

THE PRESENT AND DESIRED INVOLVEMENT OF TEACHERS,
SUPERVISORS, AND TEACHER EDUCATORS IN SELECTED
ASPECTS OF VOCATIONAL AGRICULTURE PROGRAMS
AS PERCEIVED BY THE RESPECTIVE GROUPS

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CHAPTER I

INTRODUCTION

There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves or
loses our ventures.

Shakespeare, Julius Caesar

We in vocational education are in the midst of one of these great tides referred to in the quotation above. In a time of great populations and much unemployment, it is indeed time for us more than ever before to "take the current." The passage and funding of the National Vocational Education Acts and the more recent amendments to these Acts have provided us in vocational education with the vehicle to aid the world in coping with some of these problems. This is true if we have the vision, foresight, and leadership to take advantage of the opportunity afforded us.

In referring to the Vocational Education Act of 1963, Taylor (32) explained:

Perhaps the most sweeping implications of the act are in the declaration of purpose: 'To maintain, extend, and improve existing programs of vocational education . . . so that persons of all ages in all communities of the state will have ready access to vocational training or retraining which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.' This means we have a responsibility to serve all age groups of varying levels of ability irrespective of their place of residence (p. 6).

One such vocational program is the vocational agriculture program. The responsibility for training of young men and women in the field of agriculture is shared by many and requires the combined efforts of many persons such as teachers, administrators, parents, teacher educators, supervisors, businessmen, industrialists, etc. However, three groups of individuals who have significant input into planning, implementing, and maintaining a vocational agriculture program are the vocational agriculture teachers, vocational agriculture supervisors, and vocational agriculture teacher educators.

Stevens (29) reinforced this idea with the following statement:

The Smith-Hughes Vocational Education Act explicitly required that in order to receive apportioned funds each state should establish a State Board for Vocational Education and prepare a state plan showing kinds of vocational education, schools and equipment, nature of instruction, qualifications of teachers, supervisors or directors, plans for teacher education, and plans for supervision (p. 14).

The opinions of these three groups may vary on the role of each individual group and what each one's involvement should be in establishing practices and procedures for a vocational agriculture program.

In some states the responsibilities of vocational agriculture teachers, supervisors, and teacher educators are well defined as Stewart (30), a vocational agriculture supervisor and subject matter specialist in Louisiana, explained. He stated that the major roles of supervisors consist of assisting teachers, organizing promotional work, and cooperating with others. Included in each of these are varied responsibilities ranging from assisting the teacher in developing lesson plans to counseling the teacher, principal, and superintendent in financial and administrative matters. Of course, the vocational agriculture teachers, teacher educators, and perhaps other supervisors may disagree with these

perceived roles or even to the degree of involvement of the supervisors in these matters.

This may be explained partially by the perceptions that the teacher and the supervisor have of themselves as well as of the other. Blumberg

(2) stated these perceptions in this manner:

Supervisor:

Perceptions of Self

a true professional
 aspires to a higher position
 concerned with measuring productivity
 a helper from central office

Perceptions of the Teacher

a true professional
 on tenure, but not untouchable
 antagonistic towards central office
 aspires toward supervision

Perceptions of the Teacher's Attitude Toward Him

a true professional, caught in the bureaucracy
 only really concerned with helping untenured teachers
 overconcerned with productivity
 a source of help.

Teacher:

Perceptions of Self

a true professional
 on tenure, thus untouchable
 aspires to remain a teacher
 antagonistic toward central office

Perceptions of Supervisor

bureaucratic
 central office spy
 a once highly skilled teacher
 aspires to a higher position

Perceptions of Supervisor's Attitude Toward Him

on tenure and untouchable
 a true professional
 aspires to become a supervisor
 reluctant to ask for help (pp. 38-39).

A further study illustrating the involvement and role conflict of vocational teachers was conducted by Kaiser (15). This study analyzed the roles and behaviors of vocational teachers, including vocational

agriculture teachers, as to the expectations of the state supervisory personnel and local school administrators. The greatest potential area of role conflict was in differing expectations of teaching behavior by state supervisors and school administrators.

The accumulation of opinions of vocational agriculture teachers, state and district supervisors, and teacher educators concerning the present and the desired involvement of the aforementioned groups should be very beneficial to each person in each group.

Statement of the Problem

An individual entering into any job or occupation has or should have a perception of what his role and involvement should be in that position. The actual role may become somewhat complicated when it is just a part or one segment of a program, such as the vocational agriculture program, which involves the assistance and cooperation of many other people and organizations.

The involvement of vocational agriculture teachers, supervisors, and teacher educators in developing and maintaining policies, procedures, and practices in vocational agriculture is not very well defined in some cases. In certain phases of the vocational agriculture program, it is clearly outlined and established who is to be included in determining procedures, practices, and activities. In other areas, it seems there is a mutual understanding of the involvement of a particular group. There also may be disagreements among the groups about the inclusion or the degree of inclusion of another group in particular areas of the vocational agriculture program.

There is a need to create an awareness on the part of vocational

agriculture teachers, supervisors, and teacher educators of the opinions of each of these groups regarding their involvement in establishing and maintaining procedures, practices, and activities. With this information perhaps the combined efforts of the three groups might be more closely coordinated and utilized to improve the opportunities offered to the young men and women in the agricultural education field.

Statement of the Purpose

The intent of this study was to compile the opinions of vocational agriculture teachers, supervisors, and teacher educators and thus formulate recommendations regarding the present and desired involvement of each one of the groups in a vocational agriculture program. It is hoped that these recommendations can be implemented for the improvement of the vocational agriculture program.

Objectives of the Study

To achieve the purpose of this study, the following objectives were to be attained:

1. Determine and specify the degree of present and desired involvement of vocational agriculture teachers in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.
2. Determine and specify the degree of present and desired involvement of vocational agriculture supervisors in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers,

supervisors, and teacher educators.

3. Determine and specify the degree of present and desired involvement of vocational agriculture teacher educators in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.
4. Compare the degree of present involvement to the degree of desired involvement of vocational agriculture teachers, supervisors, and teacher educators in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by each of the respective groups.

Rationale for Study

The vocational agriculture program throughout this entire country would not have evolved to its present condition without the cooperation of many people. Vocational agriculture teachers, supervisors, and teacher educators play essential parts in the development of vocational agriculture. In some states the relationship of these three groups may vary, depending upon the structure of the state educational departments. This relationship has to involve cooperating and working toward a common goal and the training of young men and women in the field of agriculture.

It is most important that these three groups understand what their roles in the vocational agriculture program are. It is equally important that they know how each one of the other groups feels concerning his own as well as the other two groups' roles and involvement in the procedures, practices, and activities of the program.

It is very possible that a vocational agriculture teacher perceived himself more competent in areas of the program than the supervisor. Although he may feel himself more knowledgeable about a particular matter, it may be the supervisor's responsibility to determine the policy concerning this particular phase of the program. The teacher may be consulted concerning this matter, but the decision is made by the supervisor.

On the other hand, there may be aspects of the program in which the teacher makes the decisions and decides policy and procedures. The supervisor, who has usually had a number of years of teaching experience, believes he could provide some valuable input into the matter.

Similar thoughts were expressed by Blumberg (2):

The character of the relationships between teachers as a group and supervisors as a group can be described as somewhat of a cold war. Neither side trusts the other and each side is convinced of the correctness of its position. Supervisors seem to be saying, 'if they would just listen to us, things would really get better.' Teachers seem to be saying, 'what they give us doesn't help. It would be better if they left us alone' (p. 2).

The same thing might be said also for teacher educators since most of these people have had many years of valuable teaching experience and must work, often time, as intermediaries for teachers and supervisors.

These perceptions of a lack of adequate involvement or too much involvement on the part of one of the groups may go unmentioned for fear of reprisal from the other groups or for fear of disruption of a successful program. Although the program might be successful, to a degree, it could be even more so if these groups would collectively decide who was most capable and most willing to make decisions concerning the various aspects of the program. Before this can be done, however, it must be brought to the attention of those concerned with the aforementioned

problem, if indeed there is a problem.

There is a need now more than ever in these times of rising interest in agriculture to determine the possibility of such a problem and to determine the severity of the situation if it does exist. By gathering opinions from vocational agriculture teachers, supervisors, and teacher educators of their present and desired involvement in various aspects of the vocational agriculture program, the true situation should become evident.

By pooling this information and determining the true situation of the involvement of these groups and how each feels about the respective involvements, maybe a better working relationship can be developed where it is needed and perhaps have an even more unifying effect on the groups where the relationship is already good. This could only result in a better vocational agriculture program for the young people of our country.

Assumptions and Limitations of the Study

Assumptions

To accomplish the purpose of this study, the following assumptions were accepted:

1. That the vocational agriculture teachers, supervisors, and teacher educators selected were representative of their respective groups in their respective states.
2. That the responses indicated were honest expressions of their opinions.
3. That each individual selected was sufficiently knowledgeable of the vocational agriculture program in his respective state and

could express a valid opinion.

Limitations

The investigator realized or recognized the following limitations:

1. Only two representatives of each group were selected from each of the states.
2. One state did not have a vocational agriculture program and therefore no vocational agriculture teachers, supervisors, and teacher educators.
3. Two states did not have vocational agriculture teacher training institutions and therefore no teacher educators.
4. Some states had vocational supervisors but no supervisors specifically designated for vocational agriculture.
5. Some vocational agriculture teacher educators were also employed as vocational agriculture or vocational supervisors in their respective states.
6. Only various and selected aspects of four areas of the vocational agriculture programs were chosen.
7. Each group was not equally represented in each state because some states had only one individual in that position and some states had none.

Scope of the Study

The data for this study were collected by the use of an opinionnaire which included 56 practices, procedures, and activities of vocational agriculture programs. These 56 items were divided into four categories or divisions: in-school programs, adult programs, teacher preparation,

and professional improvement. The participants were asked to select, in their opinion, the degree of present and desired involvement of the vocational agriculture teachers, supervisors, and teacher educators in each of the 56 segments of the program.

The opinionnaires were constructed with the aid of vocational agriculture teachers in Oklahoma, district vocational agriculture supervisors of the Oklahoma State Department of Vocational-Technical Education, and the Agricultural Education staff of Oklahoma State University.

The instrument was sent to 274 individuals in all of the states. Two vocational agriculture teachers, two supervisors, and two teacher educators in each state, with the exception of those states which did not have vocational agriculture or vocational agriculture teacher training institutions, received the instrument. The teachers were selected from a list of the states' National Vocational Agriculture Teachers' Association officers, the supervisors randomly from a list of the supervisors for all of the states, and the teacher educators at random from a list of teacher trainers throughout the nation.

The instrument and letters were mailed in the fall of 1975. The follow-up letters and another opinionnaire were mailed four weeks later to those recipients who had not responded.

Definition of Terms

Certain terms and definitions seemed relevant and important in achieving the purpose of this study. These definitions appear as they related to the study.

Vocational Agriculture Teacher: refers to person employed to teach courses in production agriculture, mechanized agriculture, cooperative

programs, and adviser of FFA, Young Farmer, and adult groups.

Vocational Agriculture Supervisor: refers to a person employed by an educational agency to assist the vocational agriculture teachers and supervise the vocational agriculture programs in a designated area of district of the state.

Vocational Agriculture Teacher Educator: refers to a person employed by four-year colleges and universities to train young men and women to become teachers of vocational agriculture.

In-School Programs: refer to vocational agriculture programs designed for persons enrolled in high school.

Adult Programs: refer to agricultural programs designed for persons who have graduated or left the high school.

Professional Improvement: refers to any activity which would result in the enhancement of capabilities to perform duties as a teacher of vocational agriculture.

Young Farmer Organization: refers to state organization in some states related to agriculture for persons from graduation from high school to age 35 (for active membership).

Vocational Agriculture Procedures, Practices, and Activities: refer to any part or phase of the vocational agriculture program which requires planning, implementation, maintenance, supervision, and evaluation.

Future Farmers of America (FFA): refer to the national organization of youth enrolled in vocational agriculture of which the FFA is an intra-curricular activity.

Vocational Agriculture: refers to courses taught in high schools designed to train persons for careers in the field of agriculture.

Opinion: refers to how a person feels regarding various aspects of

the vocational agriculture programs.

Involvement: refers to the responsibilities a person has in a program or certain aspects of a program.

Advisory Committee: refers to a group of responsible citizens of the community interested in agriculture whose duties are advisement and assistance in maintaining an effective program of vocational agriculture.

Cooperative Program (VAOT): refers to conducting learning experiences in career selection, selection of training centers, student placement, and supervision.

