysis is made by population group on the amount of emphasis which should be placed upon chapter recognition received from leadership contests. All groups indicated by their mean responses that they felt "Great" emphasis should be placed on this statement. Responses in each group ranged from a low of 4.56 to a high of 5.0 with an average mean response of 4.95. A low F value of .202 was indicative of the close agreement between the groups on this statement.

#### Showing of Livestock

Table X gives a detailed analysis of emphasis by population group on the showing of livestock on the local, county and state levels. For the local shows, a comparison of means indicated a range of from 4.89 for Group I to 5.60 for Group III. Groups I and II indicated that "Much" emphasis should be placed on local showing of livestock.

TABLE IX

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON CHAPTER RECOGNITION RECEIVED FROM LEADERSHIP CONTESTS

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	1	11.1			4	44.4	2	22.2	2	22.2					4.56
II 30K - 100K	12	2	16.6	3	25.0	3	25.0	1	8.3	3	25.0					5.0
III 10K - 30K	15	4	26.7	1	6.7	5	33.3	2	13.3	2	13.3			1	6.7	4.93
IV 2,500-10K	39	4	10.3	8	20.5	15	38.5	6	15.4	5	12.8	1	2.6			4.92
V 2,500 -	92	14	15.2	23	25.0	24	26.1	14	15.2	14	15.2	2	2.2	1	1.1	4.99
Overall	167	25	15.0	35	21.0	51	30.5	25	15.0	26	15.6	3	1.8	2	1.2	4.95

F Value = .202 (Not Significant)

Table X

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD  
BE PLACED UPON THE SHOWING OF LIVESTOCK

Areas Shown	<u>Mean Responses by Groups</u>					Overall Mean	F	Level of Significance
	100K	30-100K	10-30K	2,500-10K	2,500 -			
	I	II	III	IV	V			
Local	4.89	5.17	5.60	5.59	5.32	5.37	.714	N.S.
County	4.22	4.83	5.73	5.28	5.14	5.16	2.267	.10
State	3.56	3.83	4.53	3.87	3.98	3.97	.804	N.S.
Totals	4.22	4.61	5.29	4.91	4.81			

However, the other three groups indicated that "Great" emphasis should be placed on this level of livestock exhibition. An F value of .714 indicated no significant difference between the groups.

On part two of this statement, concerning showing livestock on a county basis, responses ranged from 4.22 for Group I, indicating "Much" emphasis to 5.73 for Group III, indicating "Very Great" emphasis. An overall mean of 5.14 would suggest "Great" emphasis. An F value of 2.267, called attention to a significant difference between the groups surveyed at the .01 level.

In the third part of this statement, teachers were asked about the amount of emphasis they felt would be desirable in showing livestock on a state-wide basis. The mean responses ranged from 3.56 for Group I to 4.53 for Group III with an average group response of 3.97. This would tend to indicate the respondents felt "Much" emphasis should be given to this concept. An F value calculated at .804 however, showed no significant difference in the groups surveyed on this statement.

#### Use of the Future Farmers of America Banquet as a Leadership Activity

Table XI gives an analysis of the amount of emphasis which respondents felt should be placed on the use of the Future Farmers of America banquet as a leadership activity. The means ranged from 5.22 to 5.77, with Groups III, IV and V placing "Very Great" emphasis on this statement and Groups I and II giving it "Great" emphasis. An F value of .771 indicated there was no significant difference between the groups. The average group mean was 5.55 which translated to "Very Great" emphasis.



TABLE XI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE USE OF THE F.F.A. BANQUET AS A LEADERSHIP ACTIVITY

		<u>Distribution of Responses by Extent of Emphasis</u>										Mean Response by Group			
Group by Population	N	Extreme		Very Great		Great		Much		Some			Little		No
		No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	
I 100K +	9			4	44.4	4	44.4			1	11.1				5.22
II 30K - 100K	12	3	25.0	2	16.6	3	25.0	3	25.0	1	8.3				5.25
III 10K - 30K	15	6	40.0	4	26.7	1	6.7	3	20.0	1	6.7				5.73
IV 2,500-10K	39	13	33.3	11	28.2	10	25.6	3	7.7	2	5.1				5.77
V 2,500 -	92	22	23.9	29	31.5	21	22.8	15	16.3	3	3.3	2	2.2		5.50
Overall	167	44	26.3	50	29.9	39	23.4	24	14.4	8	4.8	2	1.2		5.55

F Value = .771 (Not Significant)

Need for All Agriculture Students to  
Belong to the F.F.A.

Table XII provides an analysis of the emphasis which should be placed on the need for all agriculture students to belong to the Future Farmers of America organization. As can be seen from the table 76.7 percent of all respondents ranked this statement as having "Extreme" or "Very Great" emphasis. No group had less than 50 percent of its respondents say that this statement should be extremely emphasized. Means by group ranged from 6.09 to 6.33, indicating "Very Great" emphasis. The mean average of all groups was 6.17. A low F value of .309 indicated basic agreement between the groups on the emphasis that should be placed on this statement.

Parental Involvement in the Future Farmers  
of America Activities

Table XIII shows the results of the statement dealing with the emphasis which should be placed on parental involvement in the Future Farmers of America activities. Means ranged from 5.35 to 5.87. Groups II and V assigned mean responses of "Great" emphasis while the other three groups responded at the "Very Great" level. The calculated F value of .494 was noted as showing no significant differences between the groups surveyed. A mean average of 5.44 for all respondents placed the overall emphasis on this statement in the category of "Great" emphasis.

TABLE XII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED UPON  
THE NEED FOR ALL AGRICULTURE STUDENTS TO BELONG TO THE F.F.A. ORGANIZATION

Group by Population		<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group			
		N	Extreme		Very Great		Great		Much		Some		Little		No		
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I	100K +	9	5	55.5	2	22.2	1	11.1	1	11.1							6.22
II	30K - 100K	12	6	50.0	4	33.3	2	16.6									6.33
III	10K - 30K	15	10	66.7	3	20.0	1	6.7						1	6.7		6.27
IV	2,500-10K	39	23	59.0	8	20.5	4	10.3	4	10.3							6.28
V	2,500 -	92	47	51.1	20	21.7	14	15.2	8	8.7	3	3.3					6.09
	Overall	167	91	54.5	37	22.2	22	13.2	13	7.8	3	1.8		1	0.6		6.17

F Value = .309 (Not Significant)

TABLE XIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON PARENTAL INVOLVEMENT IN F.F.A. ACTIVITIES.

		<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group		
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little			No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%
I	100K	9	2	22.2	2	22.2	4	44.4	1	11.1						5.56
II	30K - 100K	12	3	25.0	3	25.0	2	16.7	4	33.3						5.42
III	10K - 30K	15	6	40.0	4	26.7	2	13.3	3	20.0						5.87
IV	2,500-10K	39	14	35.9	8	20.5	6	15.4	4	10.3	7	18.0				5.46
V	2,500 -	92	21	22.8	27	29.3	20	21.7	13	14.1	9	9.8	2	2.2		5.35
	Overall	167	46	27.5	44	26.3	34	20.4	25	15.0	16	9.6	2	1.2		5.44

F Value = .494 (Not Significant)

## Use of School Funds to Support the Future

### Farmers of America Organization

An analysis is made in Table XIV that shows the perceived degree of emphasis which should be placed on the use of school funds to support the F.F.A. Groups I and II placed "Great" emphasis on this statement by their 4.56 and 4.67 respective mean responses. Groups III, IV and V felt that "Much" emphasis should be given the statement. Their mean responses were 4.40, 4.23 and 3.76 respectively. An F value of 1.081 demonstrated that there was no observable difference between the means of all groups surveyed. Responses ranged from 3.76 to 4.67 on this statement, with the overall mean responses calculated to be 4.04 which would indicate "Much" emphasis.

### Chapter Involvement in B.O.A.C.

Data presented in Table XV shows the preferences of the teacher groups as to the extent of emphasis which should be placed on chapter involvement in "Building Our American Communities." The mean responses of all groups, except Group II, indicated respondents felt this statement should receive "Much" emphasis. Group II, with their 3.42 mean response, preferred "Some" emphasis for the statement. Means on this statement ranged from 3.42 to 4.27. An overall mean for all groups surveyed was 3.76. The F value for this statement was .664 showing no significant difference between the groups.

TABLE XIV  
 SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
 UPON THE USE OF SCHOOL FUNDS TO SUPPORT THE F.F.A.

		<u>Distribution of Responses by Extent of Emphasis</u>														
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K	9	3	33.3			2	22.2			2	22.2	2	22.2			4.56
II 30K - 100K	12	1	8.3	1	8.3	5	41.7	3	25.0	2	16.7					4.67
III 10K - 30K	15	2	13.3	2	13.3	5	33.3	1	6.7	3	20.0			2	13.3	4.40
IV 2,500-10K	39	8	20.5	4	10.3	9	23.1			9	23.1	4	10.3	5	12.8	4.23
V 2,500 -	92	14	15.2	9	9.8	12	13.0	11	12.0	16	17.4	12	13.0	18	19.6	3.76
Overall	167	28	16.8	16	9.6	33	19.8	15	9.0	32	19.2	18	10.8	25	15.0	4.04

F Value = 1.081 (Not Significant)

TABLE XV

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED UPON  
CHAPTER INVOLVEMENT IN "BUILDING OUR AMERICAN COMMUNITIES" (B.O.A.C.)

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9			2	22.2			1	11.1	5	55.5	1	11.1			3.67
II 30K - 100K	12					2	16.7	3	25.0	5	41.7	2	16.7			3.42
III 10K - 30K	15	1	6.7	1	6.7	4	26.7	5	33.3	3	20.0	1	6.7			4.27
IV 2,500-10K	39	1	2.6	6	15.4	3	7.7	11	28.2	11	28.2	4	10.3	3	7.7	3.74
V 2,500 -	92	5	5.4	8	8.7	8	8.7	28	30.4	28	30.4	10	10.9	5	5.4	3.74
Overall	167	7	4.2	17	10.2	17	10.2	48	28.7	52	31.1	18	10.8	8	4.8	3.76

F Value = .664 (Not Significant)

### Chapter Involvement in Fund Raising Activities

Table XVI was designed to report the analysis of the amount of emphasis which teachers felt should be placed on chapter involvement in fund raising activities. The average responses on this statement ranged from 4.56 to 5.49. These average group responses fell in the area of "Great" emphasis; however, an F value of 2.32 was observed. This value is significant at the .10 level. An overall mean average of 5.07 for all groups surveyed was also noted.

### Participation in Judging Contests

One questionnaire statement dealt with assessing perceived teacher emphasis on judging contests on four levels of participation: local, county, area and state. Table XVII gives an analysis of the data collected in this regard. On the section dealing with judging contests at the local level, an overall mean was calculated to be 5.28 with a range by groups of from overall 4.67 ("Great") from Group II to 5.89 ("Very Great") from Group I. The population attached "Great" emphasis to this portion of this statement.

On the section of the statement dealing with judging contests on the county level, means for all groups ranged from 4.67 to 5.49. This indicated all groups placed "Great" emphasis on the statement. An overall mean of 5.23 was noted in this portion of the statement.

The responses dealing with area judging contests ranged from 4.83 to 5.46 with an overall mean response of 5.26 for all groups. All group and overall mean responses again fell into the category of placing "Great" emphasis on this section of the statement.



TABLE XVI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON CHAPTER INVOLVEMENT IN FUND RAISING ACTIVITIES

Group by Population	<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group			
	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.		%	No.	%
I 100K +	9	1	11.1	1	11.1	2	22.2	3	33.3	2	22.2					4.56
II 30K - 100K	12	1	8.3	3	25.0	3	25.0	3	25.0	2	16.7					4.83
III 10K - 30K	15	2	13.3	6	40.0	4	26.7	3	20.0							5.47
IV 2,500-10K	39	8	20.5	13	33.3	11	28.2	4	10.3	3	7.7					5.49
V 2,500 -	92	11	12.0	24	26.1	20	21.7	20	21.7	16	17.4	1	1.1			4.90
Overall	167	23	13.8	47	28.1	40	24.0	33	19.8	23	13.8	1	0.6			5.07

F Value = 2.326 (Significant at .10 level)

TABLE XVII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD  
BE PLACED UPON PARTICIPATION IN JUDGING CONTESTS

Level of Judging Contests	<u>Mean Responses by Group</u>					Overall Mean	F	Level of Significance
	100K	20-100K	10-30K	2,500-10K	2,500 -			
	I	II	III	IV	V			
Local	5.89	4.67	5.20	5.49	5.22	5.28	1.012	N.S.
County	5.33	4.67	5.27	5.49	5.17	5.23	.837	N.S.
Area	4.88	4.83	5.07	5.46	5.29	5.26	.825	N.S.
State	4.66	4.50	4.67	5.20	4.91	4.79		
Total	5.19	4.67	5.05	5.41	5.15			

The fourth part of Table XVII gives the group responses dealing with state judging contests. The mean responses ranged from 4.50 to 5.20 with a mean response of 4.92 for all groups. Again the responses of all groups were in the category of placing "Great" emphasis on state judging contests. The F value for all groups were calculated on all four parts of this statement with results that showed no significant differences between the groups.

Member Application for Future Farmers of  
America Proficiency Awards

Table XVIII analyzes the degree of emphasis which should be placed on member application for F.F.A. proficiency awards. Means ranged from 4.44 to 4.93 with a mean response of 4.47, placing the group in the "Much" extent of emphasis category. Groups I and V, with their respective mean responses of 4.44 and 4.30, placed "Much" emphasis on the statement while Groups II, III and IV placed "Great" emphasis on the statement. Group III responded at the highest level with a 4.93 mean response. An F value of .836 was noted to be not significant. Thus, all groups showed no significant difference in their opinions about this statement.

Attainment of Advanced Degrees by  
Students Within the F.F.A.