FFA Awards Program: refers to a program for FFA members to acknowledge and reward outstanding accomplishments in various areas of agriculture.

Student/Teacher Ratio: refers to number of students per teacher in classes of vocational agriculture.

Multi-Teacher Department: refers to vocational agriculture departments in which there is a sufficient number of students to employ more than one teacher.

Teacher Certification Requirements: refer to the requirements which must be met by each individual that becomes a teacher of vocational agriculture.

Teacher Training Program: refers to all the activities which help prepare an individual for a teaching profession in vocational agriculture.

Student Teacher: refers to college or university student who is student teaching in a training center as part of the teacher training program and to meet teacher certification requirements.

Teacher Training Centers: refer to schools approved by teacher

training institution to be used in training student teachers, who are supervised closely by the full-time vocational agriculture teacher (cooperating teacher) of that school and by a faculty member of teacher training institution.

CHAPTER II

REVIEW OF LITERATURE

A review of related literature and research on the roles, responsibilities, and involvement of vocational agriculture teachers, supervisors, and teacher educators in the various aspects of the vocational agriculture program revealed many different ideas on this subject. The review of literature will include selected aspects of the total program in which there was found to be some contradictory ideas of involvement of the three groups. This was done to illustrate the fact that there are agreements and disagreements as to who is to be involved in some aspects of a program. This is not to indicate that this is a completely exhaustive review.

The review will be presented under the topic headings of (1) policy development, (2) curriculum and instruction, (3) evaluation, (4) adult programs, and (5) teacher development. These divisions were made for clarity and organization.

Policy Development

Who should have the responsibility of developing policies pertaining to the vocational agriculture program? Should this be done on the local or the state level? Should the teacher training institutions have some input in policy making? Such questions as these come to mind when discussing policy development in vocational agriculture.

Since the teacher is more directly involved in the local program and the day-to-day activities, it would seem probable that the teacher should have more input into policy development concerning his vocational agriculture program than any of the groups mentioned. In support of this Smith (27) states: "The role of the vocational agriculture teacher in policy making is probably one of the most significant in the field of agricultural education at the present time" (p. 277). He further emphasizes: "The teacher plays an important role in policy making since his policy is formulated according to his day to day experiences in working with his pupils and the people of his patronage area" (p. 278).

Hamlin (12) agrees with Smith that the key person in the development of policy for agricultural education should be the teacher. But he also recognizes the inherent danger in many school districts when the teachers carelessly and thoughtlessly implement policies or do not take advantage of their policy making privilege. Another proponent of policy making on the local level is Standford (28) who proposes that school administrators, parents, students, advisory personnel, as well as vocational agriculture teachers, should cooperate in planning programs and developing policies.

In contrast to those who consider personnel at the local level as the most significant group in policy formulation is Sasman (24) who believes the state supervisor has considerable responsibility in development of policy. He also believes that supervisors should cooperate with the state's agriculture teachers' association. It should be his responsibility to assemble various viewpoints on what should compose vocational education. Although he should consider the desires of teachers, this may not always be the case. As Hamlin (12) states:

A large part of the policy-making at the state level is conducted by directors of vocational education and supervisors of vocational education in agriculture, who may or may not seek counsel from others (p. 81).

This survey of literature on policy making does not in any way attempt to suggest, however, that these are the only persons who are or should be involved in the development of policies for the vocational agriculture program, but it does reflect current concensus on the subject.

Curriculum Development and Instruction

The construction of curriculum materials and their implementation require a majority of the teacher's time and are usually considered his responsibility. He may use an outline or curriculum suggestions prepared by the state department of education, by teacher education institutions, or other curriculum specialists. These have to be adapted to better fulfill the needs of his students and community. Richardson and Stewart (23) contend that program planning should have the input of several sources within the community.

On the other hand, there are those who maintain that supervisors should play the major role in instructional program development. Carpenter and Rodgers (7) quote the findings of a 1968 study by Rawson which resulted in the conclusion that vocational agriculture teachers expected supervisors to develop vocational agriculture programs and to suggest improvements in teaching techniques. Cardozier (6) agrees with Rawson that state staffs assume the leadership in preparing instructional materials, but he acknowledges also that: "The preparation of subject matter materials and instructional aids for teachers of agriculture has been a joint effort by teacher educators, supervisors, and teachers

themselves" (p. 277).

St. John (31) disagrees with the degree of involvement of supervisors in this area. He asserts that "true leadership in vocational education at the state department level will not permit operational involvement" (p. 165); that is, improvement of instruction is not the primary role of supervisory staff.

There are now people hired by the local school with the ability to perform the duties that were once handled by state supervisors as consultants. Aebischer (1) supports the opinion of the investigator by affirming:

Much of what has been accomplished in vocational agriculture in the past through face-to-face contact between supervisors and teachers may need to be accomplished through local vocational education coordinators (p. 231).

The question of involvement in curriculum development and instruction is further complicated by those who advocate that it should be a major responsibility of teacher educators. Although in the past, the primary role of teacher educators was to train teachers, this role is being broadened in several ways, one of which is assisting in curriculum planning and implementation. Lee (17) devotes an entire article to the significance of teacher educators and curriculum preparation. He maintains that this is a distinct function of agricultural education faculty. Cooper (8) corroborates Lee's convictions by stating: "They [teachers] look to teacher educators for leadership and assistance in identifying or developing appropriate curriculum materials for secondary and continuing education" (p. 35).

Evaluation

The quality of the vocational agriculture program, locally or state wide, depends on continuous and consistent evaluation. The role of teachers, supervisors, and teacher educators in the process of evaluation is a controversial one. Although several authorities--Stevens (29), Shipman (25), Blumberg (2), and Cardozier (6)--attest to the validity of evaluation in an effective vocational agriculture program, they do not delineate the involvement of teachers, supervisors, and educators.

Should the evaluation be made by peers, by groups outside the school setting, by students, etc.? Two studies by Kerwood (16) and Elsen (11) propose that program evaluation should be a cooperative effort by teachers, supervisors, and teacher educators. Cardozier (6), however, avows:

Administrators and supervisors in schools with vocational agriculture departments are an excellent source of professional judgment regarding the competence of their teachers They are responsible, more than anyone else for the observation and evaluation of their teachers (p. 328).

McCracken (19) concurs with Kerwood and Elsen on the involvement of all three groups in evaluation, but he specifies evaluation on three levels: (1) continuous throughout the year by instructors; (2) annually at the local level by school administrators, vocational agriculture advisory council, and the instructor; and (3) a three year comprehensive evaluation by personnel from the office of state supervisors, from state land grant colleges or universities, by the school administration and vocational agriculture advisory council, and by other qualified lay persons.

Adult Programs

Traditionally the in-school segment of the vocational agriculture program has been the main emphasis. Perhaps post-secondary and adult education are as important and necessary to the success of a community vocational agriculture program as is secondary education. We must not neglect one for the other to compensate for the lack of attention given either one in the past. McCracken (18) has similar ideas in this matter which he states as follows:

Post-secondary and adult education in agriculture is an important and integral part of every complete vocational agriculture program. Development of this philosophy; the setting of purpose and measurable objectives for the young farmer and/or adult farmer program; recognizing the need for young farmer and adult farmer instruction; comprehensive program planning; evaluation and reporting; and working with the young farmer association all lead to an effective program of instruction for serving out-of-school groups (pp. 27-28).

Implementing a program of adult education necessitates the efforts of several groups. One who is vital to the program is the vocational agriculture teachers. According to Stevens (29) "in the past in rural community high schools the initiative for establishing adult classes for farmers has come from the local teachers of agriculture" (p. 71). Some of the duties of the teacher in the adult program are summarized by Todd (33) as determining the need and priority of the program, obtaining approval and necessary applications, program planning and scheduling, recruiting and publicity, orientation and supervisory visits to members, and evaluation of the program.

In some states, e.g., Michigan, Oklahoma, and Ohio, state supervisors have an important role in adult education. St. John (31) in examining the role of supervisors in Michigan discovered that post-secondary

agricultural programs were one of the major consulting duties of supervisors.

In similar fashion, a study done by McCracken (20) at Ohio State University concluded that adult education was a significant responsibility of supervisors. A perusal of the Oklahoma State Department of Vocational and Technical Education procedural outline (10) reveals that Oklahoma supervisors shall provide "leadership, direction and supervision for adult classes in agriculture" (p. 1).

The teacher educator's role in adult education is one of preparation of the instructor/teacher who must initiate, implement, and maintain the program. The role may also consist of program planning, service as resource personnel, and evaluation. As Cardozier (5) points out:

There seems to be growing among agricultural teacher educators and among administrators in land-grant colleges of agriculture, the feeling that departments of agricultural education can serve a broader role in preparing people for work . . . (p. 13).

Teacher Development

. . . the most important function in teacher education is that of educating present and prospective teachers. One of the greatest challenges to teacher educators is determining the best methods and content for the undergraduate program (Cooper, 8, p. 45).

This statement aptly stresses the importance of teacher development, but it does not recognize the many facets which are inherent in a program which trains proficient teachers. To emphasize the interlocking involvement of the three groups (teachers, supervisors, and teacher educators) in this aspect of the vocational agriculture program, this section will analyze pre-service and in-service training as well as teacher certification and selection/placement.

The major role of involvement of teachers in the preparation process is through the student teaching experience. As Cardozier (6) relates: "Developing new teachers is a professional responsibility that should be shared by all teachers" (p. 81). He elaborates further that the student teacher will name his cooperating teacher most frequently as the important person in his teacher preparation experience.

Another aspect of teacher involvement in this area is the influence that teachers have on teacher education in curriculum updating. Cardozier (6) again emphasizes that "teachers often make demands for subject matter instruction based on their experience . . ." (p. 157). He has also concluded that the teachers are among the first to identify new needs in technical agriculture and work with teacher educators and subject matter specialists on problems of program development.

In the area of in-service education, the literature reviewed reveals that the responsibility for this function rests primarily with teacher educators and supervisors. Hill (13) declared that "teacher educators will have responsibilities in providing additional education or arranging for education and technical agriculture courses. This may be done in short courses, in summer school, or in the school year" (p. 4).

Often times, supervisors, representing the state boards of education, work in conjunction with educators to provide in-service training (6). However, in a recent study conducted by Jones (14), it was found that vocational agriculture teachers expressed the desire for fellow teachers with expertise to provide portions of in-service training. So again all three groups must work cooperatively in this facet of teacher preparation.

In the last two areas to be discussed--teacher certification and teacher selection/placement--the concensus is that a dual involvement of

teacher educators and supervisors results in a more efficient system. Cardozier (6) deals with both these areas. He maintains that minimum certification standards and other requirements for vocational agriculture teachers are established through the state board of education. In two sections of his book he stresses the following: "It is the responsibility of the teacher education institution to make certain that its graduates meet certification requirements . . ." (p. 156); and "The responsibility of selection of teachers of agriculture is generally assumed by teacher educators" (p. 108).

Hill (13) concurs with Cardozier on these points as does an Oklahoma supervisor (3) who sets forth this objective: "To assist 62 schools in securing and keeping the necessary personnel for their local departments" (p. 4).

Therefore, it becomes evident that all three groups--teachers, supervisors, and teacher educators--are vying for important roles or significant involvement in the broad category of teacher preparation.

Summary

As can be seen in the above review of related literature, the interwoven involvement of teachers, supervisors, and teacher educators is often complex and contradictory. It is easy to conceptualize the infringement upon another's responsibilities which could and often does occur. Whether one is a teacher, supervisor, or teacher educator who is dealing with policy development, curriculum or instruction, evaluation, adult programs, or teacher development, the program requires each one's cooperative efforts and individual expertise.

As McMillion (21) aptly summarizes:

Regardless of status or position, we are all in agricultural education together. All the positions and roles are important When the ranks of state supervisors, area supervisors, teacher educators, or teacher associations are weakened for any reason; I believe we can adapt to keep agricultural education strong (p. 267).

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The purpose of this chapter is to describe the methods and procedures used in conducting this study. These methods and procedures were determined by the purpose and objectives of the study. The purpose of the study was to gather and compare the opinions of vocational agriculture teachers, vocational agriculture supervisors, and vocational agriculture teacher educators regarding the present and desired involvement of each of the respective groups in selected aspects of the vocational agriculture program. The specific objectives of the study were as follows:

1. Determine and specify the degree of present and desired involvement of vocational agriculture teachers in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.
2. Determine and specify the degree of present and desired involvement of vocational agriculture supervisors in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.
3. Determine and specify the degree of present and desired involvement of vocational agriculture teacher educators in establishing

and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.

4. Compare the degree of present involvement to the degree of desired involvement of vocational agriculture teachers, supervisors, and teacher educators in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by each of the respective groups.

In order to collect and analyze data pertaining to the purpose and objectives developed for guidance of the study, it was necessary to accomplish the following tasks: (1) determine the population of the study, (2) develop the instrument for data collection, (3) develop a procedure for data collection, and (4) select methods of data analysis.

The Study Population

Since almost every state in the United States has a vocational agriculture program, this study, being concerned with the selected aspects of the entire vocational agriculture program, was a nation wide study. Two representatives from each of the three groups--vocational agriculture teachers, supervisors, and teacher educators--were selected from each of the states which employed people in these positions. Some of the states, however, did not have jobs or positions in some of the capacities mentioned due to small number of vocational agriculture programs, lack of programs, etc. In some states, one person may be employed in two or more of these positions listed.

The teachers selected from each state to participate in the study

were selected from a list of the 1975-76 State Association officers of the NVATA (National Vocational Agriculture Teachers' Association). When possible the two top ranking officers of each state association were selected. The only state which was completely omitted from the list was Alaska. There were a total of 98 teachers in all of the states selected to participate in the study.

The supervisors were chosen from a list of state officials with responsibilities for programs of vocational education in agriculture. This list was released by the U. S. Department of Health, Education, and Welfare, Office of Education. Two individuals were randomly selected from each state's list with the exception of those states which had none or only one such person employed to carry out these responsibilities. These states included Alaska, Connecticut, Delaware, Hawaii, Maine, Montana, New Hampshire, Rhode Island, South Dakota, Utah, and Wyoming. With these exceptions, a total of 89 supervisors or persons acting in this capacity were chosen as participants to be included in the study.

The two teacher educators and the institutions in which they are employed were randomly selected from a directory of agriculture teacher educators, also printed and released by the Office of Education in 1975.

One teacher educator was selected at random from a list of teacher educators from each institution in the state which had an agricultural education program. In the states which had only one agriculture teacher training institution (Arizona, Colorado, Connecticut, Idaho, Indiana, Kansas, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, and Wyoming), both

teacher educators were selected from the one institution. Some of the states had more than one institution, but they were branch campuses of one college or university. These were not included in the list. There were also some states which did not have an agriculture teacher training institution (Alaska, Hawaii, and Maine). There was a total of 87 agriculture teacher educators included in the study participants.

Development of the Instrument

In designing the instrument, the investigator reviewed related literature and instruments used in studies by Shultz (26), Updyke (34), and Brown (4). Also the formulation of the statements and items used was completed after a careful review of construction techniques suggested by Van Dalen (35). A majority of the ideas for the statements used in the instrument was suggested or their importance was verified by two different groups of Oklahoma vocational agriculture teachers, by Oklahoma supervisors, and by the faculty of the Agricultural Education Department, Oklahoma State University. These three groups made suggestions as to the degree of importance of the items used and made additions and deletions where they felt necessary.

The instrument was designed using a Likert type scale which was included in an attempt to measure opinions of the respondents regarding various aspects of the vocational agriculture program listed in the instrument. The scale was used to indicate the degree of involvement of the three groups in each of the procedures, practices, and activities of the vocational agriculture program. Also included, following the items and the scale, was an open-ended section for comments that the respondents might offer relative to the study topic.

The completed instrument was evaluated and critiqued by teachers, members of the Oklahoma State Supervisory staff, and teacher educators at Oklahoma State University. This process was repeated in meetings containing all three groups in order to obtain unbiased opinions from the entire group. Each item of the instrument was carefully evaluated and discussed by the group and the importance to the study determined.

Responses on the instrument would indicate the respondent's opinion of the degree of present and desired involvement of each group--teachers, supervisors and teacher educators--in each of the procedures, practices, and activities of the vocational agriculture program. The degrees of involvement for each category of present and desired for each group were highly involved, moderately involved, slightly involved, and no involvement. The items listed in the instrument were grouped into four classifications: (1) in-school programs, (2) adult programs, (3) agriculture teacher preparation, and (4) professional improvement.

The completed instrument was given a trial run to a group which consisted of teachers and state supervisory personnel. A portion of the teacher education staff of the Oklahoma State University Agricultural Education Department also completed a final copy, and no difficulty arose in the completion of the instrument by either of these groups.

Collection of Data

The opinionnaires were mailed to vocational agriculture teachers, supervisors, and teacher educators on September 20, 1975. A self-addressed, stamped envelope was enclosed to encourage a prompt response and return. A cover letter explaining the importance, scope, and details of the study and an instruction sheet with examples of items correctly

and incorrectly marked were also enclosed. This was to insure the correct completion of the instrument.

The first mailing on September 20 included 274 opinionnaires, of which 196 had been returned by October 20, 1975. On October 22, 1975, a follow-up letter was mailed to the non-respondents again stressing the importance of the study and asking for their assistance in completion of the instrument. This follow-up mailing included an additional opinionnaire and self-addressed, stamped envelope in the event that the respondent had misplaced the first one. This netted an additional 35 opinionnaires by November 22, 1975. Since December, 1975, had been set as cut off date, no attempt was made to contact the remaining non-respondents. The total of instruments received by December 1, 1975, was 231 or 84.3 percent return of total instruments mailed.

Analysis of Data

A description of the statistical treatments used is described to give the reader an overview of the methods employed to analyze the accumulated data.

The opinionnaire required that the respondent make a mark of indication in six columns for each item on the instrument (Appendix B). Each of the 56 items was one procedure, practice, or activity present in a complete vocational agriculture program. The first three columns were designed as indicators of the respondent's opinion of the present involvement of teacher, supervisor, and teacher educator. The other three columns represented the desired involvement of the three groups. The remainder of the instrument followed this pattern.

The six columns were each divided into four varying degrees of

involvement beginning with highly involved through no involvement. To permit statistical treatment of the data, numerical values were assigned to each degree of involvement in the following order: highly involved, 3; moderately involved, 2; slightly involved, 1; and no involvement, 0.

This procedure allowed the computation of frequency, percentiles, and mean responses by the computer. This provided the input for analysis by the computer. The system utilized to program the computer for analysis of data was the (BMD) Biomedical Computer Programs by Dixon (9). This system used paired comparison t-tests to compare the degree of present and desired involvement of the three groups in each selected procedure, practice, and activity listed on the instrument.

The use of t-tests to determine significant differences in the analysis of data was explained by Popham (22) in the following manner:

The t-test is used to determine just how great the difference between two means must be for it to be judged significant, that is, a significant departure from differences, which might be expected by chance alone. Another way of stating the function of the t-test is to assert that, through its use, we test the null hypothesis that two group means are not significantly different, that is, the means are so similar that the same groups can be considered to have been drawn from the same population (pp. 124-125).

The last section of the opinionnaire was an optional request for relative comments by the respondents regarding any item on the instrument or on the study in general. These comments were organized and compiled into categories representing the three groups responding: vocational agriculture teachers, vocational agriculture supervisors, and vocational agriculture teacher educators.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

As was discussed in the previous chapter, the opinionnaire developed for this study was designed to ascertain the opinions of vocational agriculture teachers, supervisors, and teacher educators concerning the degree of present and desired involvement of each of these groups in various activities, practices, and procedures of the vocational agriculture program.

In the analysis of data, the degrees of involvement were assigned numerical values in order to permit statistical treatment. To provide clarity in the presentation of the findings of this analysis, the mean response to each item regarding present and desired involvement of the three groups was presented in numerical form, but the scale of involvement was stated in the following manner: High (highly involved), Moderate (moderately involved), Slight (slightly involved), and None (no involvement). The mean response and the scale rank appear together.

To determine the average response, a range of numerical values was established for each degree of involvement. Since the mean responses resulted in decimal fractions, the following range was used:

<u>Range</u>	<u>Degree of Involvement</u>
2.50 - 3.00	Highly Involved
1.50 - 2.49	Moderately Involved

0.50 - 1.49	Slightly Involved
0 - 0.49	No Involvement

Also included in the findings of this study are selected comments from each group of respondents concerning items which appear on the instrument or which concern the vocational agriculture program as a whole.

Population of the Study

The population of this study was comprised of two vocational agriculture teachers, two vocational agriculture supervisors, and two vocational agriculture teacher educators from each state in the United States. There were exceptions in some states that did not employ one of the occupational groups used in the study or did not have a vocational agriculture teacher training institution. There were 98 instruments mailed to vocational agriculture teachers, 89 to supervisors, and 87 to teacher educators or a total of 274 opinionnaires in all.

There was a total of 231 (84.3 percent) instruments returned by the recipients. This total included 81 or 82.6 percent of the vocational agriculture teachers, 67 or 75.2 percent of the supervisors, and 83 or 95.4 percent of the teacher educators. Among the total 231 respondents, 28 (13 percent) of the returned instruments were incorrectly completed, or portions of the opinionnaires were left blank, rendering them useless to the total findings of the study. This left 203 or 74 percent of the instruments that were mailed to be analyzed. A breakdown of this number reveals that data from 68 (69.3 percent) vocational agriculture teachers, 62 (69.6 percent) supervisors, and 73 (83.9 percent) teacher educators were actually analyzed.

Findings of the Study

The remainder of this chapter consists of presentation and analysis of the data collected relative to degree of present and desired involvement of vocational agriculture teachers, supervisors, and teacher educators in various practices, procedures, and activities of the vocational agriculture program as perceived by each of these three groups.

To provide clarity in the presentation of the findings of this study, a set of four tables was developed for each one of the three groups of respondents. Each table consists of practices, procedures, and activities in one of four divisions or categories--In-School Programs, Adult Program, Agriculture Teacher Preparation, and Professional Improvement. Each table includes the mean response and category of involvement for each item as perceived by each group--vocational agriculture teachers, supervisors, and teacher educators. That is, in each set of four tables, the respondents, whether teachers, supervisors, or teacher educators, analyzed themselves as well as the other two groups. Each table also indicates with an asterisk those items in which the differences in the degrees of involvement were not significant. Those items that are indicated as having no significant difference between present and desired levels of involvement at the $P > .001$ level are expressing satisfaction with the present situation or the present level of involvement. On the other hand, a significant difference between the level of present and desired involvement implies a desire for more involvement which is indicated by an increase in the mean responses for desired involvement. The level of significance of $P > .001$ was selected to indicate a significant difference between present and desired involvement in order that the

reader could also compare significant levels of $P > .01$ and $P > .05$.

As a result of a paired comparison t-test, the significant and non-significant differences between present and desired involvement for certain items may appear inconsistent with the differences between average mean responses for the same items. This is due to the pairing of the data in the present and desired involvement categories for each individual respondent before comparing. This is a characteristic of the correlated t-test which accounts for the relationship before comparing differences.

In-School Programs

Teacher Perceptions

Vocational agriculture teacher mean responses and rating of the procedures, practices, and activities in the area of in-school programs in Table I verify that the teachers felt their present involvement now ranged from slight (0.67-1.45) on 11 of the 29 items to high (2.59-2.74) on only five of the items. The remainder were at the moderate (1.60-2.27) level. Similarly, the desired involvement was at the moderate (1.86-2.45) and high (2.57-2.98) levels. Six of the 12 items appearing in the moderate category were also in the moderate range for present involvement.

The teachers also expressed a desire for a higher degree of involvement for both the supervisors and teacher educators. They specified, however, that the supervisors should be more highly involved than teacher educators in the area of in-school programs. The desired involvement for supervisors was equally divided between moderate (1.94-2.49) and high

TABLE I

MEAN RESPONSES AND CATEGORIES OF TEACHER PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN IN-SCHOOL PROGRAMS

In-School Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Develop state policies & procedures manual for vo-ag	1.67	Mod.	2.57	High	2.33	Mod.	2.67	High	1.87	Mod.	2.49	Mod.
Determine need for new programs within existing vo-ag programs	2.04	Mod.	2.71	High	2.09	Mod.	2.63	High	1.63	Mod.	2.44	Mod.
Establish standards for new programs within vo-ag	1.61	Mod.	2.72	High	2.28	Mod.	2.71	High	1.63	Mod.	2.50	High
Establish minimum requirements for:												
Facilities	1.26	Slight	2.72	High	1.88	Mod.	2.69	High	1.18	Slight	2.34	Mod.
Equipment	1.45	Slight	2.82	High	1.92	Mod.	2.67	High	1.22	Slight	2.31	Mod.
Establish guidelines of advisory committee:												
Local	2.18	Mod.	2.76	High	1.54	Mod.	2.03	Mod.	1.22	Slight	1.86	Mod.
State	1.00	Slight	2.02	Mod.	2.16	Mod.	2.77	High	1.58	Mod.	2.29	Mod.
Develop guidelines for:												
Supervised occupational experience prog.	2.06	Mod.	2.66	High	2.06	Mod.	2.54	High	1.53	Mod.	2.29	Mod.
Cooperative program (VAOT)	1.65	Mod.	2.41	Mod.	1.94	Mod.	2.48	Mod.	1.44	Slight	2.23	Mod.
Develop policies & procedures of FFA:												
Local	2.74	High	2.98	High	1.68	Mod.	2.13	Mod.	1.10	Slight	1.85	Mod.
State	1.78	Mod.	2.34	Mod.	2.57	High	2.75	High	1.36	Slight	2.08	Mod.
National	0.85	Slight	1.86	Mod.	1.52	Mod.	2.23	Mod.	1.03	Slight	1.85	Mod.
Develop rules & regulations for FFA												
Awards program:												
Local	2.63	High	2.94	High	1.56	Mod.	2.00	Mod.	0.90	Slight	1.60	Mod.
State	1.85	Mod.	2.45	Mod.	2.59	High	2.75	High	1.36	Slight	2.03	Mod.
National	0.67	Slight	1.91	Mod.	1.53	Slight	2.24	Mod.	1.00	Slight	1.82	Mod.