The analysis of the degree of emphasis which should be placed on the attainment of advanced degrees by students within the Future Farmers of America organization is given in Table XIX. The mean responses among the five respondent groups ranged from 5.0 to 5.87 with

TABLE XVIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON MEMBER APPLICATION FOR F.F.A. PROFICIENCY AWARDS

		<u>Distribution of Responses by Extent of Emphasis</u>														
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	1	11.1	1	11.1	2	22.2	2	22.2	3	33.3					4.44
II 30K - 100K	12			4	33.3	3	24.0	2	16.7	3	25.0					4.67
III 10K - 30K	15	4	26.7	2	13.3	2	13.3	4	26.7	2	13.3	1	6.7			4.93
IV 2,500-10K	39	4	10.3	6	15.4	10	25.6	10	25.6	9	23.1					4.64
V 2,500 -	92	9	9.8	13	14.1	20	21.7	19	20.7	19	20.7	10	10.9	2	2.2	4.30
Overall	167	18	10.8	26	15.6	37	22.2	37	22.2	36	21.6	11	6.6	2	1.2	4.47

F Value = .836 (Not Significant)

TABLE XIX

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON ATTAINMENT OF ADVANCED DEGREES BY STUDENTS WITHIN THE F.F.A.

		<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group		
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little			No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%
I 100K +	9			2	22.2	5	55.5	2	22.2							5.0
II 30K - 100K	12			5	41.7	4	33.3	1	8.3	2	16.7					5.0
III 10K - 30K	15	6	40.0	4	26.7	3	20.0	1	6.7	1	6.7					5.87
IV 2,500-10K	39	6	15.4	13	33.3	11	28.2	7	17.9	1	2.6	1	2.6			5.33
V 2,500 -	91	16	17.6	19	20.9	24	26.4	22	24.2	8	8.8	2	2.2			5.08
Overall	166	28	16.9	43	25.9	47	28.3	33	19.9	12	7.2	3	1.8			5.20

F Value = 1.562 (Not Significant at the .25 level)

One non-respondent in Group V

an overall mean average of 5.20. The extent of preferred emphasis ranged from "Very Great" for Group III, as indicated by their 5.87 group response, to "Great" in the other four groups. An F value of 1.562 was significant at the .25 level.

#### Participation of Chapter in Farm

##### Mechanics Contests

Respondents were asked to react to a statement dealing with the emphasis which should be placed on the participation of their chapter in Farm Mechanics contests at various levels. Responses were analyzed in Table XX. On the section dealing with local contests means ranged from 4.24 to 4.67. The mean response of Group III placed this statement in the category of "Great" emphasis while those of the other four groups placed it in the area of "Much" emphasis. An overall group mean of 4.33 and an F value of .204 were observed.

The means for the extent of emphasis placed on county contests ranged from 3.78 to 4.33, indicating "Much" emphasis for this area. The F value derived from the between groups comparison was .311 which again showed the similarity in responses of the groups surveyed.

The fourth portion of this statement dealt with Farm Mechanics contests on a state level. Means ranged from 3.56 to 4.20 with an average of 3.75 for all groups. All groups once again placed "Much" emphasis on the statement; however, a lower mean from Group I fell close to the area of assessing only "Some" emphasis to this portion of the statement. An F value of .320 was noted on this statement. All F values showed there was no significant differences between the groups on the statement involving the emphasis that should be placed

TABLE XX

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE PARTICIPATION OF YOUR CHAPTER IN FARM MECHANICS CONTESTS

Level of Participation	<u>Mean Responses by Group</u>					Overall Mean	F	Level of Significance
	100K I	30-100K II	10-30K III	2,500-10K IV	2,500 - V			
Local	4.44	4.33	4.67	4.38	4.24	4.33	.204	N.S.
County	4.11	4.16	4.53	4.12	4.08	4.14	.207	N.S.
Area	3.78	4.33	4.27	3.84	3.96	3.98	.311	N.S.
State	3.56	3.92	4.20	3.69	3.70	3.75	.320	N.S.
Total	3.97	4.19	4.42	4.01	4.00			

on the Farm Mechanics contests. It is noteworthy that all respondents felt the greatest emphasis should be placed upon local participation and the least amount on state level competition in agricultural mechanics.

#### Use and Enforcement of a Chapter Code of Ethics

A statement dealing with the emphasis which should be placed on the use and enforcement of a chapter code of ethics is analyzed in Table XXI. All groups assigned "Great" emphasis to this statement. The group means ranged from 4.92 to 5.33. The overall mean response was 5.03 with an F value of .492. This F value would suggest no observable difference between the groups.

#### Use of a Chapter Advisory Committee

Table XXII provides an analysis of the emphasis which should be placed on the use of a chapter advisory committee. Mean responses were noted as ranging from 4.21 to 4.73 with an overall mean response of 4.38. Groups IV and V assessed "Much" emphasis to this statement while Groups I, II and III placed "Great" emphasis on it. An F value of .506, in the analysis of group differences, was seen to be not significant.

#### Establishing a Community F.F.A. Alumni

Table XXIII shows the results of summarizing responses to a statement dealing with the emphasis which should be placed upon establishing a community F.F.A. alumni. The means ranged from 3.0 to 3.78 on this statement. Groups I and II placed "Much" emphasis on this area while



TABLE XXI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE USE AND ENFORCEMENT OF A CHAPTER CODE OF ETHICS

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9			5	55.5	2	22.2	2	22.2							5.11
II 30K - 100K	12	3	25.0	2	16.7	4	33.3	1	8.3	2	16.7					5.25
III 10K - 30K	15	5	33.3	2	13.3	3	20.0	3	20.0	2	13.3					5.33
IV 2,500-10K	39	9	23.1	4	10.3	11	28.2	9	23.1	6	15.4					5.03
V 2,500 -	92	15	16.3	17	18.5	26	28.3	19	20.7	11	12.0	3	3.3	1	1.1	4.92
Overall	167	32	19.2	30	18.0	46	27.5	34	20.4	21	12.6	3	1.8	1	0.6	5.03

F Value = .492 (Not Significant)

TABLE XXII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE USE OF A CHAPTER ADVISORY COMMITTEE

		<u>Distribution of Responses by Extent of Emphasis</u>														
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K	9	2	22.2	1	11.1	2	22.2	2	22.2	2	22.2					4.89
II 30K - 100K	12	1	8.3	2	16.7	3	25.0	3	25.0	2	16.7	1	8.3			4.50
III 10K - 30K	15	3	20.0	4	26.7	1	6.7	3	20.0	2	13.3	1	6.7	1	6.7	4.73
IV 2,500-10K	39	5	12.8	4	10.3	4	10.3	12	30.8	9	23.1	5	12.8			4.21
V 2,500 -	92	10	10.9	16	17.4	23	25.0	11	12.0	16	17.4	9	9.8	7	7.6	4.33
Overall	167	21	12.6	27	16.2	33	19.8	31	18.6	31	18.6	16	9.6	8	4.8	4.38

F Value = .506 (Not Significant)

TABLE XXIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON ESTABLISHING A COMMUNITY F.F.A. ALUMNI

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Emphasis by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9			2	22.2			1	11.1	6	66.6					3.78
II 30K - 100K	12					1	8.3	6	50.0	3	25.0	2	16.7			3.50
III 10K - 30K	15	2	13.3			1	6.7	1	6.7	3	20.0	5	33.3	3	20.0	3.0
IV 2,500-10K	39	1	3.6	2	5.1	2	5.1	9	23.1	15	38.5	4	10.3	6	15.4	3.18
V 2,500 -	92	3	3.3	4	4.3	12	13.0	15	16.3	24	26.1	21	22.8	13	14.1	3.17
Overall	167	6	3.6	8	4.8	16	9.6	32	19.2	51	30.5	32	19.2	22	13.2	3.22

F Value = .515 (Not Significant)

Groups III, IV and V placed "Some" emphasis on this aspect of the program. An overall group mean response of 3.22 indicates "Some" emphasis was placed on this statement. An F value of .515 demonstrates no significant differences between the groups.

Perceptions of Emphasis Which Should be Placed  
on Selection and Recruitment of Students  
and on the Public Relations Function  
of the Teacher of Agriculture

This portion of the chapter is devoted to the explanation, in both narrative and tabular form, of the emphasis respondents felt should be placed on the selection and recruitment of students and on the public relations function of the vocational agriculture teacher. Two statements were offered concerning student selection and recruitment. The analysis of these was made in Tables XXIV and XXV. There are nine statements presented that provide data about the perceived emphasis that should be placed on public relations by the teacher of agriculture. The analyses of these statements were made in Tables XXVI through XXXIV.

Recruitment of Qualified Female Students

Table XXIV analyzes the data collected about the selection of female students for agriculture enrollment. Mean responses ranged from 3.48 to 4.10. All groups, except Group V, stated that "Much" emphasis should be placed on this statement. Group V placed "Little" emphasis on this idea. A percentage figure of 21.6 percent of all those surveyed placed "Extreme" or "Very Great" emphasis on this

TABLE XXIV

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
 PLACED UPON RECRUITMENT OF QUALIFIED FEMALE STUDENTS  
 FOR ENROLLMENT IN VO-AG PROGRAMS

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9			2	22.2	1	11.1	2	22.2	2	22.2	1	11.1	1	11.1	3.78
II 30K - 100K	12	1	8.3	2	16.7	3	25.0			2	16.7	2	16.7	2	16.7	3.83
III 10K - 30K	15	3	20.0	1	6.7			4	26.7	4	26.7	2	13.3	1	6.7	4.0
IV 2,500-10K	39	5	12.8	4	10.3	7	17.9	4	10.3	14	35.9	3	7.7	2	5.1	4.10
V 2,500 -	92	6	6.5	12	13.0	8	8.7	13	14.1	23	25.0	15	16.3	15	16.3	3.48
Overall	167	15	9.0	21	12.6	19	11.4	23	13.8	45	26.9	23	13.8	21	12.6	3.71

F Value = .937 (Not Significant)

statement. This was contrasted to the 32.6 percent of all those surveyed that declared "Little" or "No" emphasis should be given this proposition. There was an overall mean response average of 3.71. The F value of .937 showed no significant differences between the respondent groups.

#### Recruitment of Qualified Male Students

Table XXV shows the emphasis which should be placed on the recruitment of qualified male students for enrollment in the vocational agriculture program. The overall mean for this statement was 4.96, which was considerably higher than the extent of emphasis recommended for recruitment of females. This would indicate "Great" emphasis was assigned to this concept. Means of each group surveyed ranged from 4.75 for Group II to 5.53 for Group III. In looking at percentages it was found that 38.5 percent of all respondents placed "Extreme" or "Very Great" emphasis on this statement while only 10.9 percent assigned "Little" or "No" emphasis to it. Differences between the groups was shown to be not significant by an F value of .620.

#### Chapter Public Relations Within the Community

Table XXVI provides an analysis of data compiled in response to the emphasis which should be placed on chapter public relations within the community. A mean response rating of "Very Great" emphasis was observed for all groups. Mean response averages ranged from 5.63 for Group V to 6.42 for Group II with an average of 5.83. An F value however, of 2.517 showed that significant differences did exist between groups surveyed at the .05 level.

TABLE XXV

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
 PLACED UPON RECRUITMENT OF QUALIFIED MALE STUDENTS  
 FOR ENROLLMENT IN VO-AG PROGRAMS

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No	Mean Response by Group	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
I 100K +	9			6	66.6	1	11.1	1	11.1					1	11.1	5.11
II 30K - 100K	12	1	8.3	4	33.3	3	25.0			3	25.0	1	8.3			4.75
III 10K - 30K	15	5	33.3	5	33.3	1	6.7	2	13.3	1	6.7	1	6.7			5.53
IV 2,500-10K	39	9	23.1	8	20.5	8	20.5	5	13.8	8	20.5	1	2.6			5.05
V 2,500 -	92	17	18.5	26	28.3	13	14.1	15	16.3	11	12.0	3	3.3	7	7.6	4.85
Overall	167	32	19.2	49	29.3	26	15.6	23	13.8	23	13.8	6	3.6	8	4.8	4.96

F Value = .620 (Not Significant)

TABLE XXVI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
PLACED UPON CHAPTER PUBLIC RELATIONS WITHIN THE COMMUNITY

		<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group		
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little			No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%
I 100K +	9	3	33.3	4	44.4	2	22.2									6.11
II 30K - 100K	12	6	50.0	5	41.7	1	8.3									6.42
III 10K - 30K	15	8	53.3	2	13.3	4	26.7	1	6.7							6.13
IV 2,500-10K	39	16	41.0	12	30.8	5	12.8	6	15.4							5.97
V 2,500 -	92	20	21.7	36	39.1	20	21.7	14	15.2	2	2.2					5.63
Overall	167	53	31.7	59	35.3	32	19.2	21	12.6	2	1.2					5.83

F Value = 2.517 (Significant at the .05 level)



### Establishment of a Young Farmer Chapter

A survey item dealing with the emphasis which should be placed on the establishment of Young Farmer chapters is analyzed in Table XXVII. The range of mean responses was from 3.50 to 4.82 with an overall average of 4.23. All groups placed "Much" emphasis on this concept. However, Group IV attached a higher level of emphasis to this area when it was found that "Extreme" or "Very Great" emphasis was assigned to the statement by 43.6 percent of the members of the group. Only 22.2 percent, 8.3 percent, 26.7 percent and 25 percent of Groups I, II, III and V assessed the statement as having "Extreme" or "Very Great" emphasis. An F value of 1.958 was observed making this statement significant at the .25 level and very close to significance at the .10 level. It should be pointed out that as might be expected, urban schools attached less importance to this activity than did their rural counterparts.

### Development of Positive Public Relations

#### Programs Between Departments and School

#### Districts

The emphasis which should be placed on public relations between departments and school districts is analyzed in Table XXVIII. An F value of .555 indicates no significant differences were observed between the groups surveyed on this statement. However, means ranged from 5.60 to 6.11 indicating "Very Great" emphasis was placed on this public relations activity by all groups. An overall group mean of 5.73 was noted for this statement.