TABLE I (Cont.)

In-School Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	<u>Present</u>		<u>Desired</u>		<u>Present</u>		<u>Desired</u>		<u>Present</u>		<u>Desired</u>	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Enforce rules & regulations for FFA Awards program:												
Local	2.62	High	2.90	High	1.44	Slight	1.94	Mod.	0.82	Slight	1.42	Slight
State	1.72*	Mod.	2.40*	Mod.	2.39*	Mod.	2.78*	High	1.19*	Slight	1.81*	Mod.
National	0.83	Slight	1.89	Mod.	1.59	Mod.	2.40	Mod.	0.83*	Slight	1.59*	Mod.
Evaluate other local vo-ag programs	1.06	Slight	1.98	Mod.	2.19	Mod.	2.54	High	1.46	Slight	2.10	Mod.
Develop rules & regulations for fairs, shows, & contests	2.16	Mod.	2.66	High	1.97	Mod.	2.51	High	1.00	Slight	1.81	Mod.
Enforce rules & regulations for fairs, shows, & contests	1.93	Mod.	2.44	Mod.	2.04*	Mod.	2.49*	Mod.	0.93	Slight	1.69	Mod.
Develop guidelines for teaching duty requirements:												
Student/teacher ratio	1.24	Slight	2.71	High	1.59	Mod.	2.47	Mod.	1.10	Slight	2.13	Mod.
Daily teaching load	1.31	Slight	2.72	High	1.49	Slight	2.51	High	0.90	Slight	2.09	Mod.
Supervision	1.24	Slight	2.43	Mod.	1.76	Mod.	2.49	Mod.	0.97	Slight	2.13	Mod.
Determine requirements for multi- teacher departments	1.45*	Slight	2.61*	High	1.94	Mod.	2.60	High	1.06	Slight	2.10	Mod.
Secure job placement for vo-ag students	1.60	Mod.	2.29	Mod.	1.20	Slight	2.05	Mod.	1.27	Slight	1.89	Mod.
Determine emphasis for local program instruction	2.68	High	2.92	High	1.44	Slight	2.18	Mod.	1.13	Slight	1.76	Mod.
Develop vo-ag curriculum	2.59	High	2.89	High	1.85	Mod.	2.42	Mod.	1.73	Mod.	2.45	Mod.
Evaluate vo-ag curriculum	2.27	Mod.	2.76	High	1.82	Mod.	2.56	High	1.45	Slight	2.42	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

(2.51-2.78) which is compared to a range of slight (1.20) to high (2.59) for the present involvement as seen by the teachers. For teacher educators, the teachers desired involvement at the moderate level with only one item ("Enforce rules and regulations for FFA Awards program - local") in the slight category (1.42), and one item ("Establish standards for new programs within vocational agriculture") in the high (2.50) rating. The present involvement of teacher educators was only in the slight (0.82-1.46) to moderate (1.53-1.87) category. See Table XVII in the Appendix for frequencies and percentages.

Only four of the procedures, practices, and activities displayed nonsignificant differences between the present and desired involvement at the $P > .001$ level of significance as a result of the comparative t -tests. These items and the groups for which the difference was not significant were as follows: "Enforce rules and regulations for FFA Awards program - state" (teachers, $P = .019$; supervisors, $P = .723$; teacher educators, $P = 1.000$); "Enforce rules and regulations for FFA Awards program - national" (teacher educators, $P = 1.000$); "Enforce rules and regulations for fairs, shows, and contests" (supervisors, $P = .261$); and "Determine requirements for multi-teacher departments" (teachers, $P = .02$).

Supervisor Perceptions

Mean responses and categories for present and desired involvement of the three groups for in-school programs in Table II illustrate that supervisors perceived their present involvement and the degree of involvement which they desired to be very close and higher than the other two groups. For 17 of the items, the mean responses occurred in the same

TABLE II

MEAN RESPONSES AND CATEGORIES OF SUPERVISOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN IN-SCHOOL PROGRAMS

In-School Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Develop state policies & procedures manual for vo-ag	0.48	None	2.31	Mod.	2.70*	High	2.87*	High	1.79	Mod.	2.39	Mod.
Determine need for new programs within existing vo-ag programs	1.84	Mod.	2.53	High	2.52	High	2.81	High	1.55	Mod.	2.21	Mod.
Establish standards for new programs within vo-ag	1.50	Mod.	2.40	Mod.	2.63	High	2.90	High	1.63	Mod.	2.31	Mod.
Establish minimum requirements for: Facilities	1.33	Slight	2.32	Mod.	2.47	Mod.	2.76	High	1.25	Slight	2.03	Mod.
Equipment	1.47	Slight	2.45	Mod.	2.46*	Mod.	2.75*	High	1.40	Slight	2.11	Mod.
Establish guidelines of advisory committee: Local	2.18	Mod.	2.85	High	1.82	Mod.	2.32	Mod.	1.22	Slight	1.90	Mod.
State	0.83	Slight	1.75	Mod.	2.33	Mod.	2.78	High	1.27	Slight	2.02	Mod.
Develop guidelines for: Supervised occupational experience prog.	1.67	Mod.	2.56	High	2.42	Mod.	2.78	High	1.80	Mod.	2.32	Mod.
Cooperative program (VAOT)	1.48	Slight	2.43	Mod.	2.31	Mod.	2.76	High	1.66	Mod.	2.26	Mod.
Develop policies & procedures of FFA: Local	2.67	High	2.92	High	2.03	Mod.	2.22	Mod.	1.18	Slight	1.68	Mod.
State	1.97	Mod.	2.35	Mod.	2.75	High	2.90	High	1.55	Mod.	2.10	Mod.
National	0.90	Slight	1.73	Mod.	1.71	Mod.	2.39	Mod.	1.07	Slight	1.83	Mod.
Develop rules & regulations for FFA Awards program: Local	2.71	High	2.90	High	1.74	Mod.	1.95	Mod.	1.03	Slight	1.48	Slight
State	1.95	Mod.	2.37	Mod.	2.77	High	2.87	High	1.46	Slight	2.08	Mod.
National	0.90	Slight	1.82	Mod.	1.73	Mod.	2.37	Mod.	1.05	Slight	1.76	Mod.

TABLE II (Cont.)

In-School Program Practices and Procedures	Teachers				Supervisors				Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Enforce rules & regulations for FFA Awards program:												
Local	2.73	High	2.88	High	1.77*	Mod.	2.00*	Mod.	0.75	Slight	1.23	Slight
State	1.90	Mod.	2.25	Mod.	2.87*	High	2.90*	High	1.22*	Slight	1.73*	Mod.
National	0.87	Slight	1.62	Mod.	1.74	Mod.	2.23	Mod.	0.77*	Slight	1.33*	Slight
Evaluate other local vo-ag programs	1.16*	Slight	1.90*	Mod.	2.54*	High	2.72*	High	1.60	Mod.	2.22	Mod.
Develop rules & regulations for fairs, shows, & contests	2.29	Mod.	2.55	High	2.31	Mod.	2.32	Mod.	0.94	Slight	1.44	Slight
Enforce rules & regulations for fairs, shows, & contests	2.10	Mod.	2.50	High	2.27*	Mod.	2.44*	Mod.	0.77	Slight	1.21	Slight
Develop guidelines for teaching duty requirements:												
Student/teacher ratio	1.56	Mod.	2.39	Mod.	2.18	Mod.	2.65	High	1.45	Slight	2.11	Mod.
Daily teaching load	1.64	Mod.	2.41	Mod.	2.10	Mod.	2.66	High	1.32	Slight	2.02	Mod.
Supervision	1.48	Slight	2.21	Mod.	2.34	Mod.	2.68	High	1.37	Slight	2.10	Mod.
Determine requirements for multi- teacher departments	1.56*	Mod.	2.32*	Mod.	2.19*	Mod.	2.76*	High	1.42*	Slight	2.11*	Mod.
Secure job placement for vo-ag students	1.65	Mod.	2.31	Mod.	1.41	Slight	1.68	Mod.	1.34	Slight	1.61	Mod.
Determine emphasis for local program instruction	2.52*	High	2.87*	High	1.93*	Mod.	2.30*	Mod.	1.38	Slight	1.88	Mod.
Develop vo-ag curriculum	2.26	Mod.	2.77	High	2.24	Mod.	2.54	High	2.00	Mod.	2.54	High
Evaluate vo-ag curriculum	1.95	Mod.	2.69	High	2.24	Mod.	2.60	High	1.80	Mod.	2.45	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

rating for present and desired involvement, ten in the moderate (1.50-2.49) and seven in the high (2.50-3.00) categories. Only one item ("Secure job placement for vocational agriculture graduates") was rated slight (1.41) in present involvement, but the desired for this item rated moderate (1.68).

The supervisors desired more involvement from teachers and teacher educators as well as themselves. However, a comparison of the desired involvement mean responses illustrated that the supervisors felt the teachers should be more highly involved than teacher educators in the in-school programs. In only two items concerned with state and national policies--"Establish guidelines of advisory committee - state" and "Develop policies and procedures of FFA - national"--was desired involvement of teacher educators greater than that of teachers. Teachers' present involvement as viewed by supervisors ranged from one item, "Develop state policies and procedures manual for vocational agriculture;" in the none (0.48) category to a high of 2.73 for "Enforce rules and regulations for FFA Awards program - local." The desired involvement increased in all procedures, practices, and activities to moderate (1.62-2.45) and high (2.50-2.92) categories.

The supervisors indicated by their mean responses that the present involvement of teacher educators now ranged only in the slight (0.75-1.46) and moderate (1.55-2.00) categories for the procedures, practices, and activities for in-school programs. They felt that the involvement of the teacher educators should be increased somewhat from present to the rating of slight (1.21-1.48) for five of the 29 items to one item ("Develop vocational agriculture curriculum") which was rated as high (2.54). The remainder fell in the moderate (1.61-2.45) rating. See

Table XVIII in the Appendix for frequencies and percentages.

Eight items were found in the opinion of the supervisors to contain differences in present and desired involvement that were not significant at the $P > .001$ level of significance. Those items and the groups to which they apply are as follows: "Develop state policies and procedures manual for vocational agriculture" (supervisors, $P = .032$); "Establish minimum requirements for equipment" (supervisors, $P = .003$); "Enforce rules and regulations for FFA Awards program - state" (supervisors, $P = .657$; teacher educators, $P = 1.000$); "Enforce rules and regulations for FFA Awards program - national (teacher educators, $P = 1.000$); "Evaluate other local vocational agriculture programs" (teachers, $P = .006$, supervisors, $P = .047$); "Enforce rules and regulations for fairs, shows, and contests" (supervisors, $P = .109$); "Determine requirements for multi-teacher departments" (teachers, $P = .419$; supervisors, $P = .067$); "Determine emphasis for local program instruction" (teachers, $P = .002$; supervisors $P = .419$).

Teacher Educator Perceptions

Table III illustrates that teacher educators placed their present involvement in the lower ratings with 20 items in the slight (0.50-1.44) category and the remaining nine items in the moderate (1.51-1.75) rating for in-school programs. In desired involvement, the teacher educators rated themselves lower than the supervisors in all 29 items and lower than teachers in 23 of the 29 items.

The teacher educators perceived the present involvement of the supervisors to be above their own in all items, with the exception of one item ("Secure job placement for vocational agriculture graduates") which was

TABLE III

MEAN RESPONSES AND CATEGORIES OF TEACHER EDUCATOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN IN-SCHOOL PROGRAMS

In-School Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Develop state policies & procedures manual for vo-ag	1.23	Slight	2.48	Mod.	2.59*	High	2.84*	High	1.75	Mod.	2.58	High
Determine need for new programs within existing vo-ag programs	1.51	Mod.	2.44	Mod.	2.33	Mod.	2.75	High	1.67	Mod.	2.42	Mod.
Establish standards for new programs within vo-ag	1.26	Slight	2.33	Mod.	2.33	Mod.	2.79	High	1.53	Mod.	2.44	Mod.
Establish minimum requirements for:												
Facilities	0.90	Slight	2.23	Mod.	2.26	Mod.	2.84	High	1.22	Slight	2.37	Mod.
Equipment	0.98	Slight	2.25	Mod.	2.27	Mod.	2.79	High	1.19	Slight	2.30	Mod.
Establish guidelines of advisory committee:												
Local	1.66	Mod.	2.63	High	1.47	Slight	2.19	Mod.	1.26	Slight	2.03	Mod.
State	0.65	Slight	1.76	Mod.	2.01	Mod.	2.74	High	1.29	Slight	2.33	Mod.
Develop guidelines for:												
Supervised occupational experience prog.	1.53	Mod.	2.49	Mod.	2.23	Mod.	2.68	High	1.64	Mod.	2.46	Mod.
Cooperative program (VAOT)	1.34	Slight	2.35	Mod.	2.18	Mod.	2.62	High	1.56	Mod.	2.38	Mod.
Develop policies & procedures of FFA:												
Local	2.55	High	2.92	High	1.79	Mod.	1.97	Mod.	1.10	Slight	1.53	Mod.
State	1.90	Mod.	2.41	Mod.	2.69	High	2.76	High	1.41	Mod.	2.11	Mod.
National	0.86	Slight	1.81	Mod.	1.65	Mod.	2.26	Mod.	1.00	Slight	1.79	Mod.
Develop rules & regulations for FFA Awards program:												
Local	2.45	Mod.	2.88	High	1.75	Mod.	1.96	Mod.	0.95	Slight	1.48	Slight
State	1.75	Mod.	2.38	Mod.	2.63	High	2.68	High	1.30	Slight	2.00	Mod.
National	0.88	Slight	1.82	Mod.	1.64	Mod.	2.16	Mod.	0.89	Slight	1.64	Mod.

TABLE III (Cont.)

In-School Program Practices and Procedures	Teachers				Supervisors				Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Enforce rules & regulations for FFA Awards program:												
Local	2.53	High	2.83	High	1.59*	Mod.	1.82*	Mod.	0.50*	Slight	0.96*	Slight
State	1.65	Mod.	2.38	Mod.	2.68*	High	2.74*	High	1.03*	Slight	1.40*	Slight
National	0.79	Slight	1.69	Mod.	1.67	Mod.	2.12	Mod.	0.74*	Slight	1.21*	Slight
Evaluate other local vo-ag programs	1.00	Slight	2.17	Mod.	2.32*	Mod.	2.74*	High	1.44	Slight	2.29	Mod.
Develop rules & regulations for fairs, shows, & contests	2.13	Mod.	2.57	High	2.29	Mod.	2.42	Mod.	1.04	Slight	1.44	Slight
Enforce rules & regulations for fairs, shows, & contests	1.90	Mod.	2.51	High	2.30*	Mod.	2.38*	Mod.	0.69	Slight	1.01	Slight
Develop guidelines for teaching duty requirements:												
Student/teacher ratio	0.94	Slight	2.25	Mod.	1.97	Mod.	2.59	High	1.10	Slight	2.12	Mod.
Daily teaching load	1.07	Slight	2.32	Mod.	1.93	Mod.	2.59	High	1.06	Slight	2.05	Mod.
Supervision	1.12	Slight	2.29	Mod.	2.05	Mod.	2.67	High	1.24	Slight	2.07	Mod.
Determine requirements for multi-teacher departments	1.11*	Slight	2.37*	Mod.	2.08*	Mod.	2.74*	High	1.22	Slight	2.01	Mod.
Secure job placement for vo-ag students	1.44	Slight	2.27	Mod.	1.41	Slight	2.03	Mod.	1.55	Mod.	2.01	Mod.
Determine emphasis for local program instruction	2.53	High	2.85	High	1.66*	Mod.	2.11*	Mod.	1.25*	Slight	1.70*	Mod.
Develop vo-ag curriculum	2.32	Mod.	2.75	High	2.07	Mod.	2.49	Mod.	1.90	Mod.	2.47	Mod.
Evaluate vo-ag curriculum	1.86	Mod.	2.63	High	2.06	Mod.	2.66	High	1.51	Mod.	2.47	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

rated slight (1.41) compared to teacher educators' present involvement rating, of the same item, at moderate (1.55). The remainder of the items in the present involvement of supervisors ranged from one other item ("Establish guidelines for advisory committee - local") in the slight (1.47) category to four items in the high (2.59-2.69) category. Twenty-three fell in the moderate (1.59-2.33) category, while the desired involvement of supervisors accumulated 17 items in the high (2.59-2.84) mean response level and 12 procedures and practices in the moderate (1.82-2.49) classification.

In the teacher educators' opinion, there were only three items in which the teachers' present and desired involvement both rated in the high category. These were "Development of policies and procedures of FFA - local" which rated high (2.55 and 2.92) for present and desired involvement, respectively; "Enforce rules and regulations for FFA Awards program," rating high for present involvement with a mean response of 2.53 and for desired involvement with 2.83; and "Determine emphasis for local program instruction" with a present involvement mean response of 2.53 and desired involvement response with a mean of 2.85 which placed both in the high category. The remaining 26 items in the desired involvement of teachers as seen by teacher educators were in the moderate (1.69-2.49) and high (2.51-2.92) categories. The same 26 items in the present involvement of teachers had mean responses which placed them in slight (0.65-1.44) and moderate (1.51-2.45) areas. See Table XIX in the Appendix for frequencies and percentages.

Seven of the procedures, practices, and activities for the in-school program of vocational agriculture showed no significant difference in present and desired involvement as seen by teacher educators at the

P > .001 level of significance. These items and the groups involved are as follows: "Develop state policies and procedures manual for vocational agriculture" (supervisors, P = .003); "Enforce rules and regulations for FFA Awards program - state" (supervisors, P = .944; teacher educators, P = 1.000); "Enforce rules and regulations for FFA Awards program - national" (teacher educators, P = 1.000); "Evaluate other local vocational agriculture programs" (supervisors, P = .015); "Enforce rules and regulations for fairs, shows, and contests" (supervisors, P = .437); "Determine requirements for multi-teacher departments" (teachers, P = .008; supervisors, P = .007); "Determine emphasis for local program instruction" (supervisors, P = .288; teacher educators, P = .002).

Adult Programs

Teacher Perceptions

In the area of adult programs in vocational agriculture, as demonstrated in Table IV, the teachers ranked their present and desired involvement on ten of the 12 items higher than the other two groups. The two exceptions were the present and desired involvement of supervisors for the items "Develop policies and procedures of Young Farmers - local" and "Evaluate Young Farmer program - state." Present involvement of teachers included three items in the slight (0.88-1.42) category and the balance in moderate (1.51-2.09) range, while the desired involvement of teachers fell in either the moderate (1.79-2.44) or the high (2.51-2.69) category.

There were eight items of the 12 listed in adult programs in which teachers felt supervisors were only slightly involved. Seven of these

TABLE IV

MEAN RESPONSES AND CATEGORIES OF TEACHER PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN ADULT PROGRAMS

Adult Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Determine need for adult programs in agriculture	2.09	Mod.	2.69	High	1.51	Mod.	2.38	Mod.	1.03	Slight	1.87	Mod.
Develop guidelines for establishing adult instructional program	1.72	Mod.	2.54	High	1.79	Mod.	2.46	Mod.	1.13	Slight	2.06	Mod.
Determine instructional goals for adult program	1.84	Mod.	2.51	High	1.44	Slight	2.21	Mod.	1.13	Slight	1.94	Mod.
Supervise occupational experience program for adults	1.42	Slight	2.22	Mod.	0.72	Slight	1.39	Slight	0.45	None	1.12	Slight
Evaluate the local adult instructional agriculture program	1.88	Mod.	2.54	High	1.22	Slight	2.16	Mod.	0.56	Slight	1.60	Mod.
Determine need for local Young Farmer organization	1.76	Mod.	2.44	Mod.	1.07	Slight	1.84	Mod.	0.59	Slight	1.40	Slight
Determine emphasis of Young Farmer educational program	1.85	Mod.	2.42	Mod.	1.18	Slight	1.96	Mod.	0.67	Slight	1.63	Mod.
Develop policies & procedures of Young Farmers:												
Local	1.65	Mod.	2.37	Mod.	1.19	Slight	1.87	Mod.	0.63	Slight	1.54	Mod.
State	1.00	Slight	1.90	Mod.	1.60	Mod.	2.31	Mod.	0.85	Slight	1.87	Mod.
Establish guidelines for advisory committee for adults/Young Farmers	1.51	Mod.	2.37	Mod.	1.41	Slight	2.24	Mod.	1.06	Slight	1.87	Mod.
Evaluate Young Farmer program:												
Local	1.72*	Mod.	2.34*	Mod.	1.18*	Slight	1.94*	Mod.	0.60*	Slight	1.56*	Mod.
State	0.88*	Slight	1.79*	Mod.	1.55*	Mod.	2.36*	Mod.	0.78*	Slight	1.77*	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

eight items that were in the slight (0.71-1.44) class for present involvement were advanced to the moderate (1.84-2.24) rating in desired involvement of supervisors. Four items had mean responses for present involvement in the moderate (1.51-1.79) category and in the desired column they remained in the same category but with increased mean responses (2.31-2.46). Only one item, "Supervise occupational experience program for adults," appeared in the slight (0.72) division for present involvement and again in the slight (1.39) division for desired involvement.

Teacher educators' present involvement in the adult program as seen by the teachers was in the lower categories. All the items except one ("Supervise occupational experience program for adults") were in the slight (0.56-1.13) group. The one exception was in the none (0.45) classification. Teachers desired teacher educators to be more involved, and all except one of the item ratings were increased by one category. The items that were ranked slight in the present column were designated as moderate (1.54-2.06) in the desired column. One practice ("Determine need for local Young Farmer Organization") remained in the slight (1.40) category although the mean response increased from 0.56. The item previously mentioned in the none (0.45) class for present involvement was advanced to the slight (1.12) group. See Table XX in the Appendix for frequencies and percentages.

For all three groups--teachers, supervisors, and teacher educators--in the item ("Evaluate Young Farmer program - state"), the teachers' opinions failed to reveal a significant difference at the $P > .001$ level of significance between the present and desired involvement. The levels of significance for each of these three groups were as follows: teacher,

$P = .198$; supervisors, $P = .723$; and teacher educators, $P = 1.000$.

Supervisors Perceptions

Supervisors' opinions of present and desired involvement in adult programs are expressed as mean responses and categories in Table V. Supervisors expressed their own present involvement in the slight (1.05-1.43) and moderate (1.57-2.11) divisions. The desired involvement of the supervisors in ten items were in the moderate (1.92-2.47) range. One item ("Evaluate the local adult instructional agriculture program") was in the high (2.55) group, while "Supervise occupational experience programs for adults" remained in the slight (1.42) class.

Supervisors perceived the present and desired involvement of teachers slightly higher than themselves in all except three of the selected aspects of the adult program. The present involvement of teachers ranged from slight (1.20-1.39) on three items to nine items in the moderate (1.53-2.03) category. The desired involvement of teachers as expressed by supervisors was all in the moderate (1.88-2.49) and high (2.54-2.72) divisions for all types of activities.