TABLE XXVII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
PLACED UPON THE ESTABLISHMENT OF A YOUNG FARMER CHAPTER

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9			2	22.2	2	22.2	1	11.1	2	22.2	1	11.1	1	11.1	3.89
II 30K - 100K	12			1	8.3	3	25.0	2	16.7	2	16.7	3	25.0	1	8.3	3.50
III 10K - 30K	15	3	20.0	1	6.7	1	6.7	5	33.3	3	20.0	1	6.7	1	6.7	4.27
IV 2,500-10K	39	5	12.8	12	30.8	7	17.9	4	10.3	9	23.0	1	2.6	1	2.6	4.82
V 2,500 -	92	9	9.8	14	15.2	14	15.2	19	20.7	20	21.7	9	9.8	7	7.6	4.11
Overall	167	17	10.2	30	18.0	27	16.2	31	18.6	36	21.6	15	9.0	11	6.6	4.23

F Value = 1.958 (Significant at the .25 level)

TABLE XXVIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE DEVELOPMENT OF POSITIVE PUBLIC RELATIONS PROGRAMS  
BETWEEN YOUR DEPARTMENT AND YOUR SCHOOL DISTRICT

<u>Distribution of Responses by Extent of Emphasis</u>															
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No	Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
I 100K +	9	4	44.4	3	33.3	1	11.1	1	11.1						6.11
II 30K - 100K	12	5	41.7	2	16.7	5	41.7								6.0
III 10K - 30K	15	6	40.0	5	33.3	1	6.7	3	20.0						5.93
IV 2,500-10K	39	13	33.3	13	33.3	6	15.4	6	15.4	1	2.6				5.79
V 2,500 -	92	22	23.9	33	35.9	21	22.8	11	12.0	4	4.3	1	1.1		5.60
Overall	167	50	30.0	56	33.5	34	20.4	21	12.6	5	3.0	1	0.6		5.73

F Value = .555 (Not Significant)

Involvement of the Agriculture Teacher  
in Extra-curricular Duties

Analysis is offered in Table XXIX of the perceived emphasis which should be placed on the involvement of the agriculture teacher in extra-curricular duties of the school. Mean responses to this statement ranged from 3.93 to 4.67 with an overall average mean of 4.17. All response groups placed "Much" emphasis on this statement with the exception of Group I which placed "Great" emphasis on the statement. An F value of .375 indicated there was no significant difference between the groups. Apparently, Group I departments found this to be a greater need than did smaller departments.

Communication Between Agriculture Departments  
and Other Vocational Departments

Table XXX contains an analysis of the emphasis which should be placed on communication between agriculture departments and other vocational departments within the school. Mean responses ranged from 5.22 ("Great") to 5.60 ("Very Great") with an overall mean of 5.47 ("Great"). A very low F value of .195 would indicate no significant difference in group opinion on this item.

Extent of Cooperation in Making Operational  
Decisions Which Affect Departments

The data presented in Table XXXI provides an analysis of the degree of emphasis which teachers felt should be placed on the extent of cooperation between teachers and school administrators in making

TABLE XXIX

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE INVOLVEMENT OF THE AGRICULTURE TEACHER IN  
EXTRA-CURRICULAR DUTIES OF THE SCHOOL

		<u>Distribution of Responses by Extent of Emphasis</u>														
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	2	22.2	2	22.2			2	22.2	2	22.2	1	11.1			4.67
II 30K - 100K	12	1	8.3	3	25.0	1	8.3	2	16.7	4	33.3			1	8.3	4.25
III 10K - 30K	15	1	6.7	2	13.3	2	13.3	3	20.0	5	33.3	1	6.7	1	6.7	3.93
IV 2,500-10K	39	5	12.8	3	7.7	8	20.5	7	17.9	8	20.5	4	10.3	4	10.3	4.03
V 2,500 -	92	4	4.3	17	18.5	20	21.7	22	23.9	17	18.5	6	6.5	6	6.5	4.21
Overall	167	13	7.8	27	16.2	31	18.6	36	21.6	36	21.6	12	7.2	12	7.2	4.17

F Value = .375 (Not Significant)

TABLE XXX

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON COMMUNICATION BETWEEN AGRICULTURE DEPARTMENTS AND  
OTHER VOCATIONAL DEPARTMENTS IN THE SCHOOL

		<u>Distribution of Responses by Extent of Emphasis</u>										Mean Response by Group				
Group by Population	N	Extreme		Very Great		Great		Much		Some			Little		No	
		No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	No.	%
I	100K +	9	1	11.1	3	33.3	3	33.3	1	11.1	1	11.1			5.22	
II	30K - 100K	12	4	33.3	2	16.7	2	16.7	3	25.0	1	8.3			5.42	
III	10K - 30K	15	4	26.7	3	20.0	6	40.0	2	13.3					5.60	
IV	2,500-10K	39	8	20.5	11	28.2	11	28.2	7	17.9	2	5.1			5.41	
V	2,500 -	92	21	22.8	27	29.3	25	27.2	15	16.3	4	4.3			5.50	
	Overall	167	38	22.8	46	27.5	47	28.1	28	16.8	8	4.8			5.47	

F Value = .195 (Not Significant)

TABLE XXXI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED UPON  
THE EXTENT OF COOPERATION BETWEEN YOU AND SCHOOL ADMINISTRATORS IN  
MAKING OPERATIONAL DECISIONS WHICH AFFECT YOUR DEPARTMENT

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	3	33.3	2	22.2			1	11.1	2	22.2	1	11.1			5.0
II 30K - 100K	12	4	33.3	5	41.7	1	8.3	1	8.3					1	8.3	5.67
III 10K - 30K	15	8	53.3	3	20.0	2	13.3	1	6.7	1	6.7					6.06
IV 2,500-10K	39	13	33.3	10	25.6	6	15.4	6	15.4	3	7.7	1	2.6			5.54
V 2,500 -	92	29	31.5	37	40.2	18	19.6	7	7.6	1	1.1					5.93
Overall	167	57	34.1	57	34.1	27	16.2	16	9.6	7	4.2	2	1.2	1	0.6	5.78

F Value = 1.845 (Significant at the .25 level)

operational decisions which affect their departments. The mean responses to this statement ranged from 5.0 to 6.07 with an overall mean of 5.78. All responses, except that of Group I which was in the "Much" emphasis area, attached "Very Great" emphasis to this statement. An F value of 1.845 was found to show a small difference between groups when measured at the .25 level.

#### Summer Visitation of Prospective Students

The statement to determine the emphasis which should be placed on the summer visitation of prospective students by the vocational agriculture teacher was analyzed in Table XXXII. This table presents data that demonstrates the five groups placed responses to the statement in the areas of "Great" and "Very Great" emphasis. Mean responses ranged from 5.11 for Group I to 6.0 for Group III. An overall F value of .884 was observed which showed no significant differences between the groups.

#### Development of a Positive Public Relations

##### Program Between Departments and the Community

Table XXXIII illustrates the emphasis which should be placed on the development of a positive public relations program between departments and the community. The mean responses on this statement ranged from 5.85 to 6.25 placing all groups in the category of assigning "Very Great" emphasis to this program area. The overall mean was 5.73 with percentages of 91.7 percent to 100 percent of all respondents placing at least "Great" emphasis on the concept. An F value of .872 was shown to be not significant and reflected only a small difference between all groups.



TABLE XXXII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED UPON  
SUMMER VISITATION OF PROSPECTIVE STUDENTS BY THE VO-AG TEACHER

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	2	22.2	1	11.1	3	33.3	2	22.2	1	11.1					5.11
II 30K - 100K	12	2	16.7	6	50.0	1	8.3	3	25.0							5.58
III 10K - 30K	15	7	46.7	3	20.0	3	20.0	2	13.3							6.0
IV 2,500-10K	39	9	23.1	13	33.3	6	15.4	5	12.8	4	10.3	2	5.1			5.31
V 2,500 -	92	27	29.3	25	27.2	15	16.3	19	20.7	4	4.3	1	1.1	1	1.1	5.49
Overall	167	47	28.1	48	28.7	28	16.8	31	18.6	9	5.4	3	1.8	1	0.6	5.48

F Value = .884 (Not Significant)

TABLE XXXIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE DEVELOPMENT OF A POSITIVE PUBLIC RELATIONS PROGRAM  
BETWEEN YOUR DEPARTMENT AND YOUR COMMUNITY

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	4	44.4	2	22.2	3	33.3									6.11
II 30K - 100K	12	6	50.0	4	33.3	1	8.3	1	8.3							6.25
III 10K - 30K	15	7	46.7	5	33.3	1	6.7	3	13.3							6.13
IV 2,500-10K	39	12	30.7	15	38.5	7	17.9	4	10.3	1	2.6					5.85
V 2,500 -	92	30	32.6	35	38.0	20	21.7	6	6.5	1	1.1					5.95
Overall	167	59	35.3	61	36.5	32	19.2	13	7.8	2	1.2					5.73

F Value = .872 (Not Significant)

### Value of Publicity Methods

A comparison of the emphasis which should be placed on the value of publicity methods to vocational agriculture was made in Table XXXIV. Mean responses as to the emphasis which should be placed on newspapers for chapter publicity ranged from "Great" (4.92) to "Very Great" (5.97). The overall mean average for this publicity method was "Very Great" (5.68). All groups except Group II placed "Very Great" emphasis on this publicity method while Group II placed "Great" emphasis on the method. An F value of 2.227 was noted to be significant at the .10 level.

The responses on the use of radio programs for chapter publicity ranged from 4.12 to 5.27. Groups I, III and IV placed "Great" emphasis on this aspect, while Groups II and V placed "Much" emphasis on this area of public relations. The overall mean response of 4.47 showed this area to be deserving of "Much" emphasis. The F value of 2.738 indicated significance at the .05 level.

Also significant at the .05 level, with an F value of 2.479, was the difference in group perceived value of emphasis on television as a publicity source. Means for all groups on this statement ranged from 3.13 to 4.47 with an average group mean of 3.48. Groups IV and V placed only "some" value on the use of this method while Groups I, II and III placed "Much" emphasis on its use. However, overall the level of perceived emphasis was placed in the "Some" category.

Group presentations were seen to have value by all respondent groups. Average responses ranged from 3.92 to 5.0 with an overall mean response of 4.47 indicating "Much" emphasis. No significant difference was shown between groups as an F value of 1.328 was noted.

TABLE XXXIV

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH  
SHOULD BE PLACED UPON CHAPTER PUBLICITY

Publicity Methods	<u>Mean Responses by Group</u>					Overall Mean	F	Level of Significance
	100K I	30-100K II	10-30K III	2,500-10K IV	2,500 - V			
Newspapers	5.56	4.92	6.07	5.97	5.60	5.68	2.227	.10
Radio	4.89	4.33	5.27	4.92	4.12	4.47	2.738	.05
Television	4.44	3.83	4.47	3.13	3.33	3.48	2.479	.05
Group Presentations	4.56	3.92	5.00	4.79	4.32	4.47	1.328	N.S.
Totals	4.86	4.25	5.20	4.70	4.34			

On the value of all publicity methods taken together, group means ranged from 4.25 to 5.20 which meant all groups assigned "Great" or "Much" emphasis on the use of publicity activities by F.F.A. chapters. The greatest users of all publicity methods appeared to be those teachers in communities of from 10,000 to 30,000 population. In each category of this statement the mean responses were consistently higher for this group.

Perceptions of Emphasis Which Should Be Placed  
Upon the Agriculture Curriculum

The following paragraphs include a presentation of the findings relative to the extent of emphasis agriculture teachers placed on the vocational agriculture curriculum in the state of Texas. Seventeen tables were used to make these analyses.

Twelve-Month Supervision of Student

Teaching Programs

Table XXXV shows the importance placed on the 12-month training program by all teachers of vocational agriculture. An overall mean of 6.14 was noted with a mean range of 5.78 to 6.27, all of which fell into the "Very Great" category. This was the second highest overall mean ranking on the survey, second only to the statement analyzed in Table XII. Over 75 percent of those surveyed stated that the 12-month program should have "Extreme" emphasis or "Very Great" emphasis. In fact, all groups had more than 2/3 of their respondents expressing this opinion. An F value of .354 demonstrated the groups' solidarity and basic agreement about this statement.

TABLE XXXV

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
 PLACED UPON THE 12-MONTH SUPERVISION OF STUDENTS'  
 TRAINING PROGRAMS BY THE VO-AG TEACHER

<u>Distribution of Responses by Extent of Emphasis</u>															
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No	Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
I 100K +	9	3	33.3	3	33.3	1	11.1	2	22.2						5.78
II 30K - 100K	12	6	50.0	3	25.0	1	8.3	2	16.7						6.08
III 10K - 30K	15	7	46.7	5	33.3	3	20.0								6.27
IV 2,500-10K	39	18	46.2	11	28.2	8	20.5	2	5.1						6.15
V 2,500 -	92	48	52.2	22	23.9	13	14.1	7	7.6	2	2.2				6.16
Overall	167	82	49.1	44	26.3	26	15.6	13	7.8	2	1.2				6.14

F Value = .354 (Not Significant)

Interest in Agriculture as a Criterion  
for Enrollment

Table XXXVI describes the emphasis which should be placed upon interest in agriculture as a criterion for enrollment in the agriculture program. The mean responses for this statement ranged from 4.82 to 5.56 with an overall mean of 5.11. Group I expressed a preference for "Very Great" emphasis in this curriculum aspect while the other groups placed "Great" emphasis on this concept. The F value of .918 showed no significant differences between the groups surveyed on this item.

Ability to Profit From Instruction in  
Agriculture as a Condition for Enrollment

Table XXXVII gives a summary of the emphasis which teachers felt should be placed on students' ability to profit from instruction in agriculture as a condition for enrollment. The mean responses ranged from 4.25 to 4.80. Emphasis varied from "Great" in Groups I, III and V to "Much" in Groups II and IV. An overall mean response average of "Great" (4.61) was noted for all groups surveyed. No significant differences were noted between the groups with an F value of only .420.

Re-Directed Areas of the Agriculture Program

Table XXXVIII provides an analysis of perceptions of the emphasis which should be placed on certain re-directed areas of the agriculture program. On the first portion of the statement all groups reflected the emphasis which they felt should be placed on Cooperative Training.