Teacher educators' present and desired involvement in all the procedures and practices of the adult program were rated lower than the other two groups by the supervisors. Only one item, "Determine instructional goals for adult program," was determined to be in the moderate (1.26) level of present involvement, while the rest of the mean responses were placed in the slight (0.51-1.39) category. Only two of the 12 items remained in the slight (1.17-1.48) class when responses for desired involvement were totaled. The remainder evinced a moderate (1.60-2.10) classification. See Table XXI in the Appendix for frequencies and

TABLE V

MEAN RESPONSES AND CATEGORIES OF SUPERVISOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN ADULT PROGRAMS

Adult Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Determine need for adult programs in agriculture	2.03	Mod.	2.72	High	1.87	Mod.	2.43	Mod.	1.11	Slight	1.97	Mod.
Develop guidelines for establishing adult instructional program	1.53	Mod.	2.29	Mod.	2.11*	Mod.	2.55*	High	1.39	Slight	2.10	Mod.
Determine instructional goals for adult program	2.00	Mod.	2.54	High	1.68	Mod.	2.18	Mod.	1.26	Mod.	2.02	Mod.
Supervise occupational experience program for adults	1.88	Mod.	2.49	Mod.	1.05	Slight	1.42	Slight	0.58	Slight	1.17	Slight
Evaluate the local adult instructional agriculture program	1.93	Mod.	2.59	High	1.66	Mod.	2.23	Mod.	0.93	Slight	1.67	Mod.
Determine need for local Young Farmer organization	1.87	Mod.	2.68	High	1.43	Slight	2.08	Mod.	0.82	Slight	1.63	Mod.
Determine emphasis of Young Farmer educational program	1.83	Mod.	2.62	High	1.40	Slight	2.00	Mod.	0.93	Slight	1.70	Mod.
Develop policies & procedures of Young Farmers:												
Local	1.87	Mod.	2.57	High	1.39	Slight	1.92	Mod.	0.84	Slight	1.48	Slight
State	1.37	Slight	2.08	Mod.	1.93	Mod.	2.47	Mod.	1.03	Slight	1.83	Mod.
Establish guidelines for advisory committee for adults/Young Farmers	1.39	Slight	2.36	Mod.	1.66	Mod.	2.33	Mod.	1.11	Slight	2.00	Mod.
Evaluate Young Farmer program:												
Local	1.72	Mod.	2.41	Mod.	1.57*	Mod.	2.02*	Mod.	0.93*	Slight	1.60*	Mod.
State	1.20	Slight	1.88	Mod.	1.95*	Mod.	2.42*	Mod.	1.17	Slight	1.87	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

percentages.

The supervisors' rating of two items under their own present and desired involvement levels resulted in differences that were not significant at the $P > .001$ level of significance. These items and the significance levels were as follows: "Develop guidelines for establishing adult instructional programs," $P = .011$; and "Evaluate Young Farmer program - state," $P = .657$. This second item was also found to show no significant difference between the present and desired involvement of teacher educators as expressed by supervisors. The level of significance in this case was $P = 1.000$.

Teacher Educator Perceptions

The teacher educators' mean responses in Table VI were lower in present and desired involvement for all the 12 items than in the other two groups. The only exception was the desired involvement of the item "Evaluate Young Farmer program - local" for teachers was 1.92 compared to 1.97 for teacher educators. The teacher educators placed their own present involvement in all areas of the adult program in the slight (0.51-1.29) category, while only one item "Supervise occupational experience programs for adults" in desired involvement of teacher educators remained in the slight (1.10) specification. The remainder of the items were in the moderate (1.55-2.26) level of desired involvement for teacher educators.

The teacher educators felt the present involvement of teachers in the adult program was in the two categories of slight (0.86-1.28) and moderate (1.53-1.70). All of the items were elevated at least one division, with three placed in the moderate (1.92-2.44) category and the

TABLE VI

MEAN RESPONSES AND CATEGORIES OF TEACHER EDUCATOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN ADULT PROGRAMS

Adult Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Determine need for adult programs in agriculture	1.70	Mod.	2.73	High	1.58	Mod.	2.40	Mod.	1.12	Slight	2.00	Mod.
Develop guidelines for establishing adult instructional program	1.27	Slight	2.51	High	1.77	Mod.	2.64	High	1.25	Slight	2.26	Mod.
Determine instructional goals for adult program	1.74	Mod.	2.70	High	1.49	Slight	2.27	Mod.	1.29	Slight	2.12	Mod.
Supervise occupational experience program for adults	1.53	Mod.	2.67	High	0.73	Slight	1.37	Slight	0.51	Slight	1.10	Slight
Evaluate the local adult instructional agriculture program	1.58	Mod.	2.68	High	1.53	Mod.	2.18	Mod.	0.85	Slight	1.82	Mod.
Determine need for local Young Farmer organization	1.60	Mod.	2.67	High	1.26	Slight	2.14	Mod.	0.77	Slight	1.63	Mod.
Determine emphasis of Young Farmer educational program	1.66	Mod.	2.67	High	1.11	Slight	2.08	Mod.	0.75	Slight	1.68	Mod.
Develop policies & procedures of Young Farmers:												
Local	1.61	Mod.	2.66	High	1.17	Slight	1.93	Mod.	0.68	Slight	1.55	Mod.
State	0.94	Slight	2.08	Mod.	1.61	Mod.	2.49	Mod.	0.90	Slight	1.93	Mod.
Establish guidelines for advisory committee for adults/Young Farmers	1.28	Slight	2.44	Mod.	1.47	Slight	2.32	Mod.	0.97	Slight	1.94	Mod.
Evaluate Young Farmer program:												
Local	1.58	Mod.	2.58	High	1.17*	Slight	2.06*	Mod.	0.68*	Slight	1.59*	Mod.
State	0.86	Slight	1.92	Mod.	1.60*	Mod.	2.58*	High	0.81*	Slight	1.97*	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

remaining nine in the high (2.51-2.73) group for the desired involvement of teachers. One was raised from slight (1.27) involvement to highly (2.51) involved, this item being "Develop guidelines for establishing adult instructional programs."

The supervisors' present involvement for adult programs as perceived by teacher educators was divided with seven items in the slight (0.73-1.77) category and five in the moderate (1.53-1.77) involvement group. The mean responses of the teacher educators regarding the desired involvement of supervisors in this segment of the vocational agriculture program revealed that four items remained in the same category as in present involvement. Although the mean responses were higher, one remained in the slight (1.37) category, while the other three were in the moderate (1.93-2.49) class with six other items. The only items which secured the high (2.58 and 2.64) ratings for desired involvement of supervisors were "Develop guidelines for establishing adult instructional programs" and "Evaluate Young Farmer program - state." See Table XXII in the Appendix for frequencies and percentages for all groups.

In a comparison of present and desired involvement for each of the items of adult programs as seen by teacher educators, only one item exhibited no significant difference at the $P > .001$ level of significance. This item, "Evaluate Young Farmer program at state level," was found to have a significance level of $P = .944$ for supervisors and $P = 1.000$ for teacher educators.

Agriculture Teacher Preparation

Teacher Perceptions

Of the eight items or practices in Table VII concerning teacher preparation, the teachers perceived they presently were only slightly (0.56-1.06) involved with one exception: their present involvement in the practice ("Supervise student teachers at training center") was in the moderate (2.12) category. The teachers desired to be involved at the moderate (1.61-2.49) level in seven of the activities, but desired to be highly (2.50) involved in "Evaluation of the total agricultural education program."

The teachers designated the supervisors' present and desired involvement as higher than their own with the exception of "Supervision of student teachers at the training center." The teachers indicated that they thought the supervisors were presently only slightly (0.86) involved and that the desirable involvement should be at the moderate (1.82) level. The present involvement of supervisors as indicated by the teachers was five items in the slight (0.86-1.46) category and three in the moderate (1.74-1.88) group. The desired involvement of supervisors in teacher preparation was moderate (1.82-2.29) for only three items and high (2.53-2.68) for five items. Two items in which the teachers indicated that the supervisors should be highly involved but were now only slightly involved with were "Develop curriculum for agricultural education teacher training program" and "Evaluate curriculum of agricultural education teacher training program."

The teachers rated teacher educator involvement highest of the three groups in agriculture teacher preparation. There were only two practices

TABLE VII

MEAN RESPONSES AND CATEGORIES OF TEACHER PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN AGRICULTURE TEACHER PREPARATION

Agriculture Teacher Preparation Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Determine vo-ag teacher certification requirements	0.56	Slight	2.29	Mod.	1.74	Mod.	2.62	High	2.28*	Mod.	2.79*	High
Develop curriculum for ag educ. teacher training program	0.69	Slight	2.29	Mod.	1.46	Slight	2.57	High	2.69	High	2.85	High
Evaluate curriculum of ag educ. teaching training program	0.71	Slight	2.31	Mod.	1.43	Slight	2.54	High	2.66	High	2.85	High
Evaluate total ag educ. program	1.06	Slight	2.50	High	1.76	Mod.	2.68	High	2.44	Mod.	2.78	High
Select training centers for ag educ. student teachers	0.88	Slight	2.07	Mod.	1.37	Mod.	2.13	Mod.	2.87	High	2.85	High
Establish standards for student teacher training centers	0.74	Slight	2.15	Mod.	1.36	Mod.	2.29	Mod.	2.80	High	2.89	High
Supervise student teachers at training center	2.12	Mod.	2.49	Mod.	0.86	Slight	1.82	Mod.	2.56	High	2.80	High
Provide job placement information for ag educ. graduates	0.91*	Slight	1.61*	Mod.	1.88*	Mod.	2.53*	High	2.65*	High	2.94*	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

which the teachers felt that teacher educators were at present only moderately (2.28-2.44) involved. These were "Determine vocational agriculture teacher certification requirements" and "Evaluate total agricultural education program." The remainder of the practices received the high (2.56-2.87) involvement rating of teacher educators. The desired involvement of teacher educators as perceived by teachers was very high (2.78-2.94) for all the procedures and practices in teacher preparation. See Table XXIII in the Appendix for frequencies and percentages.

The teachers' responses, when tested, indicated no significant difference at the $P > .001$ level of significance for the following items and groups involved: "Determine vocational agriculture teacher certification requirements" (teacher educators, $P = 1.000$) and "Provide job placement information for agricultural education graduates" (teachers, $P = .198$; supervisors, $P = .723$; teacher educators, $P = 1.000$).

Supervisor Perceptions

Supervisors perceived their present and desired involvement to be lower than that of teacher educators in all procedures, practices, and activities of teacher preparation but higher than that of teachers in all items of Table VIII with the exception of "Supervision of student teachers at training centers." Supervisors felt they were presently involved at the moderate (1.58-2.39) level in all the practices, except the aforementioned activity which was classified as slight (0.98) for present involvement. The desired involvement for four of the items was in the moderate (1.82-2.48) range, while the remaining four were in the high (2.51-2.80) involvement category.

Teacher involvement was rated lowest of the three groups in all

TABLE VIII

MEAN RESPONSES AND CATEGORIES OF SUPERVISOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN AGRICULTURE TEACHER PREPARATION

Agriculture Teacher Preparation Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Determine vo-ag teacher certification requirements	0.97	Slight	2.00	Mod.	2.39	Mod.	2.80	High	2.38*	Mod.	2.82*	High
Develop curriculum for ag educ. teacher training program	0.90	Slight	2.02	Mod.	1.58	Mod.	2.40	Mod.	2.81	High	2.92	High
Evaluate curriculum of ag educ. teaching training program	0.98	Slight	2.13	Mod.	1.61	Mod.	2.47	Mod.	2.74	High	2.90	High
Evaluate total ag educ. program	1.19	Slight	2.23	Mod.	2.02	Mod.	2.63	High	2.35	Mod.	2.84	High
Select training centers for ag educ. student teachers	0.95	Slight	1.75	Mod.	1.68	Mod.	2.51	High	2.76	High	2.89	High
Establish standards for student teacher training centers	1.00	Slight	1.93	Mod.	1.69	Mod.	2.52	High	2.77	High	2.92	High
Supervise student teachers at training center	1.82	Mod.	2.21	Mod.	0.98	Slight	1.82	Mod.	2.77	High	2.90	High
Provide job placement information for ag educ. graduates	1.08	Slight	1.64	Mod.	2.10*	Mod.	2.48*	Mod.	2.74*	High	2.82*	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

items pertaining to agriculture teacher preparation with the exception of the practice of "Supervising student teachers." Supervisors rated teacher involvement in this item higher than their own involvement, both present and desired. Teachers' present involvement was perceived as slight (0.90-1.19) for all items, except the one mentioned above which was rated moderate (1.82). Desired involvement of teachers in all procedures and practices of teacher preparation was placed in the moderate (1.64-2.23) category by supervisors.

Supervisors, like teachers, discerned the teacher educators' involvement in agriculture teacher preparation to be higher than their own involvement. The teacher educators' present involvement fell in the moderate (2.35-2.38) class in only two items--"Determine vocational agriculture teacher certification requirements" and "Evaluate total agricultural education program." The other items were specified to be in the high (2.74-2.81) involvement class. Desired involvement of teacher educators as perceived by supervisors was very high as were the teacher perceptions of teacher educator involvement in this area. Desired involvement of teacher educators in all items was rated high (2.82-2.92). See Table XXIV in the Appendix for frequencies and percentages for all groups.

Supervisors distinguished only two procedures, practices, and activities which had no significant difference between present and desired involvement at the $P > .001$ level of significance. These two items and the groups for which the difference occurred are as follows: "Determine vocational agriculture teacher certification requirements" (teacher educators, $P = 1.000$) and "Provide job placement information for agricultural education graduates" (supervisors, $P = .657$; teacher educators,

P = 1.000.