TABLE XXXVI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED UPON  
INTEREST IN AGRICULTURE AS A CRITERIA FOR STUDENT ENROLLMENT

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	3	33.3	1	11.1	3	33.3	2	22.2							5.56
II 30K - 100K	12	1	8.3	3	25.0	4	33.3	2	16.7	2	16.7					4.92
III 10K - 30K	15	2	13.3	7	46.7	3	20.0	1	6.7	1	6.7			1	6.7	5.27
IV 2,500-10K	39	6	15.4	4	10.3	13	33.3	10	25.6	5	12.8	1	2.6			4.82
V 2,500 -	92	16	17.4	23	25.0	26	28.3	19	20.7	6	6.5	1	1.1	1	1.1	5.18
Overall	167	28	16.8	38	22.8	49	29.3	34	20.4	14	8.4	2	1.2	2	1.2	5.11

F Value = .918 (Not Significant)



TABLE XXXVII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
PLACED UPON THE ABILITY TO PROFIT FROM INSTRUCTION  
IN AGRICULTURE AS A CONDITION FOR ENROLLMENT

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	2	22.2	2	22.2	1	11.1	2	22.2	1	11.1			1	11.1	4.78
II 30K - 100K	12	1	8.3	1	8.3	3	25.0	3	25.0	3	25.0	1	8.3			4.25
III 10K - 30K	15	2	13.3	3	20.0	6	40.0	1	6.7	1	6.7	1	6.7	1	6.7	4.80
IV 2,500-10K	39	3	7.7	6	15.4	8	20.5	12	30.8	9	23.1	1	2.6			4.46
V 2,500 -	92	11	12.0	19	20.7	16	17.4	27	29.3	14	15.2	4	4.3	1	1.1	4.67
Overall	167	19	11.4	31	18.6	34	20.4	45	26.9	28	16.8	7	4.2	3	1.8	4.61

F Value = .420 (Not Significant)

TABLE XXXVIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON THE FOLLOWING RE-DIRECTED AREAS OF THE AGRICULTURE PROGRAM

Re-directed Program	<u>Mean Responses by Group</u>					Overall Mean	F	Level of Significance
	100K I	30-100K II	10-30K III	2,500-10K IV	2,500 - X			
Co-op	5.0	4.92	5.47	4.69	4.04	4.44	3.699	.01
Farm Power	4.67	3.75	4.67	4.26	3.84	4.05	1.499	.25
Meat Technology	4.67	3.67	3.93	3.31	3.07	3.33	2.795	.05
Horticulture	4.56	4.33	4.07	3.18	2.75	3.18	5.999	.01
Feed Lot Management	3.78	2.50	3.67	3.21	2.78	2.99	1.917	.25
General Farm Mechanics	4.67	4.25	5.27	4.42	4.34	4.45	1.132	N.S.
Recreation and Environment	4.22	3.42	4.13	3.26	3.08	3.30	2.297	.10
Totals	4.51	3.35	4.46	3.76	3.95			

Mean responses ranged from 4.04 for Group I schools to 5.47 for Group III schools with an overall mean of 4.44. This statement had an F value of 3.699 which showed a significant difference between the groups at the .01 level. Only 20.87 percent of Group V felt that this area should have "Extreme" or "Very Great" emphasis, in contrast, in Group III, 66.66 percent or 2/3 of those responding felt this sector deserved "Very Great" or "Extreme" emphasis. All means, however, did range from "Much" to "Great" emphasis.

The second area of re-directed programs investigated was Farm Power and Machinery. Mean emphasis scores ranged from 3.75 to 4.67 with an overall mean average of 4.05. Three groups (II, IV, V) responded in the "Much" emphasis sector while two groups stated that "Great" emphasis should be applied to the statement. An F value of 1.499 was found to be significant at the .25 level.

The third re-directed program discussed in Table XXXVIII had to do with the teaching of Meat Technology to agriculture students. The overall mean was 3.33 with a range from 3.07 to 4.67. Two groups placed "Some" emphasis on this area, two groups placed "Much" emphasis and one group placed "Great" emphasis. An F value of 2.795 indicated a significant difference in the groups at the .05 level.

The teacher perceptions of the emphasis that should be placed on a Horticulture program showed a wide variation. The highest calculated F value of the study, 5.999 showed differences between the groups that were significant at the .01 level. Means on this portion of the statement ranged from Group V's 2.75 to Group I's 4.56. The overall mean of 3.33 indicates a majority of all teachers placed only "Some" emphasis on this program.

A consistent mean average was shown in Table XXXVIII for the portion of the statement dealing with the emphasis that should be placed on Feedlot Management. Means of the groups surveyed ranged from 2.50 for Group II to 3.78 for Group I, with an average among the population groups of 2.99. This would indicate that most respondent groups would place only "Some" value on this area. However, Group I's response was at the "Much" level. An F value of 1.917 was observed which indicated a significant difference between the groups at the .25 level.

General Farm Mechanics instruction was regarded as deserving "Great" emphasis by Groups I and III with "Much" emphasis placed on its instruction by Groups II, IV and V. Mean responses across the groups ranged from 4.25 to 5.27 with an overall mean response of 4.45. An F value of 1.132 showed no significant differences between the groups.

The last reaction of the respondents to re-directed programs was obtained on the teaching of Recreation and Environmental Science as part of the agriculture curriculum. Means ranged from 3.08 in Group V to 4.22 in Group I with an average mean of 3.30. All responses except those of Group I called for "Some" emphasis; Group I designated "Much" emphasis. An F value of 2.297 was found to show significance at the .10 level.

Overall means on all re-directed programs ranged from 3.35 to 4.51. Communities of over 100,000 and those from 10,000 to 30,000 indicated a higher mean response on all areas surveyed than did any other group.

### Production Agriculture

Table XXXIX presents data analyzed with regard to the emphasis which should be placed on production agriculture in the high school curriculum. Mean responses by group ranged from 5.08 to 5.83 with an overall mean response of 5.69. All groups placed "Very Great" emphasis on this aspect of the vocational agriculture curriculum except Group II which placed "Great" emphasis on the area. An F value of 1.453 was calculated which would indicate a difference between the groups at the .25 level.

### Every Production Agriculture Student

#### Must Have a Supervised Project Program

Table XL analyzes the statement dealing with the emphasis which should be placed on the concept that every production agriculture student must have a supervised project program. Means ranged from 4.92 ("Great") to 6.11 ("Very Great") with an average response of 5.62 ("Very Great"). All groups placed "Very Great" emphasis on this concept except Group II which placed only "Great" emphasis on the statement. Basic agreement among the groups was demonstrated by an F value of 1.087 which showed no significant differences in group emphasis.

### Assisting Students in the Career

#### Selection Process

Table XLI shows the analysis of the extent of emphasis which should be placed on assisting students in the career selection process.

TABLE XXXIX

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH  
SHOULD BE PLACED UPON PRODUCTION AGRICULTURE

		<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group		
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little			No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%
I 100K +	9	3	33.3	4	44.4					2	22.2					5.67
II 30K - 100K	12			4	33.3	6	50.0	1	8.3	1	8.3					5.08
III 10K - 30K	14	6	42.9	2	14.3	2	14.3	4	28.6							5.71
IV 2,500-10K	39	10	25.6	13	33.3	6	15.4	8	20.5	2	5.1					5.54
V 2,500 -	92	24	26.1	38	41.3	22	23.9	6	6.5	2	2.2					5.83
Overall	166	43	25.9	61	36.7	36	21.7	19	11.4	7	4.2					5.69

F Value = 1.453 (Significant at the .25 level)

One non-respondent in group III.

TABLE XL

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
 PLACED UPON THE CONCEPT THAT EVERY PRODUCTION AGRICULTURE  
 STUDENT MUST HAVE A SUPERVISED PROJECT

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	4	44.4	2	22.2	3	33.3									6.11
II 30K - 100K	12	3	25.0	1	8.3	3	25.0	3	25.0	1	8.3	1	8.1			4.92
III 10K - 30K	15	6	40.0	3	20.0	3	20.0	2	13.3	1	6.7					5.73
IV 2,500-10K	39	13	33.3	7	17.9	10	25.6	7	17.9	1	2.6			1	2.6	5.51
V 2,500 -	92	37	40.2	23	25.0	12	13.0	11	12.0	6	6.5	1	1.1	2	2.2	5.68
Overall	167	63	37.7	36	21.6	31	18.6	23	13.8	9	5.4	2	1.2	3	1.8	5.62

F Value = 1.087 (Not Significant)

TABLE XLI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON ASSISTING STUDENTS IN THE CAREER SELECTION PROCESS

Group by Population		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group	
		N	Extreme		Very Great		Great		Much		Some		Little		No		
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I	100K +	9	3	33.3	3	33.3	2	22.2			1	11.1					5.78
II	30K - 100K	12	3	25.0	4	33.3	2	16.7	3	25.0							5.58
III	10K - 30K	15	2	13.3	5	33.3	4	26.7	3	20.0			1	6.7			5.20
IV	2,500-10K	39	8	20.5	9	23.1	13	33.3	6	15.4	2	5.1	1	2.6			5.31
V	2,500 -	92	12	13.0	30	32.6	30	32.6	14	15.2	5	5.4	1	1.1			5.29
	Overall	167	28	16.8	51	30.5	51	30.5	26	15.6	8	4.8	3	1.8			5.43

F Value = .531 (Not Significant)



The means on this statement ranged from 5.29 to 5.78 with all groups placing either "Very Great" or "Great" emphasis on the career selection process. The basic agreement among groups was again noted by the non-significant F value of .531. Teachers from larger schools felt more emphasis should be placed on this aspect of this program.

#### Manual or Student Notebook Which Would

##### Cover Basic Course Content

Table XLII was developed to determine the emphasis which should be placed on providing a manual or student notebook for each student enrolled in production agriculture which would cover basic course content. Most teachers surveyed felt that "Great" emphasis should be allocated to this statement. Only 12.6 percent of all teachers felt that "Little" or "No" emphasis should be placed on this curriculum aspect. Mean response by group varied from 4.0 for Group II to 4.87 for Group V with an overall mean of 4.69 ("Great"). An F value of 1.025 again demonstrated the lack of a significant difference in opinions of all groups.

#### Urban Expansion of Vocational Agriculture

##### Departments

One of the study areas was an analysis of the emphasis which should be placed on urban expansion of vocational agriculture departments. Results of this are reported in Table XLIII. The mean responses for all groups ranged from a low of 4.67 ("Great") for Group V to a high of 5.13 ("Great") for Group III. The overall mean was calculated to be 4.77. This would place all groups assigning "Great" emphasis to this statement. Groups in more populated areas were strongly in favor

TABLE XLII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED UPON  
 PROVIDING A MANUAL OR STUDENT NOTEBOOK FOR EACH STUDENT ENROLLED IN  
 PRODUCTION AGRICULTURE WHICH WOULD COVER BASIC COURSE CONTENT

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		Mean Response by Group		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
I 100K +	9	2	22.2	1	11.1	4	44.4					1	11.1	1	11.1	4.78
II 30K - 100K	12	2	16.7			2	16.7	3	25.0	2	16.7	3	25.0			4.0
III 10K - 30K	15	4	26.7	2	13.3	4	26.7			4	26.7	1	6.7			4.93
IV 2,500-10K	39	7	17.9	4	10.3	10	25.6	5	12.8	5	12.8	5	12.8	3	7.7	4.38
V 2,500 -	92	23	25.0	11	12.0	22	23.9	17	18.5	12	13.0			7	7.6	4.87
Overall	167	38	22.8	18	10.8	42	25.2	25	14.8	23	13.8	10	6.0	11	6.6	4.69

F Value = 1.025 (Not Significant)

TABLE XLIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON URBAN EXPANSION OF VOCATIONAL AGRICULTURE DEPARTMENTS

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	1	11.1	3	33.3	2	22.2	2	22.2	1	11.1					5.11
II 30K - 100K	12	3	25.0	2	16.7	2	16.7	2	16.7	3	25.0					5.0
III 10K - 30K	15	1	6.7	7	46.7	3	20.0	1	6.7	3	20.0					5.13
IV 2,500 - 10K	39	5	12.8	6	15.4	12	30.8	7	17.9	7	17.9	1	2.6	1	2.6	4.69
V 2,500 -	92	13	14.1	18	19.6	24	26.1	15	16.3	12	13.0	5	5.4	5	5.4	4.67
Overall	167	23	13.8	36	21.6	43	25.7	27	16.2	26	15.6	6	3.6	6	3.6	4.77

F Value = .486 (Not Significant)

of this statement as presented. However, no significant difference was shown among responses of the groups as an F value of .486 was observed.

Teaching of General Agriculture Courses to  
Students of Junior High School Age

Table XLIV provides an analysis of the teacher-perceived emphasis which should be placed on the teaching of general agriculture courses to students of junior high school age. The overall mean response for this statement was 3.25. The mean averages ranged from "Some" (3.03) to "Much" (4.11). An F value of 1.291 showed there was no significant differences between the groups. The mean response for all groups combined was 3.25 which placed respondents in the "Some" extent of emphasis category. Schools in larger communities felt greater emphasis should be placed on this aspect.

Teaching of Career Awareness to Students  
at the Junior High School Level

An examination of the emphasis which should be placed on the teaching of career awareness to vocational agriculture students at the junior high school level is presented in Table XLV. Most teachers felt at least "Much" emphasis should be placed on this statement. Response averages ranged from 3.90 to 4.83 with an overall mean of 4.02. It should be noted however, that in the three smaller population groups, 20 percent to 20.9 percent of all teachers placed "Little" or "No" emphasis on this concept. In the two larger groups 0 percent to 11.1 percent of the respondents placed emphasis in that lower range. An F

TABLE XLIV

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD  
BE PLACED UPON THE TEACHING OF GENERAL AGRICULTURE  
COURSES TO STUDENTS OF JUNIOR HIGH SCHOOL AGE

		<u>Distribution of Responses by Extent of Emphasis</u>															
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
I 100K +	9	1	11.1	2	22.2	1	11.1			4	44.4			1	11.1	4.11	
II 30K - 100K	12			1	8.3				3	25.0	6	50.0	1	8.3	1	8.3	3.25
III 10K - 30K	15	3	20.0	1	6.7			1	6.7	7	46.7	2	13.3	1	6.7	3.80	
IV 2,500-10K	39	1	2.6	1	2.6	6	15.4	5	12.8	11	28.2	7	17.9	8	20.5	3.03	
V 2,500 -	92	3	3.3	7	7.6	8	8.7	16	17.4	25	27.2	16	17.4	17	18.5	3.16	
Overall	167	8	4.8	12	7.2	15	9.0	25	15.0	53	31.7	26	15.6	28	16.8	3.25	

F Value = 1.291 (Not Significant)

TABLE XLV

SUMMARY OF TEACHER EMPHASIS AS TO THE EMPHASIS WHICH SHOULD BE  
PLACED UPON THE TEACHING OF CAREER AWARENESS TO  
VO-AG STUDENTS AT THE JUNIOR HIGH LEVEL

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No	Mean Response by Group	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
I 100K +	9			2	22.2	3	33.3	1	11.1	2	22.2			1	11.1	4.22
II 30K - 100K	12	3	25.0	1	8.3	2	16.7	3	25.0	3	25.0					4.83
III 10K - 30K	15	2	13.3	1	6.7	5	33.3			4	26.7	2	13.3	1	6.7	4.13
IV 2,500-10K	39	3	7.7	6	15.4	6	15.4	7	17.9	9	23.1	5	12.8	3	7.7	3.97
V 2,500 -	92	6	6.5	12	13.0	15	16.3	21	22.8	19	20.7	10	10.9	9	9.8	3.90
Overall	167	14	8.4	22	10.2	31	22.2	32	10.2	37	18.6	17	13.2	14	8.4	4.02

F Value = .856 (Not Significant)

value of .856 was observed to show no statistical differences between the groups.

#### School Farm

Table XLVI contains an analysis of the emphasis which should be placed on a school farm to aid agriculture instruction. The mean response of Group V was low with a 4.37 while Group I's 5.33 for this statement was high. An overall mean of 4.66 was computed. All groups placed "Great" emphasis on this area except the smallest community group, Group V, which placed "Much" emphasis on this point. An F value of 1.382 was shown to be significant at the .25 level.

#### Limiting Class Enrollment to Insure

##### Adequate Supervision

An analysis was made in Table XLVII of the emphasis which should be placed by teachers on limiting class enrollment to insure adequate supervision. Groups I and II placed "Very Great" emphasis on this operational program aspect, with respective mean responses of 5.56 and 5.42, while Groups III, IV and V placed "Great" emphasis on the statement with mean responses of 5.07, 5.05, and 5.01 respectively. Means ranged from 5.10 to 5.92 with an overall mean of 5.12. An F value of .861 showed there were no significant differences between the five groups; however, teachers in larger communities assigned higher mean responses to this statement.

TABLE XLVI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
PLACED UPON A SCHOOL FARM TO AID AGRICULTURE INSTRUCTION

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	3	33.3	1	11.1	2	22.2	2	22.2	1	11.1					5.33
II 30K - 100K	12	4	33.3	2	16.7	1	8.3	1	8.3	4	33.3					5.08
III 10K - 30K	15	3	20.0	2	13.3	5	33.3	2	13.3	2	13.3	1	6.7			4.93
IV 2,500-10K	39	10	25.6	8	20.5	4	10.3	8	20.5	4	10.3	5	12.8			4.93
V 2,500 -	91	8	8.8	24	26.4	17	18.7	15	16.5	11	12.1	4	4.4	12	13.2	4.37
Overall	166	28	16.9	37	22.3	29	17.5	28	16.9	22	13.3	10	6.0	12	7.0	4.66

F Value = 1.382 (Significant at the .25 level)

One non-respondent in group V



TABLE XLVII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON LIMITING CLASS ENROLLMENT TO INSURE ADEQUATE SUPERVISION

<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group		
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little			No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%
I 100K +	9	3	33.3	3	33.3	1	11.1	1	11.1			1	11.1			5.56
II 30K - 100K	12	5	41.7	3	25.0	2	16.7	2	16.7							5.92
III 10K - 30K	15	4	26.7	3	20.0	4	26.7	3	13.3					2	13.3	5.07
IV 2,500-10K	39	11	28.2	7	17.9	8	20.5	4	10.3	5	12.8	3	7.7	1	2.6	5.05
V 2,500 -	92	22	23.9	24	26.1	16	17.4	9	9.8	9	9.8	8	8.7	4	4.3	5.01
Overall	167	45	27.0	40	24.0	31	18.6	18	10.8	14	8.4	12	7.2	7	4.2	5.12

F Value = .861 (Not Significant)

## A Two-Year Background in Production

### Agriculture

The analysis of the emphasis which should be placed on a two-year background in production agriculture before a student can enroll in a re-directed program was made in Table XLVIII. The mean response range of 4.11 to 4.95 placed all groups, except Group I, in the category of "Great" emphasis with Group I being in the area of "Much" emphasis. The overall mean response was "Great" as determined from the 4.75 mean. Division of opinion was noted in the first group, as emphasis was perceived to be from "Extreme" to "None." The F value of 3.44 showed no statistical differences, however, among the groups' responses. The lowest mean response was supplied by Group I while the highest was Group III.

## Teaching of a New Full Year Course in

### Agriculture Business

Table XLIX gives the breakdown of the findings relative to the emphasis which should be placed on the teaching of new full year courses in agriculture business to third and fourth year agriculture students. Mean responses varied from 3.74 in Group V to 4.60 in Group III. Teachers in larger communities felt more emphasis should be given this area than did their colleagues in smaller towns. An overall mean for all groups was observed to be 3.87 which fell in the "Much" category. An F value of 1.257 was calculated which demonstrated no significant differences between the groups.

TABLE XLVIII

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED  
UPON A TWO-YEAR BACKGROUND IN PRODUCTION AGRICULTURE BEFORE A  
STUDENT CAN ENROLL IN A RE-DIRECTED PROGRAM

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	1	11.1	2	22.2	2	22.2			1	11.1	2	22.2	1	11.1	4.11
II 30K - 100K	12	3	25.0	1	8.3	4	33.3	1	8.3			3	25.0			4.75
III 10K - 30K	15	3	20.0	3	20.0	2	13.3	4	26.7	1	6.7	1	6.7	1	6.7	4.73
IV 2,500-10K	39	8	20.5	10	25.6	9	23.1	3	7.7	4	10.3	3	7.7	2	5.1	4.95
V 2,500 -	92	21	22.8	20	21.7	19	20.7	7	7.6	7	7.6	7	7.6	11	12.0	4.74
Overall	167	36	21.6	36	21.6	36	21.6	15	9.0	13	7.8	16	9.6	15	9.0	4.75

F Value = .344 (Not Significant)

TABLE XLIX

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE PLACED UPON  
THE TEACHING OF A NEW FULL YEAR COURSE IN AGRICULTURE BUSINESS TO  
THIRD AND FOURTH YEAR AGRICULTURE STUDENTS

		<u>Distribution of Responses by Extent of Emphasis</u>														Mean Response by Group
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	1	11.1	1	11.1	3	33.3			4	44.4					4.44
II 30K - 100K	12			2	16.7	1	8.3	4	33.3	3	25.0	2	16.7			3.83
III 10K - 30K	15	1	6.7	3	20.0	6	40.0	1	6.7	3	20.0			1	6.7	4.60
IV 2,500-10K	39	1	2.6	6	15.4	8	20.5	7	17.9	8	20.5	4	10.3	5	12.8	3.79
V 2,500 -	92	4	4.3	7	7.6	22	23.9	15	16.3	28	30.4	4	4.3	12	13.0	3.74
Overall	167	7	4.2	19	11.4	40	24.0	27	16.2	46	27.5	10	6.0	18	10.8	3.87

F Value = 1.257 (Not Significant)

### Time Devoted to Working with Adult Farmers

Table L presents a summary of the findings relative to the emphasis teachers perceived should be placed on the time devoted to working with adult farmers by the agriculture teacher. Surprisingly, all respondent groups placed "Great" emphasis on this aspect of the vocational agriculture curriculum. No difference in emphasis was noted with the means between the groups varying by only .13 of a point. This was the smallest variation on any statement in the study. The average response for all groups was 4.57 with a range of 4.54 to 4.67. The calculated F value of .035 showed no significant differences between the groups.

### Relationship of the Agriculture Department to the Total School Curriculum

Teacher preferences pertaining to the emphasis which should be placed on the relationship of the agriculture department to the total school curriculum are summarized in Table LI. All groups placed "Very Great" emphasis on this area. Mean responses ranged from 5.53 for Group V to 6.22 for Group I, with an overall mean of 5.62. The F value of this statement was .901 which was not significant at any of the four levels tested. The higher degrees of emphasis were preferred by teachers in larger, more urban-oriented schools.

TABLE L

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
PLACED UPON THE TIME DEVOTED TO WORKING WITH ADULT FARMERS  
BY THE AGRICULTURE TEACHER

<u>Distribution of Responses by Extent of Emphasis</u>																
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little		No		Mean Response by Group
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
I 100K +	9	1	11.1	2	22.2	1	11.1	3	33.3	1	11.1	1	11.1			4.56
II 30K - 100K	12	1	8.3	1	8.3	5	41.7	3	25.0	2	16.7					4.67
III 10K - 30K	15			4	26.7	3	20.0	6	40.0	2	13.3					4.60
IV 2,500-10K	39	4	10.3	9	23.1	8	20.5	6	15.4	10	25.6	2	5.1			4.62
V 2,500 -	92	8	8.7	18	19.6	17	18.5	29	31.5	14	15.2	5	5.4	1	1.1	4.54
Overall	167	14	8.4	34	20.4	34	20.4	47	28.1	29	17.4	8	4.8	1	0.6	4.57

F Value = .035 (Not Significant)

TABLE LI

SUMMARY OF TEACHER PERCEPTIONS AS TO THE EMPHASIS WHICH SHOULD BE  
 PLACED UPON THE RELATIONSHIP OF THE AGRICULTURE DEPARTMENT  
 TO THE TOTAL SCHOOL CURRICULUM

		<u>Distribution of Responses by Extent of Emphasis</u>												Mean Response by Group		
Group by Population	N	Extreme		Very Great		Great		Much		Some		Little			No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%
I	100K +	9	4	44.4	3	33.3	2	22.2								6.22
II	30K - 100K	12	3	25.0	5	41.7	2	16.7	1	8.3	1	8.3				5.67
III	10K - 30K	15	6	40.0	2	13.3	5	33.3	2	13.3						5.80
IV	2,500-10K	39	9	23.1	12	30.8	11	28.2	5	12.8	2	5.1				5.53
V	2,500 -	92	19	20.7	33	35.9	23	25.0	15	16.3	1	1.1	1	1.1		5.55
	Overall	167	41	24.6	55	33.0	43	25.7	23	13.8	4	2.4	1	0.6		5.62

F Value = .901 (Not Significant)

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize and review the research problem, the design of the study and the major findings of the research. Conclusions and recommendations which are based on an analysis of the data presented as well as those drawn from the observations of the author are also tendered in this chapter.

#### Summary

##### Purpose of the Study

The major purpose of this study was to determine the degree of emphasis that rural and urban vocational agriculture teachers felt should be placed on selected aspects of the vocational agriculture program.

##### Specific Objectives of the Study

The following specific objectives were developed in order to help accomplish the major purpose of the study:

1. To determine the degree of emphasis that Texas agriculture teachers in both rural and urban communities felt should be placed on leadership development within the Future Farmers of America organization.



2. To determine the degree of emphasis that teachers felt should be placed on the selection and recruitment of students by the agriculture teacher.
3. To determine the emphasis the teachers felt should be placed on public relations within the school staff and among the general public.
4. To determine the degree of emphasis that these teachers of agriculture felt should be placed on the present high school vocational agriculture curriculum.
5. To attempt to determine whether size of community influences teacher opinion in regard to the other objectives.

#### Rationale for the Study

The growth in the population in the state of Texas in the last twenty years has been accompanied by an influx of people moving into the state and by a translocation of the rural population to the cities. This movement of the populus to a more urban type existence has caused problems of a sociological nature for many citizens of the state. For many adults who were born and reared in rural areas the change to a metropolitan existence has been difficult. This problem of adjustment to new communities has also caused problems for urban schools. These schools have been caught in a turmoil of remaining accountable to parent/student demands while at the same time providing basic concepts that are necessary for student intellectual growth.

Many critics of the high school agriculture program state that despite higher enrollments the emphasis that should be placed on certain aspects of the program should be decreased or otherwise made

different from the content of rural programs. As a result of this misconception many urban school systems appear reluctant to add to existing programs, establish new departments, or even continue to fund established departments.

This study was conducted in order to obtain a measure of the value placed on selected aspects of the high school vocational agriculture program by teachers in both rural and urban areas. These teachers were questioned about their perceptions on three basic areas of the high school program. These areas included the curriculum, the Future Farmers of America organization and the value of the agriculture departments public relations function. The implications that can be derived from this study might aid not only the urban teacher in program planning but also the teacher trainer in teacher preparation, the young future teacher in school selection, the state educator in curriculum planning and the rural agriculture teachers in their future program emphasis.

#### Design of the Study

After a review of research literature related to this problem several things were accomplished that would aid the author in the conduct of this study.

1. A population was selected and a sample size determined.
2. An instrument for data collection was developed with the assistance of the author's committee.
3. Data were collected from the sample population.
4. Data collected were compiled and an analysis of that data was accomplished.

All schools that taught agriculture in Texas in 1975 (894 total) were divided into five groups by population. A random stratified sampling technique was used to select the sample population of 200 schools used in the study. For each school, the head of the agriculture department was asked to respond.

This study was concerned with determining the emphasis that agriculture teachers felt should be placed on the agriculture program. A general section consisting of four questions and nine responses was developed to provide a background of the sample population. Part two of the study attempted to assess teacher emphasis on areas of the vocational agriculture curriculum, the Future Farmers of America and on public relations. These statements, 46 in all, contained 67 responses and dealt directly with the objectives of the study. The responses were analyzed by percentage and number, mean group ratings were calculated for all groups and an F value was calculated to assess differences or likenesses between the groups polled.

The research findings in summary form are presented in sections entitled as follows:

1. Perceptions of emphasis which should be placed upon leadership development within the Future Farmers of America organization.
2. Perceptions of emphasis which should be placed on selection and recruitment of the students and on the public relations function of the teacher of agriculture.
3. Perceptions of emphasis which should be placed upon the agriculture curriculum.

The formulated objectives of the study were carefully analyzed in the following paragraphs of this chapter. Tables LII, LIII and LIV

give an analysis and comparison of the differences between the groups surveyed on the statements asked by objective category. Conclusions and recommendations are then made as the result of the data presented.

The following portion of the present chapter was developed to present in summary form the findings of the study. The summary is organized into sections relating to the specific objectives of the study.