Teacher Educator Perceptions

In Table IX, it is evident that the teacher educators' opinions of the present and desired involvement of the three groups in agriculture teacher preparation are in general agreement with that of the teachers and supervisors. The teacher educators perceived their present involvement in all matters of teacher preparation to be high (2.64-2.93). The only procedure in which they designated their present involvement as moderate (2.34) was "Determine vocational agriculture teacher certification requirements." The mean responses for the desired involvement of teacher educators for all the procedures of vocational agriculture teacher preparation were in the high (2.86-2.97) category.

The teacher educators assigned a slight (0.77-1.19) classification to the present involvement of teachers for all the procedures in agriculture teacher preparation, except "Supervision of student teachers at the training centers," which appeared at the moderate (2.11) level. The teacher educators' mean responses for desired involvement of teachers fell in the moderate (1.75-2.36) class for the complete area of agriculture teacher preparation.

The supervisors' involvement evidenced a higher rating than that of teachers in the opinion of the teacher educators. The only exception was the item mentioned in the above paragraph. The present involvement of supervisors in agriculture teacher preparation was rated moderate (1.52-2.21) in all but two procedures: "Development of curriculum for agricultural education teacher training programs" and "Supervision of student teachers" were rated slight (1.45 and 0.92, respectively).

TABLE IX

MEAN RESPONSES AND CATEGORIES OF TEACHER EDUCATOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN AGRICULTURE TEACHER PREPARATION

Agriculture Teacher Preparation Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Determine vo-ag teacher certification requirements	0.77	Slight	2.11	Mod.	2.21	Mod.	2.70	High	2.34*	Mod.	2.90*	High
Develop curriculum for ag educ. teacher training program	1.00	Slight	1.97	Mod.	1.45	Slight	2.30	Mod.	2.90	High	2.96	High
Evaluate curriculum of ag educ. teaching training program	1.08	Slight	2.18	Mod.	1.52	Mod.	2.37	Mod.	2.85	High	2.92	High
Evaluate total ag educ. program	1.19	Slight	2.33	Mod.	1.70	Mod.	2.51	High	2.64	High	2.86	High
Select training centers for ag educ. student teachers	1.03	Slight	1.75	Mod.	1.71	Mod.	2.18	Mod.	2.93	High	2.97	High
Establish standards for student teacher training centers	1.00	Slight	1.90	Mod.	1.72	Mod.	2.31	Mod.	2.85	High	2.96	High
Supervise student teachers at training center	2.11	Mod.	2.36	Mod.	0.92	Slight	1.67	Mod.	2.84	High	2.93	High
Provide job placement information for ag educ. graduates	1.06	Slight	1.84	Mod.	2.03*	Mod.	2.58*	High	2.85*	High	2.93*	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

Teacher educators desired high involvement (2.51-2.70) for supervisors in "Determining vocational agriculture teacher certification requirements," "Evaluation of the total agricultural education program," and "Providing job placement information for agricultural education graduates." The rating of moderate (1.67-2.37) was given the remaining five items. See Table XXV in the Appendix for frequencies and percentages.

The teacher educators' responses revealed, in their opinions, no significant differences at the $P > .001$ level of significance in present and desired involvement of the groups in the following procedures and practices: "Determine vocational agriculture teacher certification requirements" (teacher educators, $P = 1.000$) and "Provide job placement information for agricultural education graduates" (supervisors, $P = .944$; teacher educators, $P = 1.000$).

Professional Improvement

Teacher Perceptions

Teacher responses point out in Table X that the only practice in which their present involvement was high (2.71) was "Developing policies and procedures of state vocational agriculture teachers' association." Present involvement for three items was rated as slight (0.66-1.46), while the remaining three were in the moderate (1.66-1.97) category. Teachers desired involvement at the moderate (1.65-2.48) level in the first four items listed in the table and desired high (2.62-2.91) involvement in the last three.

Teachers' opinions evaluated the supervisors' present involvement in all the activities pertaining to professional improvement to be in

TABLE X

MEAN RESPONSES AND CATEGORIES OF TEACHER PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN PROFESSIONAL IMPROVEMENT

Professional Improvement Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	<u>Present</u>		<u>Desired</u>		<u>Present</u>		<u>Desired</u>		<u>Present</u>		<u>Desired</u>	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Provide assistance to first year vo-ag teachers	1.66	Mod.	2.48	Mod.	1.90	Mod.	2.76	High	1.96*	Mod.	2.78*	High
Evaluate first year vo-ag teachers	0.66	Slight	1.65	Mod.	1.78	Mod.	2.49	Mod.	1.62	Mod.	2.49	Mod.
Supervise first year vo-ag teachers	0.74	Slight	1.68	Mod.	1.65	Mod.	2.49	Mod.	1.51	Mod.	2.40	Mod.
Determine number & content of in-service training sessions	1.46	Slight	2.46	Mod.	1.69	Mod.	2.32	Mod.	1.97	Mod.	2.47	Mod.
Develop policies & procedures of State Vo-Ag Teachers' Assoc.	2.71	High	2.91	High	1.69	Mod.	1.87	Mod.	1.39	Slight	1.76	Mod.
Determine nature & extent of professional improvement meetings (sub-district, dist. and/or area)	1.90	Mod.	2.72	High	1.84	Mod.	2.34	Mod.	1.53	Mod.	2.07	Mod.
Recruit new prospective teachers of vo-ag	1.97	Mod.	2.62	High	1.57	Mod.	2.59	High	2.16	Mod.	2.81	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

the moderate (1.57-1.90) level. The responses designating desired involvement of supervisors placed only two items--"Provide assistance to first year vocational agriculture teachers" and "Recruit new prospective teachers of vocational agriculture"--into the high (2.59-2.76) category. The remaining five items remained in the moderate (1.87-2.49) category, although the mean responses increased.

Teachers indicated by their responses that teacher educators' present and desired involvement was very close to that of supervisors. The only item in which there was a difference in rating or category was the present involvement in "Developing policies and procedures of state vocational agriculture teachers' association." The present involvement of teacher educators in this activity was in the slight (1.39) category. As in the supervisors' present involvement, the remaining six were in the moderate (1.51-2.16) involvement classification. For the desired involvement column, the same two practices were rated in the high (2.78-2.81) range, while the other items were in the moderate (1.76-2.49) category for teacher educators as well as supervisors. See Table XXVI in the Appendix for frequencies and percentages.

"Providing assistance to first year vocational agriculture teachers" was the only practice in which no significant difference at the $P > .001$ level of significance between present and desired involvement of teacher educators was found. The level of significance for this particular item was $P = 1.000$.

Supervisor Perceptions

The supervisors' mean responses, as shown in Table XI, categorized their present involvement in all the activities regarding professional

TABLE XI

MEAN RESPONSES AND CATEGORIES OF SUPERVISOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN PROFESSIONAL IMPROVEMENT

Professional Improvement Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Provide assistance to first year vo-ag teachers	1.35	Slight	1.97	Mod.	2.19	Mod.	2.73	High	2.23*	Mod.	2.81*	High
Evaluate first year vo-ag teachers	0.73	Slight	1.45	Slight	2.08	Mod.	2.60	High	1.97*	Mod.	2.66*	High
Supervise first year vo-ag teachers	0.61	Slight	1.24	Slight	2.26	Mod.	2.60	High	1.89	Mod.	2.56	High
Determine number & content of in-service training sessions	1.50	Mod.	2.18	Mod.	2.15	Mod.	2.61	High	2.31	Mod.	2.63	High
Develop policies & procedures of State Vo-Ag Teachers' Assoc.	2.69	High	2.90	High	1.60	Mod.	1.77	Mod.	1.39	Slight	1.71	Mod.
Determine nature & extent of professional improvement meetings (sub-district, dist. and/or area)	2.13	Mod.	2.58	High	2.31	Mod.	2.52	High	1.47	Slight	2.16	Mod.
Recruit new prospective teachers of vo-ag	1.84	Mod.	2.61	High	2.02	Mod.	2.58	High	2.50	High	2.84	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

improvement as moderate (1.60-2.31). The responses indicating desired involvement were all in the high (2.52-2.73) rating with the exception of "Developing policies and procedures of state vocational agriculture teachers' association," which remained in the moderate (1.77) category. This was the only practice in which the teachers outrated supervisors in both present and desired involvement in the opinion of the supervisors.

The aforementioned practice was the only activity in the professional improvement area in which teacher involvement was specified as high in both present and desired involvement (2.69 and 2.90, respectively). Present involvement of teachers working with first year teachers was in the slight (0.61-1.35), and the other three procedures rated moderate (1.50-2.13).

Two of the items concerning first year teachers remained in the slight (1.24-1.45) category in the desired involvement column, while the other item moved to the moderate (1.97) range. "Determining nature and content of in-service training sessions" appeared in the moderate classification for both present (1.50) and desired (2.18) involvement. The remaining three practices in professional improvement had mean responses sufficient to place them in the high (2.58-2.90) category for desired involvement of teachers.

Supervisors perceived the present involvement of teacher educators to be only slight (1.39-1.47) in "Developing policies and procedures of state vocational agriculture teachers' association" and "Determining nature and extent of professional improvement meetings." Teacher educators' present involvement was in the high (2.50) rating only in the activity of "Recruiting new prospective vocational agriculture teachers." Present involvement in the remaining items received the moderate rating

of 1.89-2.31. Supervisors desired high (2.56-2.84) involvement by teacher educators in all practices of professional improvement, except for those two in which the teacher educators were only slightly involved at the present. The two items were rated in the moderate (1.71-2.16) category for desired involvement. See Table XXVII in the Appendix for frequencies and percentages.

In the comparison t-test of present and desired involvement, supervisors indicated by their responses that there was no significant difference at the $P > .001$ level of significance between present and desired involvement of teacher educators for "Providing assistance to first year vocational agriculture teachers" and "Evaluating first year vocational agriculture teachers." In the first of these items, the level of significance was $P = 1.000$ and the second was $P = .597$.

Teacher Educator Perceptions

Teacher educators' perceptions of the involvement of the three groups in Table XII were very similar to those of teachers and supervisors. At present, teacher educator involvement in professional improvement was moderate (1.88-2.44) for four of the seven items, slight (1.25-1.44) for two practices, with "Recruitment of new prospective teachers of vocational agriculture" receiving the only high (2.64) rating. Teacher educators' desired involvement was in the moderate (1.70-2.47) and high (2.70-2.95) range.

The range of present involvement of teachers as seen by teacher educators was from the none (0.47) category for "Supervising first year vocational agriculture teachers" to a high (2.56) for "Developing policies and procedures of state vocational agriculture teachers"

TABLE XII

MEAN RESPONSES AND CATEGORIES OF TEACHER EDUCATOR PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN PROFESSIONAL IMPROVEMENT

Professional Improvement Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Provide assistance to first year vo-ag teachers	1.15	Slight	2.16	Mod.	1.82	Mod.	2.59	High	2.44*	Mod.	2.95*	High
Evaluate first year vo-ag teachers	0.55	Slight	1.51	Mod.	1.77	Mod.	2.47	Mod.	2.00*	Mod.	2.70*	High
Supervise first year vo-ag teachers	0.47	None	1.32	Mod.	1.90	Mod.	2.53	High	1.88	Mod.	2.47	Mod.
Determine number & content of in-service training sessions	1.23	Slight	2.14	Mod.	2.03	Mod.	2.56	High	2.31	Mod.	2.77	High
Develop policies & procedures of State Vo-Ag Teachers' Assoc.	2.56	High	2.92	High	1.68	Mod.	1.74	Mod.	1.25	Slight	1.70	Mod.
Determine nature & extent of professional improvement meetings (sub-district, dist. and/or area)	1.77	Mod.	2.58	High	2.25	Mod.	2.44	Mod.	1.44	Slight	2.17	Mod.
Recruit new prospective teachers of vo-ag	1.70	Mod.	2.81	High	1.53	Mod.	2.64	High	2.64	High	2.90	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

associations." Three of the other items in the table were in the slight (0.55-1.23) classification and two in the moderate (1.70-1.77). Desired involvement of teachers in professional improvement was in the moderate (1.51-2.16) and high (2.58-2.92) categories.

Teacher educators' responses to the present involvement of supervisors in professional improvement illustrated a moderate (1.53-2.25) rating for all the activities listed in the table. The desired involvement, however, moved supervisor involvement for four of the items into the high (2.53-2.64) category, but left three in the moderate (1.74-2.47) class. See Table XXVIII in the Appendix for frequencies and percentages.