Perceptions of Emphasis Which Should be Placed  
Upon Leadership Development Within the Future  
Farmers of America Organization

Eighteen statements were developed to assess emphasis which the teacher groups felt should be placed on development of leadership through the Future Farmers of America organization. Following is a statement by statement analysis of the findings with regard to the emphasis preferred for each area by all groups surveyed.

Teachers were asked to assess the emphasis that should be placed on the development of desirable student leadership traits. Close agreement among all groups was noted on this statement. Only six respondents of the 167 surveyed placed lower than "Much" emphasis on this item. Over half of all group respondents assigned "Very Great" or "Extreme" emphasis to this declaration. The urban mean was 5.86 and the rural mean was 5.59.

The emphasis that should be placed on the involvement of students in leadership activities was posed to all five groups. Close agreement was again observed among the groups surveyed. Only six respondents stated less than "Much" emphasis should be given this statement. This

statement was ranked by both rural and urban teacher groups as having "Very Great" emphasis. The urban mean was 5.56 and the rural mean was 5.52.

Group responses to the value of leadership methods used within the Future Farmers of America organization were in the category of "Great" emphasis, except for Group I whose responses fell in the "Much" emphasis category. The only item drawing statistically significant differences among all groups surveyed on the areas presented was in the Farm Skills contest. The contest was perceived as being deserving of more emphasis in communities of 2,500 to 10,000 population. The smallest mean response on this item was given by teachers in communities of over 100,000 population. Chapter Conducting, Skills Teams and the Radio Contest received greater emphasis in rural areas; whereas, the other publicity methods received the same level of teacher emphasis in urban and rural areas.

A very small difference between the groups was noted on the program aspect dealing with chapter recognition from leadership contests. Responses did however, range from the "Extreme" to the "No" emphasis categories. Most responses were found by all groups surveyed to be in the range of "Great" emphasis with the urban mean at 4.83 and the rural mean of 4.96.

The showing of livestock on three levels was presented to assess the emphasis placed on each by the groups. Interest was shown to be definitely greater on the showing of livestock on a local basis than any other by all groups polled. County shows were shown to be more highly emphasized in communities of 10,000 to 30,000 population than in larger communities of over 100,000 people. Both rural and urban

groups preferred the "Much" emphasis category for state shows. "Much" emphasis was placed on the showing of livestock by Group I; whereas, the other groups placed "Great" emphasis on this aspect of the agricultural curriculum.

All groups surveyed felt that "Great" or "Very Great" emphasis should be placed on the use of the F.F.A. banquet as a leadership activity. Rural schools placed "Very Great" emphasis (5.64) on this aspect while urban schools placed "Great" emphasis (5.40) on the activity. The basic agreement between the groups was evident because of the close means of the groups surveyed.

The highest average ranking of all statements was the perceived emphasis that should be placed on students belonging to the F.F.A. It was discovered that this program aspect ranked first by both rural and urban teachers. All groups placed "Very Great" emphasis on this statement with 6.27 and 6.19 means for urban and rural teachers respectively.

Parental involvement in F.F.A. activities was perceived as deserving "Great" emphasis (5.41) by rural departments and "Very Great" emphasis (5.62) by urban departments. In communities of 10,000 to 30,000 over two-thirds of the respondents placed "Extreme" or "Very Great" emphasis on this concept.

Some difference between groups, although not statistically significant was observed on the statement dealing with the use of school funds to support the F.F.A. Emphasis placed on this statement varied from "Great" in communities of over 30,000 to "Much" in smaller communities of less than that number. Rural departments placed less emphasis on this statement than did their urban counterparts. The rural mean was 4.00 while the urban mean was 4.54.

One of the lower average group responses was observed on the statement dealing with "Building Our American Communities" (B.O.A.C) and the importance of chapter involvement in this program. Generally, all mean responses on this item were in the lower range of "Much" down to the area of only "Some" emphasis. It can be observed that both rural and urban teachers felt this program aspect had limited value, as indicated by their 3.74 and 3.79 means respectively. The highest ranking was observed to again be in communities of from 10,000 to 30,000.

The emphasis that should be placed on fund raising activities was perceived to be of "Great" importance by all respondent groups with an urban mean of 4.59 and a rural mean of 5.20. However, it should be noted that Group I (communities of over 100,000) placed less emphasis on this program aspect than did the other groups. No difference was observable between the responses of teachers in rural and those in urban schools on this statement.

No significant difference was observed between the population groups on the statement dealing with participation in judging contests. All groups placed "Great" value on the use of this method of leadership training. The local level of competition was seen to be the most important of all groups polled. Communities of 2,500 to 10,000 placed more emphasis on this program aspect than did the other groups.

Respondents were asked to assess the value of and the emphasis that should be placed on member application for F.F.A. proficiency awards. An overall mean of 4.47 placed "Much" emphasis on this program aspect. Urban schools placed "Great" emphasis (4.68) on this aspect of the F.F.A. program; whereas, rural schools preferred the

"Much" emphasis (4.47) category.

Emphasis that should be placed on attainment of advanced degrees by students in the F.F.A. was assessed by the respondent groups at "Great". The overall mean for urban groups was 5.29 and 5.21 for rural groups. Schools in Group III (10,000 to 30,000) placed more emphasis on this aspect of the F.F.A. program than did the other groups surveyed. A significant difference was observed between Group III and Groups I and II in this regard.

No significant differences were observed among all groups surveyed on the use and enforcement of a chapter code of ethics. All groups assessed "Great" emphasis to this concept. The overall means for this statement were 5.30 for urban groups and 4.98 for rural groups.

A wide difference among groups was observed on the statement dealing with the use of an advisory committee. A higher mean was noted from teachers in larger communities than from smaller communities. Urban teachers placed "Great" emphasis (4.71) on the concept while rural teachers preferred the "Much" emphasis (4.27) category.

One of the smallest mean averages was obtained on the statement having to do with the establishment of a community alumni. All groups, except Group I, preferred only "Some" emphasis on this program. Group I placed "Much" value on the idea of a community alumni group. Both urban and rural teachers preferred "Some" emphasis with 3.43 and 3.18 respectively as the overall means.

All groups placed "Much" emphasis on Farm Mechanics contests. In a ranking by statement there was no observable difference between rural and urban departments.

To provide a more comprehensive summary and comparison of the



findings regarding emphasis which should be placed on the F.F.A. leadership development Table LII was designed.

Perceptions of Emphasis Which Should Be Placed  
on Selection and Recruitment of the Students  
and on the Public Relations Function of the  
Teacher of Agriculture

A comparison of all groups on the statement concerning recruitment of qualified girls to the Vo-Ag program showed very limited emphasis by all groups surveyed. This lack of strong emphasis by all groups was noted in large and small communities alike on this item. The overall means were 3.87 for urban teachers and 3.79 for rural teachers.

In contrast to the previous statement, "Great" emphasis, on the average, was placed on recruitment of male students. Teachers from both urban and rural areas rated this statement at essentially the same level with overall means of 5.13 and 4.95 respectively.

A difference between groups was observed on the statement dealing with chapter public relations in the community. In general, larger schools placed more emphasis on the public relations aspect of the agriculture program. This appeared to be especially true in communities of 30,000 to 100,000.

Schools in communities of over 30,000 placed less emphasis on the establishment of a Young Farmer chapter than did any other group. The greatest emphasis on this item was placed by teachers in communities of from 2,500 to the 30,000 range.

TABLE LII

A COMPARISON SUMMARY OF URBAN/RURAL AGRICULTURE TEACHER GROUP PERCEPTIONS REGARDING  
THE EMPHASIS WHICH SHOULD BE PLACED ON F.F.A. LEADERSHIP DEVELOPMENT

Program Aspects	Urban Departments						Rural Departments				
	$\bar{X}$ by Group			Overall $\bar{X}$	Emphasis $\bar{X}$	Rank	$\bar{X}$ by Group		Overall $\bar{X}$	Emphasis $\bar{X}$	Rank
	I	II	III				IV	V			
Development of desirable leadership traits	5.89	5.83	5.87	5.86	Very Great	2	5.51	5.66	5.59	Very Great	2
Student involvement in leadership activities	5.56	5.33	5.80	5.56	Very Great	4	5.54	5.49	5.52	Very Great	3
Leadership Methods											
Public Speaking	4.77	5.17	4.73	4.89	Great	15	4.85	4.74	4.80	Great	16
Chapter Conducting	5.11	5.42	5.27	5.27	Great	8	5.69	5.33	5.51	Very Great	4
Skills Teams	4.22	4.33	4.73	4.43	Much	22	5.08	4.72	4.90	Great	15
Radio Contest	4.44	3.75	4.26	4.15	Much	23	4.72	4.33	4.53	Great	17
F.F.A. Quiz	3.67	3.92	3.60	3.73	Much	28	4.36	4.23	4.30	Much	20
Chapter Recognition from leadership contests	4.56	5.00	4.93	4.83	Great	16	4.92	4.97	4.96	Great	14
Showing of Livestock											
Local	4.89	5.17	5.60	5.22	Great	10	5.59	5.32	5.46	Great	5
County	4.22	4.83	5.73	4.93	Great	14	5.28	5.14	5.31	Great	10*
State	3.56	3.83	4.53	3.97	Much	25	3.87	3.98	3.93	Much	24
F.F.A. Banquet as a leadership activity	5.22	5.23	5.73	5.40	Great	5	5.77	5.50	5.64	Very Great	8*
All students belong to the F.F.A.	6.22	6.33	6.27	6.27	Very Great	1	6.28	6.09	6.19	Very Great	1
Parental involvement in F.F.A. activities	5.56	5.42	5.87	5.62	Very Great	3	5.46	5.35	5.41	Great	6

TABLE LII (Continued)

Program Aspects	Urban Departments						Rural Departments				
	$\bar{X}$ by Group						$\bar{X}$ by Group				
	I	II	III	Overall $\bar{X}$	Emphasis $\bar{X}$	Rank	IV	V	Overall $\bar{X}$	Emphasis $\bar{X}$	Rank
School funds to support the F.F.A.	4.56	4.67	4.40	4.54	Great	20	4.23	3.76	4.00	Much	23
Chapter involvement in B.O.A.C.	3.67	3.42	4.27	3.79	Much	27	3.74	3.74	3.74	Much	26
Chapter involvement in fund raising	4.56	4.83	5.47	4.95	Great	12	5.49	4.90	5.20	Great	11
Judging Contests											
Local	5.89	4.67	5.20	5.25	Great	9	5.49	5.22	5.36	Great	8*
County	5.33	4.67	5.27	5.09	Great	11	5.49	5.17	5.33	Great	9
Area	4.88	4.83	5.07	4.93	Great	13	5.46	5.29	5.38	Great	7
State	4.66	4.50	4.67	4.61	Great	19	5.20	4.91	5.06	Great	12
Member Proficiency Awards	4.44	4.67	4.93	4.68	Great	18	4.64	4.30	4.47	Much	18
Advanced Degrees	5.00	5.00	5.87	5.29	Great	7	5.33	5.08	5.21	Great	10*
Use of chapter code of ethics	5.33	5.25	5.33	5.30	Great	6	5.03	4.92	4.98	Great	13
Use of Advisory Committee	4.89	4.50	4.73	4.71	Great	17	4.21	4.33	4.27	Much	21
Community F.F.A. Alumni	3.78	3.50	3.0	3.43	Some	29	3.18	3.17	3.18	Some	28
Farm Mech. Contests											
Local	4.44	4.33	4.67	4.48	Much	21	4.38	4.24	4.31	Much	19
County	4.11	4.16	4.53	4.27	Much	22	4.12	4.08	4.10	Much	22
Area	3.78	4.33	4.27	4.13	Much	24	3.84	3.96	3.90	Much	25
State	3.56	3.92	4.20	3.89	Much	26	3.69	3.70	3.70	Much	27

\*Tie in Ranking

The larger the school the more emphasis was placed by teachers on public relations between their department and their school district. All groups placed "Very Great" emphasis on this statement. This response level would indicate the perceived value of this item to teachers.

Involvement in extra-curricular activities held "Great" value for teachers in Group I (over 100,000) and "Much" value for other groups. The overall means of 4.28 for urban groups and 4.12 for rural groups indicate "Much" emphasis on this statement.

No major differences were observed between teacher groups on the importance of communication between the Vo-Ag department and other vocational departments within the school. On the average, all groups felt that this public relations aspect held "Great" value.

Teachers were asked to assess the emphasis that should be placed on cooperation with school administrators. A significant difference was found among the groups in this regard. Again communities of 10,000 to 30,000 expressed a preference for greater emphasis on this aspect than did other groups.

No significant difference was observed among teachers on the development of a positive public relations program within the community. Teachers in larger communities tended to stress this public relations aspect slightly more than did teachers in communities of less than 10,000. However, both groups placed "Very Great" emphasis on this aspect with the overall urban mean of 6.16 and the overall rural mean of 5.90.

Publicity Methods and the emphasis that should be placed on them were asked all teacher groups. Newspapers were found to be the most

popular publicity method and were deemed to have "Very Great" importance by all groups surveyed. Group III was found to use newspapers as a publicity tool more than any other group. In fact, this group was observed to place more emphasis on all publicity methods than any of the other groups surveyed.

Table LIII provides a comprehensive summary and analysis of the emphasis which should be placed on the selection and recruitment of the students and on the public relations function of the teacher of agriculture.

Perceptions of Emphasis Which Should Be  
Placed Upon the Agriculture Curriculum

Seventeen statements were made to assess teacher emphasis which the groups felt should be placed on the vocational agriculture curriculum. Below is a statement by statement analysis of the findings with regard to the emphasis placed on each statement by all groups surveyed.

The 12-month supervised training program was ranked high by teachers in both urban and rural departments with all respondent groups feeling that "Very Great" emphasis should be placed on this curriculum aspect.

Agriculture teachers placed "Very Great" to "Great" emphasis on interest as an enrollment criterion. No significant differences were observed between rural and urban groups on this item. All teachers felt that at least "Much" emphasis should be given this concept.

Responses to the statement that measured teacher views on the ability to profit from instruction as an enrollment criterion were

TABLE LIII

A COMPARISON SUMMARY OF URBAN/RURAL AGRICULTURE TEACHER GROUP PERCEPTIONS  
REGARDING THE EMPHASIS WHICH SHOULD BE PLACED ON STUDENT SELECTION,  
RECRUITMENT AND PUBLIC RELATIONS

Program Aspects	Urban Departments						Rural Departments				
	$\bar{X}$ by Group			Overall $\bar{X}$	Emphasis $\bar{X}$	Rank	$\bar{X}$ by Group			Emphasis $\bar{X}$	Rank
	I	II	III				IV	V	Overall $\bar{X}$		
Recruitment of qualified female students	3.78	3.83	4.00	3.87	Much	14	4.10	3.48	3.79	Much	13
Recruitment of qualified male students	5.11	4.75	5.53	5.13	Great	8	5.05	4.85	4.95	Great	8
Chapter public relations within the community	6.11	6.42	6.13	6.22	Very Great	1	5.97	5.63	5.80	Very Great	2
Establishment of a Young Farmer Chapter	3.89	3.50	4.27	3.88	Much	13	4.82	4.11	4.47	Much	11
Teacher Extra-curricular duties	4.67	4.25	3.93	4.28	Much	11	4.03	4.21	4.12	Much	12
Positive Public Relations between your department and school district	6.11	6.0	5.93	6.01	Very Great	3	5.79	5.60	5.70	Very Great	4
Communication between the other vocational departments	5.22	5.42	5.60	5.41	Great	7	5.41	5.50	5.46	Great	6
Summer prospective student visitation	5.11	5.58	6.0	5.56	Very Great	5	5.31	5.49	5.40	Great	7

TABLE LIII (Continued)

Program Aspects	Urban Departments						Rural Departments				
	$\bar{X}$ by Group						$\bar{X}$ by Group				
	I	II	III	Overall $\bar{X}$	Emphasis $\bar{X}$	Rank	IV	V	Overall $\bar{X}$	Emphasis $\bar{X}$	Rank
Cooperation between you and your administrator in making operational decisions	5.0	5.67	6.07	5.58	Very Great	4	5.54	5.93	5.74	Very Great	3
Positive Public Relations between your department and community	6.11	6.25	6.13	6.16	Very Great	2	5.85	5.95	5.90	Very Great	1
The value to your program of the following publicity methods:											
Newspapers	5.56	4.92	6.07	5.52	Very Great	6	5.97	5.60	5.79	Very Great	5
Radio	4.89	4.33	5.27	4.83	Great	9	4.92	4.12	4.52	Great	10
Television	4.44	3.83	4.47	4.25	Much	12	3.13	3.33	3.23	Some	14
Group Presentations	4.56	3.92	5.00	4.49	Much	10	4.79	4.32	4.56	Great	9

also analyzed. All groups placed "Great" or "Much" emphasis on the declaration. A slightly higher mean was noted by Group III than in the other groups on this item. However, all groups when compared to one another showed no statistically significant difference.

An analysis of the statement that dealt with re-directed programs showed significant differences among groups in all areas except one. As indicated by respondents, the emphasis that should be placed on Cooperative Part-Time Training was from "Much" (4.37) in rural departments to "Great" (5.13) in urban departments. A difference between Group III (10,000 to 30,000) and Group V (2,500 and below) was seen to be significant at the .01 level. This was indicated by the lower levels of perceived importance this area of the curriculum held for small schools.

The emphasis placed on Farm Power and Machinery instruction was found also to be substantial. Again Groups I and III placed "Great" emphasis on training in this area while Group II placed "Much" emphasis on its instruction. Both rural and urban departments placed "Much" emphasis on this re-directed program.

Meat Technology was perceived as deserving "Much" (4.09) emphasis in urban schools, but only "Some" (3.10) emphasis in rural schools. The difference between schools in Group I and schools in Group V was found to be significant at the .05 level.

Horticulture showed the greatest difference among all the groups surveyed on all items. Large schools perceived "Much" (4.32) emphasis for this program; however, as the schools and communities decreased in size the program was perceived as less valuable. This can be demonstrated by the placement of the statement in the "Some" (2.97)



emphasis category by rural departments. A difference between Group I and Group V was found to be significant at the .01 level.

Responses to the statement regarding instruction in Feedlot Management were observed to be in the category of "Some" emphasis. Most groups were of the opinion that this area of instruction held this level of value. A difference however, was noted between Groups I and II at the .25 level of significance.

The highest mean for all re-directed programs was observed for General Agriculture Mechanics. All groups placed "Much" or "Great" value on this curriculum aspect. The overall mean for urban departments was observed to be in the "Great" emphasis (4.73) category while the overall mean for rural departments was in the "Much" emphasis (4.38) category.

Urban teachers placed "Much" emphasis (3.92) while rural teachers placed "Some" emphasis (3.17) on the statement which dealt with the teaching of Recreation and Environmental Science. The highest value placed on this phase was by teachers in Group I ("Much"). Group V placed only "Some" value on this item. A difference that was significant at the .10 level was noted between these two groups.

The value of Production Agriculture was demonstrated to be important by all groups surveyed. Responses were noted to be in the "Great" or "Very Great" emphasis categories for all groups. In urban departments "Great" emphasis (5.49) was assigned to this curriculum aspect. However, rural departments placed "Very Great" emphasis (5.69) on production agriculture.

No statistically significant difference was observable among groups on the concept that each student should have a project program.

The lowest mean response on the statement was calculated for Group II. No trend by community size was evident however, as Group I had the highest mean group response of all groups surveyed.

Teachers in schools in larger communities placed slightly more emphasis on assisting students in career selection. However, in both urban and rural departments "Very Great" emphasis was placed on this concept. A slightly higher statement ranking was noted for urban departments.

Both urban and rural departments placed "Great" emphasis on the concept of providing each student a student notebook covering basic material. No difference was noted between urban and rural departments on this statement.

The value of teaching general agriculture courses to students of junior high school age was regarded cautiously by all groups. Only "Some" (3.10) value was placed on this declaration in rural departments. "Much" (3.72) value was placed on this area by urban teachers.

Teaching career awareness to junior high school age students fared somewhat better than did the previous item. All groups placed greater emphasis on this approach to teaching Vo-Ag students at an early age than they did on teaching strictly agriculture courses.

A school farm was seen to be more valuable as communities increased in size. This was especially true in communities beyond 2,500 people. The difference in opinion of Groups I and V on this item was significant at the .25 level. Both rural and urban departments placed overall "Great" emphasis on this statement.

No difference among the five groups was noted on the statement dealing with the limiting of class enrollment. However, a comparison

of overall means for rural and urban departments shows "Great" (5.03) and "Very Great" (5.52) emphasis respectively.

Some diversity in opinion was noted on the statement dealing with a two-year production background before a student be allowed to enroll in a re-directed program. Responses were observable in almost all categories by all groups surveyed. The lowest mean average was observed in Group I which placed the highest value on re-directed programs.

Overall means for urban and rural departments indicated the teachers placed "Much" emphasis on the concept of an agri-business course for third and fourth year students. The overall means of 4.92 for urban schools and 3.77 for rural schools were noted.

The time devoted to working with adult farmers was seen as being on the lower side of the "Great" emphasis category in this survey. No difference was observed between large community and small community teachers on this statement.

The relationship of the agriculture department to the school curriculum was observed to be the concept that teachers in communities of over 100,000 would like to see emphasized more than any other. All groups placed "Very Great" emphasis on this aspect which would lead one to believe that this statement carried great importance. This was observed to be true in both urban and rural areas.

An analysis of these findings relative to the agriculture curriculum is presented in Table LIV.

TABLE LIV

A COMPARISON SUMMARY OF URBAN/RURAL AGRICULTURE TEACHER GROUP PERCEPTIONS  
REGARDING THE EMPHASIS WHICH SHOULD BE PLACED ON THE SELECTED  
ASPECTS OF THE AGRICULTURE CURRICULUM

Program Aspects	Urban Departments						Rural Departments				
	$\bar{X}$ by Group			Overall $\bar{X}$	Emphasis $\bar{X}$	Rank	$\bar{X}$ by Group		Overall $\bar{X}$	Emphasis $\bar{X}$	Rank
	I	II	III				IV	V			
Twelve-month supervised training program	5.78	6.08	6.27	6.04	Very Great	1	6.15	6.16	6.16	Very Great	1
Interest as enrollment criteria	5.56	4.92	5.27	5.25	Great	6	4.82	5.18	5.00	Great	7
Areas of the Agriculture curriculum:											
Co-op	5.0	4.92	5.47	5.13	Great	7	4.69	4.04	4.37	Much	15
Farm Power	4.67	3.75	4.67	4.36	Much	15	4.26	3.84	4.05	Much	16
Meat Technology	4.67	3.67	3.93	4.09	Much	18	3.31	3.07	3.19	Some	19
Horticulture	4.56	4.33	4.07	4.32	Much	16	3.18	2.75	2.97	Some	23
Feedlot Management	3.78	2.50	3.67	3.32	Some	21	3.21	2.78	3.00	Some	22
General Mechanics	4.67	4.25	5.27	4.73	Great	10	4.42	4.34	4.38	Much	14
Recreation and Environment	4.22	3.42	4.13	3.92	Much	18	3.26	3.08	3.17	Some	21
Ability to profit as enrollment condition	4.78	4.25	4.80	4.61	Great	11*	4.46	4.67	4.57	Great	13
Production Agriculture	5.67	5.08	5.71	5.49	Great	5	5.54	5.83	5.69	Very Great	2
Must have a project program	6.11	4.92	5.73	5.59	Very Great	3	5.51	5.68	5.60	Very Great	3
Assisting students in career selection	5.18	5.58	5.20	5.52	Very Great	4*	5.31	5.29	5.30	Very Great	5

TABLE LIV (Continued)

Program Aspects	Urban Departments						Rural Departments				
	$\bar{X}$ by Group			Overall $\bar{X}$	Emphasis $\bar{X}$	Rank	$\bar{X}$ by Group			Emphasis $\bar{X}$	Rank
	I	II	III				IV	V	Overall $\bar{X}$		
Manual or notebooks to cover course content	4.78	4.00	4.93	4.57	Great	12	4.38	4.87	4.63	Great	11
Urban expansion	5.11	5.00	5.13	5.08	Great	9	4.69	4.69	4.68	Great	9
General Agri. courses to Jr. High Age students	4.11	3.25	3.80	3.72	Much	20	3.03	3.16	3.10	Some	20
Vo-Ag students taught career awareness at Jr. High School level	4.22	4.83	4.13	4.39	Much	14	3.97	3.90	3.94	Much	17
School Farm to aid instruction	5.33	5.08	4.93	5.11	Great	8	4.92	4.37	4.65	Great	10
Limiting class enrollment for adequate supervision	5.56	5.92	5.07	5.52	Very Great	4*	5.05	5.01	5.03	Great	6
A 2-yr. prod. background before re-directed enrollment	4.11	4.75	4.73	4.53	Great	13	4.95	4.74	4.85	Great	8*
Agri. business courses to third and fourth year agriculture students	4.44	3.83	4.60	4.29	Much	17	3.79	3.74	3.77	Much	18
Working with Adult farmers	4.56	4.67	4.60	4.61	Great	11*	4.62	4.54	4.58	Great	12
Relationship of the Ag. Dept. to the school curriculum	6.22	5.67	5.80	5.90	Very Great	2	5.54	5.55	5.55	Very Great	4

\*Tie in Ranking

## Conclusions

Analysis and interpretation of the findings of the research has led to the following conclusions.

### General

Most agriculture teachers regardless of the size of the community in which they worked placed much the same emphasis on many of the same aspects of the vocational agriculture program. However, certain departments in urban areas placed more emphasis on selected aspects of the vocational agriculture program. These areas include re-directed programs, advisory committees and parental involvement in F.F.A. activities. By contrast, rural departments were found to place emphasis on different selected program aspects, such as production agriculture and selected areas of leadership training such as Farm Radio contests, Chapter Conducting and Skills Teams. Specific conclusions relating to these likenesses and differences are listed in the following sections.

### Specific Conclusions Concerning

#### Leadership Development

1. Texas agriculture teachers consider leadership training to be a highly important aspect of their program.
2. The F.F.A. leadership activities of Skills Teams, Chapter Conducting and Farm Radio contests are considered more important in vocational agriculture departments in rural communities than in urban communities.

3. Teachers in communities of 10,000 to 30,000 are more involved with the "Building Our American Communities" (B.O.A.C.) than any other group.
4. The use of vocational agriculture advisory committees decreases as community size decreases.
5. All agriculture departments perceived the showing of livestock at the local level to be more valuable than at the county or state levels.
6. The F.F.A. banquet is more important in rural than urban schools.
7. All vocational agriculture students need to be members of the F.F.A. organization.
8. All agriculture teachers felt the creation of an F.F.A. alumni chapter to be of limited importance.
9. Parental involvement in F.F.A. activities is viewed as being of more value by urban teachers of vocational agriculture.
10. Teachers in urban departments advocate the use of school funds to support the F.F.A. to a greater degree than do those in rural departments.
11. Proficiency awards have a higher value to urban departments than to rural departments.

#### Specific Conclusions Concerning Student

#### Selection, Recruitment and Public Relations

1. Newspapers are the most popular publicity method used by Texas agriculture teachers.

2. All teacher groups regardless of community size feel more effort should be directed toward the recruitment of qualified male students than qualified female students.
3. Summer visitation of prospective students is of more concern to teachers in urban departments.
4. Public relations within the community is important to Vo-Ag. teachers in departments in both rural and urban areas.
5. The establishment of a Young Farmer chapter is especially important for departments in communities of over 2,500 and less than 30,000 population.
6. Teachers in communities of 10,000 to 30,000 population use all publicity methods surveyed more than do other population groups.

#### Specific Conclusions Concerning the

#### Agriculture Curriculum

1. Limiting class enrollment to insure adequate supervision is emphasized more by urban department teachers.
2. A school farm is viewed as being progressively more important as community size increases.
3. Expansion of agriculture departments into urban areas is supported by both rural and urban teachers.
4. A 12-month supervised training program for students is a program aspect valued by teachers in both rural and urban communities.
5. Both rural and urban teachers place much the same emphasis on working with adult farmers.



6. Production agriculture is valuable to both rural and urban communities, however it is more so in rural communities of less than 2,500 population.
7. Urban departments place more importance on the use of re-directed programs than do rural departments.

#### Recommendations

The following recommendations are made as a result of analysis and interpretation of findings of this study.

1. A method of encouraging more work with adults in all communities needs to be devised.
2. Administrators need to be included as much as possible in the functioning of the local agriculture department.
3. A school farm or laboratory for supervised training should be available to every student who enrolls in vocational agriculture.
4. The 12-month training program of students needs to be continued.
5. Agriculture department expansion in urban areas needs to be continued.
6. The use of leadership methods needs to be encouraged in urban areas.

The recommendation is made that additional research be done to assess teacher emphasis on all levels of the agriculture program. It is further recommended that administrators be surveyed as to areas of the program they would emphasize and feel should be stressed by the teacher of agriculture. A follow-up study assessing the opinions

of administrators on the items included in this survey and comparing them to the agriculture teachers would be desirable. This investigator feels additional studies need to be conducted, especially among teachers concerning increasing adult education in agriculture. A definite approach needs to be developed by all teachers in regard to this program aspect.

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APPENDIXES

APPENDIX A

EMPHASIS MEASUREMENT INSTRUMENT

GENERAL INFORMATION

1. The number of students: \_\_\_\_\_ in high school; \_\_\_\_\_ in the vo-ag program.
2. Yrs. of teaching experience: \_\_\_\_\_ in this district; \_\_\_\_\_ in present position; \_\_\_\_\_ total years of experience.
3. Educational level attained and University attended:

Degree	University
_____ B.S., B.A.	_____
_____ M.S., M.Ed.	_____
_____ Other (Specify)	_____

4. Class of schools you have taught in:

Smallest	Largest
B, A, AA, AAA, AAAAA	B, A, AA, AAA, AAAAA

Please circle the response that best reflects the amount of emphasis you feel Should Be Placed on the area covered by the following statements. The response scale to be used is as follows:

- |   |    |        |      |      |       |            |               |
|---|----|--------|------|------|-------|------------|---------------|
| 1. The area should receive <u>no emphasis</u> .         |    |        |      |      |       |            |               |
| 2. The area should receive <u>little emphasis</u> .     |    |        |      |      |       |            |               |
| 3. The area should receive <u>some emphasis</u> .       |    |        |      |      |       |            |               |
| 4. The area should receive <u>much emphasis</u> .       |    |        |      |      |       |            |               |
| 5. The area should receive <u>great emphasis</u> .      |    |        |      |      |       |            |               |
| 6. The area should receive <u>very great emphasis</u> . |    |        |      |      |       |            |               |
| 7. The area should receive <u>extreme emphasis</u> .    |    |        |      |      |       |            |               |
|   | No | Little | Some | Much | Great | Very great | Extreme, 100% |
|   | 1  | 2      | 3    | 4    | 5     | 6          | 7             |

- |  |     |   |   |   |   |   |   |
|--|-----|---|---|---|---|---|---|
| 1. The development of desirable student leadership traits. |     |   |   |   |   |   |   |
|  | 1   | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Student involvement in leadership activities.           |     |   |   |   |   |   |   |
|  | 1   | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The use of the following leadership methods:            |     |   |   |   |   |   |   |
| a. Public Speaking   | a)1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. Chapter Conducting                                      | b)1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. Skills Teams  | c)1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. Farm Radio Contest                                      | d)1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. F.F.A. Quiz   | e)1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Chapter recognition received from leadership contest.   |     |   |   |   |   |   |   |
|  | 1   | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. The showing of livestock on the following basis:        |     |   |   |   |   |   |   |
| a. Local   | a)1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. County  | b)1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. State   | c)1 | 2 | 3 | 4 | 5 | 6 | 7 |

	No	Little	Some	Much	Great	Very Great	Extreme, 100%
	1	2	3	4	5	6	7
1. The area should receive <u>no emphasis</u> .							
2. The area should receive <u>little emphasis</u> .							
3. The area should receive <u>some emphasis</u> .							
4. The area should receive <u>much emphasis</u> .							
5. The area should receive <u>great emphasis</u> .							
6. The area should receive <u>very great emphasis</u> .							
7. The area should receive <u>extreme emphasis</u> .							
<hr/>							
6. The use of the F.F.A. Banquet as a leadership activity.	1	2	3	4	5	6	7
7. The need for all ag students to belong to the F.F.A. organization.	1	2	3	4	5	6	7
8. Parental involvement in F.F.A. activities.	1	2	3	4	5	6	7
9. The use of school funds to support the F.F.A.	1	2	3	4	5	6	7
10. Chapter involvement in "Building Our American Communities" (B.O.A.C.)	1	2	3	4	5	6	7
11. Chapter involvement in fund raising activities.	1	2	3	4	5	6	7
12. Chapter public relations within the community.	1	2	3	4	5	6	7
13. Participation in judging contest on the following levels:							
a. Local	a)1	2	3	4	5	6	7
b. County	b)1	2	3	4	5	6	7
c. Area	c)1	2	3	4	5	6	7
d. State	d)1	2	3	4	5	6	7
14. Establishing a community F.F.A. alumni.	1	2	3	4	5	6	7
15. Member applications for F.F.A. proficiency awards.	1	2	3	4	5	6	7
16. Attainment of advanced degrees by students within the F.F.A.	1	2	3	4	5	6	7
17. The participation of your chapter in farm mechanics contests at:							
a. Local level	a)1	2	3	4	5	6	7
b. County level	b)1	2	3	4	5	6	7
c. Area level	c)1	2	3	4	5	6	7
d. State level	d)1	2	3	4	5	6	7
18. The use and enforcement of a chapter code of ethics.	1	2	3	4	5	6	7
19. The use of a chapter advisory committee.	1	2	3	4	5	6	7
20. Recruitment of qualified female students for enrollment in vo-ag program.	1	2	3	4	5	6	7
21. Recruitment of qualified male students for enrollment in vo-ag program.	1	2	3	4	5	6	7



	No	Little	Some	Much	Great	Very great	Extreme, 100%
	1	2	3	4	5	6	7
1. The area should receive <u>no emphasis.</u>							
2. The area should receive <u>little emphasis.</u>							
3. The area should receive <u>some emphasis.</u>							
4. The area should receive <u>much emphasis.</u>							
5. The area should receive <u>great emphasis.</u>							
6. The area should receive <u>very great emphasis.</u>							
7. The area should receive <u>extreme emphasis.</u>							
<hr/>							
22. The 12 month supervision of students' training programs by vo-ag teacher.	1	2	3	4	5	6	7
23. Interest in ag as criteria for student enrollment in ag program.	1	2	3	4	5	6	7
24. Ability to profit from instruction in ag as a condition for enrollment.	1	2	3	4	5	6	7
25. The value to your community in the following areas of the ag program:							
a. Production agriculture	1	2	3	4	5	6	7
b. Re-Directed programs:							
1. Co-operative Part-time Training	1	2	3	4	5	6	7
2. Farm Power & Machinery	1	2	3	4	5	6	7
3. Meat Technology and Processing	1	2	3	4	5	6	7
4. Horticulture	1	2	3	4	5	6	7
5. Feedlot Management	1	2	3	4	5	6	7
6. General Farm Mechanics	1	2	3	4	5	6	7
7. Recreation & Environment	1	2	3	4	5	6	7
26. The establishment of a Young Farmer Chapter.	1	2	3	4	5	6	7
27. The concept that every production ag student must have supervised project.	1	2	3	4	5	6	7
28. Providing a manual or student notebook for each student enrolled in production ag which would cover basic course content.	1	2	3	4	5	6	7
29. Urban expansion of vocational agriculture departments.	1	2	3	4	5	6	7
30. Teaching general ag courses to students of junior high school age.	1	2	3	4	5	6	7
31. Teaching career awareness for vo-ag students of junior high school age.	1	2	3	4	5	6	7
32. A school farm to aid agriculture instruction.	1	2	3	4	5	6	7
33. Limiting class enrollment to insure adequate supervision.	1	2	3	4	5	6	7
34. A 2 yr. background in production ag before student can enroll in a re-directed course.	1	2	3	4	5	6	7

	No	Little	Some	Much	Great	Very great	Extreme, 100%
	1	2	3	4	5	6	7
1. The area should receive <u>no emphasis.</u>							
2. The area should receive <u>little emphasis.</u>							
3. The area should receive <u>some emphasis.</u>							
4. The area should receive <u>much emphasis.</u>							
5. The area should receive <u>great emphasis.</u>							
6. The area should receive <u>very great emphasis.</u>							
7. The area should receive <u>extreme emphasis.</u>							
<hr/>							
35. The teaching of a new full yr. course in ag business to 3rd or 4th yr. ag. students	1	2	3	4	5	6	7
36. The time devoted to working with adult farmers by the ag teachers.	1	2	3	4	5	6	7
37. Development of positive public relations prog. between your dept. & your school district.	1	2	3	4	5	6	7
38. Involvement of ag teacher in extra-curricular duties of the school.	1	2	3	4	5	6	7
39. Relationship of ag department to the total school curriculum.	1	2	3	4	5	6	7
40. Communication between ag department and other vocational departments in school.	1	2	3	4	5	6	7
41. Summer visitation of prospective students by the vo-ag teacher.	1	2	3	4	5	6	7
42. Extent of cooperation between you and school administrators in making major operational decisions which affect your department.	1	2	3	4	5	6	7
43. Development of positive public relations program between your dept. and your community.	1	2	3	4	5	6	7
44. The value to your program of the following publicity methods:							
a. Newspapers	a)1	2	3	4	5	6	7
b. Radio	b)1	2	3	4	5	6	7
c. Television	c)1	2	3	4	5	6	7
d. Group Presentations	d)1	2	3	4	5	6	7
45. Assisting students in the career selection process.	1	2	3	4	5	6	7

COMMENTS:

APPENDIX B

COVER LETTERS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

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

74074

April 10, 1976

Dear Sir:

Our goal as vocational agriculture teachers is to provide an instructional program that will fit the needs of our respective communities.

I am presently conducting a study to compare the amount of emphasis rural and urban vocational agriculture teachers of Texas place on selected aspects of the vocational agriculture program.

Your response to each statement on the enclosed questionnaire will help provide the necessary information for this comparison. I have included a self-addressed stamped envelope for your convenience.

I appreciate your assistance in this matter.

Respectfully,

A handwritten signature in cursive script that reads "Don Brock".

Don Brock  
Assistant Director of  
Student Teaching

DB/srg

Enc.

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

74074

May 3, 1976

Dear Sir:

Your help is needed to complete a study on Texas agriculture education program emphasis. Your in-put is needed in order to insure a 100% response.

As a former Texas agriculture teacher I feel this study will be very valuable to our future program of instruction.

Thank you for your consideration of this matter.

Respectfully,

A handwritten signature in cursive script that reads "Don Brock".

Don Brock  
Assistant Director of  
Student Teaching

DB/ajb

Enc.

APPENDIX C

SELECTED COMMENTS

A LIST OF SELECTED COMMENTS THAT ARE  
TYPICAL OF THE GROUPS SURVEYED

"Agriculture expansion into urban areas can be the answer to a major part of the farmers present representation problems. We have found that Production Agriculture I is a good exploratory elective course for the urban youth. We teach it along the lines of consumer information rather than technical preparation for production agriculture."

"Our contests need to be practical to all phases of life whether farm or urban uses. Those truly interested in the production agriculture will get their knowledge from advanced and specialized areas of pre-lab or advanced production agriculture."

"I would like to see a greater emphasis on the area level for professional behavior. It frankly, would not hurt on all levels but, I see the most evidence of poor fulfillment of responsibility at that level."

"I believe leadership areas in agriculture programs provided by the F.F.A. chapters are the most important part of any agriculture program."

"It is very important in having a successful chapter to have a follow-up program of graduates and adults, to keep them informed and to develop a close relationship with agriculture and agri-business within the community."

"I feel our jobs as vocational agriculture teachers should be to train our students with the necessary skills to become productive and useful community residents, in a way to maintain and enhance the vocational agriculture program for their children and grandchildren."

"This is a good information survey. I sincerely believe that if we are to continue our summer programs (12 months pay) we must have a justifiable adult program as well as a satisfactory project program. To do this we must be heavy on public relations work and burn the candle at both ends."

"I think the best public relations for a Vo-Ag department is for the agriculture teacher to do his job. The public cannot keep from knowing about at least part of the program."

"This is the second questionnaire I have received to fill out and complete, but I believe that this one was more complete and related more to the agriculture program."

"I feel that first year students maybe should not be required to have supervised projects."

"You did much work on this questionnaire. All the questions have value in an agriculture program. I have great respect for a survey such as this."

"Most Vo-Ag departments in my area are left until last in most every case. Mainly budget cuts and extra duties inherited by the department and teacher. Extra school repairs and the athletic department get much more than the vocational departments. Sometimes a little more money can make a lot of difference.

"A school farm if possible adds to the strength of a school's supervised farming program."

"The Vo-Ag teacher can and should carry through in helping place his ex-students in the job market."



VITA 2

Donald Wayne Brock

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF EMPHASIS ON SELECTED ASPECTS OF PROGRAMS OF VOCATIONAL AGRICULTURE IN RURAL AND URBAN AREAS OF TEXAS AS PERCEIVED BY VOCATIONAL AGRICULTURE TEACHERS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Navasota, Texas, January 28, 1948, the son of W. H. and Earline Brock.

Education: Graduated from Iola High School, Iola, Texas, May, 1965; received the Bachelor of Science degree from Sam Houston State University, Huntsville, Texas, in August, 1969, with a major in Agricultural Education; received the Master of Education degree from Sam Houston State University, Huntsville, Texas, in August, 1970, with a major in Agricultural Education; engaged in post-graduate study at Sam Houston State University, Huntsville, Texas, from September, 1970 to July, 1973; attended Oklahoma State University, Stillwater, Oklahoma, from August, 1975 to December, 1976; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in December, 1976.

Professional Experience: Post-graduate assistant, Agriculture Education Department, Sam Houston State University, Huntsville, Texas, August, 1970 to July, 1971; teacher of vocational agriculture at Humble High School, Humble, Texas, from July, 1971 to July, 1975; graduate teaching assistant, Agriculture Education Department, Oklahoma State University, August, 1975 to present.

Organizations: Member of the Oklahoma Vocational Association, Alpha Tau Alpha, Phi Delta Kappa, National Vocational Agriculture Teachers Association, Former member of the Texas State Teachers Association and the Vocational Agriculture Teachers Association of Texas.