The difference between present and desired involvement of teacher educators in "Providing assistance to first year vocational agriculture teachers" and "Evaluating first year vocational agriculture teachers" was not significant at the $P > .001$ level of significance, but at $P = 1.00$ and $P = .018$, respectively.

Selected Comments from the Respondents

The following are selected comments from each respondent group-- vocational agriculture teachers, supervisors, and teacher educators-- which the investigator considered representative of each group. These comments were selected because they are indicative samples of the variety of responses received from teachers, supervisors, and teacher educators. Overall, the basic opinions of each group are illustrated by the responses below.

Teacher Responses

1. There should definitely be a curriculum study done to improve

the vocational agriculture department, a recruiting program to get more vocational agriculture instructors, and a public relations program to increase the knowledge of the public about vocational agriculture and what it does, is, and is heading for.

2. It is important for the teacher educators to be just that--teacher educators--working preparing those for the profession as well as those already in the teaching profession.

3. More involvement by teachers is needed in recruiting teachers, developing strong local FFA chapters, organizing and conducting Young or Adult Farmer classes, and offering diversified classes as based on local needs.

4. Cooperation is the key, cooperation between teachers, state staff, and teacher educators.

5. I feel that we have to stop the trend toward the separation of supervisory and teacher fields, especially the militant attitude of teachers toward the schools, administrators, and taxpayers.

6. Do not use advisory committee because you get more advice than can be used.

7. Teachers need to have more input.

8. We are in the business together, and only through united effort will our jobs be done best.

Supervisor Responses

1. Closer cooperation between all fields would make for a better program.

2. The weak link in our program presently is the lack of a strong Young and Adult Farmer Program and Association.

3. As state staff and teacher education staff are reduced in number and/or organized to become general "voc. ed." rather than occupational area, involvement is greatly reduced; thus, service is hard to provide at previous levels.

4. Total involvement of individuals keeps them interested in their profession and keeps them interested in how to improve it.

5. In Washington, state agricultural education supervisors are not permitted to become involved in adult education.

6. Annual conferences, workshops, and credit courses should be a joint effort.

7. At the present, there is too much adult input and too little student input in the FFA program, and there is not enough thought put into selection of student teacher centers by supervisors or teacher educators.

8. All adult programs now a part of the community college system.

Teacher Educator Responses

1. The relationship concerning the state office, the teacher education department, and the local teachers seems to be very good in Idaho.

2. In New York state, we have a joint staff in agricultural education (bureau staff, university staff in agricultural education, president of the agriculture teachers' association, and a representative of the agriculture division of the two year agriculture and technical colleges) which meets regularly for state level and state wide planning.

3. Teachers should run the agriculture teachers' association with supervisors and teacher educators eligible for affiliate, non-voting membership and serving as consultants to standing and special committees.

4. Only limitation to close cooperation in South Dakota is availability of adequate time to give to all that needs doing.

5. Let teachers do all they can or want to do to improve the profession.

6. We believe and practice that to run a strong program you must involve all areas and identify who is responsible for the specifics.

7. State of Maryland does not allow teacher educators to supervise local teachers because supervision is provided by county vocational supervisors.

8. Without federal program-attached financing for occupational teacher education, we are doomed to the "universal" teacher education program at the institutions which are based upon courses taught.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary review of the study problem and its setting, the design and conduct of the study, and the major findings. Also presented are conclusions and recommendations which are based upon analysis and summarization of data collected and upon observation and impressions resulting from the design and conduct of the study.

Summary of the Study

Purpose of the Study

The intent of this study was to compile the opinions of vocational agriculture teachers, supervisors, and teacher educators and thus formulate recommendations regarding the present and desired involvement of each one of the groups in a vocational agriculture program. It is hoped that these recommendations can be implemented for the improvement of the vocational agriculture program.

Objectives of the Study

To achieve the purpose of this study, the following objectives were to be attained:

1. Determine and specify the degree of present and desired involvement of vocational agriculture teachers in establishing and

maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.

2. Determine and specify the degree of present and desired involvement of vocational agriculture supervisors in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.
3. Determine and specify the degree of present and desired involvement of vocational agriculture teacher educators in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by teachers, supervisors, and teacher educators.
4. Compare the degree of present involvement to the degree of desired involvement of vocational agriculture teachers, supervisors, and teacher educators in establishing and maintaining selected procedures, practices, and activities in the vocational agriculture program as perceived by each of the respective groups.

Rationale for the Study

In this time of rising interest in agriculture, it is most important that we at least maintain and hopefully raise the status of vocational agriculture in this country. To have evolved to its present state has taken much cooperation and work on the part of many people. Vocational agriculture teachers, supervisors, and teacher educators play an essential role in vocational agriculture. These three groups must work

closely in the development and maintenance of an effective vocational agriculture program. It is very important that each of these groups knows to what degree it is and should be involved in various aspects of the program. It is also important for them to know and understand how each of the other groups feels concerning his own as well as the other two groups' involvement and roles in certain procedures, practices, and activities of the total program.

If there does exist an area within the vocational agriculture program about which any of the groups feels there is too much or should be more involvement by any of the groups, then this should be known in order to unify efforts toward a better program. The accumulation of opinions of the three groups concerning present and desired involvement of each group regarding selected aspects of a vocational agriculture program should indicate such a situation if one, in fact, does exist. By gathering this information and determining the true situation of the involvement of these groups and how each perceived the respective involvements, maybe a better working relationship can be developed where it is needed and perhaps an even more unifying effect on the groups where the relationship is already good. This could only result in a better vocational agriculture program for the young men and women of our country.

Design and Conduct of the Study

Following a review of research and literature related to the problem, the major tasks involved in the design and conduct of the study were (1) selecting the study population, (2) developing an instrument for data collection, (3) collecting data, and (4) analyzing the findings.

The study population consisted of two vocational agriculture teachers, two supervisors, and two teacher educators from all the states that had vocational agriculture programs. This group totaled 274. There were 203 (74 percent) of the total usable opinionnaires analyzed from which findings of the study were drawn.

Findings of the Study

Overall Mean Responses for In-School

Programs

In all of the 29 procedures, practices, and activities of in-school programs, it was indicated by the mean responses that an increase in involvement of all three groups was desired by all three groups.

Of the aspects of in-school programs illustrated in Table XIII, three reflected no significant difference in present and desired involvement at the $P > .001$ level of significance. The supervisors' and teacher educators' present and desired involvement differences were not significant to the $P = .983$ and $P = .675$ levels, respectively, for the item "Enforce rules and regulations for FFA Awards program - state." The result of the comparative t-test resulted in a $P = .058$ level of significance for the difference between present and desired involvement of supervisors for the item "Enforce rules and regulations for fairs, shows, and contests." Present and desired involvement difference was significant to the $P = .006$ level for supervisors for the item "Determine emphasis for local program instruction." There was an increase in overall mean responses for all items between present and desired involvement of all the groups.

TABLE XIII

OVERALL MEAN RESPONSES AND CATEGORIES OF TEACHER, SUPERVISOR, AND TEACHER EDUCATOR PERCEPTIONS.
AS TO DEGREE OF INVOLVEMENT OF EACH GROUP OF RESPONDENTS IN IN-SCHOOL PROGRAMS

In-School Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Develop state policies & procedures manual for vo-ag	1.45	Slight	2.46	Mod.	2.54	High	2.79	High	1.80	Mod.	2.49	Mod.
Determine need for new programs within existing vo-ag programs	1.79	Mod.	2.56	High	2.31	Mod.	2.73	High	1.62	Mod.	2.36	Mod.
Establish standards for new programs within vo-ag	1.45	Slight	2.48	Mod.	2.40	Mod.	2.80	High	1.60	Mod.	2.42	Mod.
Establish minimum requirements for: Facilities	1.15	Slight	2.42	Mod.	2.20	Mod.	2.77	High	1.22	Slight	2.26	Mod.
Equipment	1.28	Slight	2.49	Mod.	2.21	Mod.	2.74	High	1.26	Slight	2.25	Mod.
Establish guidelines of advisory committee: Local	1.99	Mod.	2.74	High	1.60	Mod.	2.18	Mod.	1.23	Slight	1.93	Mod.
State	0.82	Slight	1.84	Mod.	2.16	Mod.	2.76	High	1.38	Slight	2.22	Mod.
Develop guidelines for: Supervised occupational experience prog.	1.75	Mod.	2.56	High	2.23	Mod.	2.67	High	1.65	Mod.	2.36	Mod.
Cooperative program (VAOT)	1.48	Slight	2.39	Mod.	2.14	Mod.	2.62	High	1.55	Mod.	2.29	Mod.
Develop policies & procedures of FFA: Local	2.65	High	2.94	High	1.83	Mod.	2.10	Mod.	1.13	Slight	1.69	Mod.
State	1.88	Mod.	2.37	Mod.	2.67	High	2.80	High	1.43	Slight	2.10	Mod.
National	0.87	Slight	1.80	Mod.	1.62	Mod.	2.29	Mod.	1.03	Slight	1.82	Mod.
Develop rules & regulations for FFA Awards program: Local	2.59	High	2.91	High	1.68	Mod.	1.97	Mod.	0.96	Slight	1.52	Mod.
State	1.85	Mod.	2.40	Mod.	2.66	High	2.77	High	1.37	Slight	2.04	Mod.
National	0.81	Slight	1.85	Mod.	1.63	Mod.	2.25	Mod.	0.97	Slight	1.74	Mod.

TABLE XIII (Cont.)

In-School Program Practices and Procedures	Teachers				Supervisors				Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Enforce rules & regulations for FFA Awards program:												
Local	2.62	High	2.87	High	1.60	Mod.	1.92	Mod.	0.69	Slight	1.20	Slight
State	1.75	Mod.	2.35	Mod.	2.64*	High	2.80*	High	1.14*	Slight	1.64*	Mod.
National	0.83	Slight	1.73	Mod.	1.67	Mod.	2.25	Mod.	0.78	Slight	1.37	Slight
Evaluate other local vo-ag programs	1.07	Slight	2.03	Mod.	2.35	Mod.	2.67	High	1.49	Slight	2.20	Mod.
Develop rules & regulations for fairs, shows, & contests	2.19	Mod.	2.59	High	2.19	Mod.	2.42	Mod.	1.00	Slight	1.56	Mod.
Enforce rules & regulations for fairs, shows, & contests	1.97	Mod.	2.48	Mod.	2.20*	Mod.	2.43*	Mod.	0.80	Slight	1.30	Slight
Develop guidelines for teaching duty requirements:												
Student/teacher ratio	1.23	Slight	2.44	Mod.	1.91	Mod.	2.57	High	1.21	Slight	2.12	Mod.
Daily teaching load	1.32	Slight	2.48	Mod.	1.83	Mod.	2.58	High	1.08	Slight	2.06	Mod.
Supervision	1.27	Slight	2.31	Mod.	2.04	Mod.	2.61	High	1.19	Slight	2.10	Mod.
Determine requirements for multi- teacher departments	1.36	Slight	2.43	Mod.	2.07	Mod.	2.70	High	1.23	Slight	2.07	Mod.
Secure job placement for vo-ag students	1.56	Mod.	2.29	Mod.	1.34	Slight	1.93	Mod.	1.39	Slight	1.85	Mod.
Determine emphasis for local program instruction	2.58	High	2.88	High	1.67*	Mod.	2.19*	Mod.	1.25	Slight	1.77	Mod.
Develop vo-ag curriculum	2.39	Mod.	2.81	High	2.05	Mod.	2.49	Mod.	1.88	Mod.	2.49	Mod.
Evaluate vo-ag curriculum	2.03	Mod.	2.69	High	2.03	Mod.	2.61	High	1.58	Mod.	2.45	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

In the overall mean responses, teachers' present involvement in 14 items were in the slight (0.81-1.48) category; the mean responses, however, placed these same 14 items in the moderate (1.73-2.49) rating for desired involvement. The remainder of the items ranged from moderate (1.56-2.39) to high (2.58-2.65) for present involvement of teachers to a desired rating of moderate (2.29-2.40) to high (2.56-2.94).

The present involvement of supervisors in which only one item ("Secure job placement for vocational agriculture graduates") was in the slight (1.32) group. Twenty-four items were classified in the moderate (1.60-2.40) category, while the remaining four were in the high (2.54-2.67) category. When this is compared to supervisor involvement, as seen by all three groups combined, a higher degree of involvement was evident for all the procedures, practices, and activities of the in-school programs. This was exemplified by the fact that 17 of the items fell in the high (2.57-2.80) category, and 12 were in the moderate (1.92-2.49) range for desired involvement.

The present involvement of teacher educators as seen by the combined three groups appeared relatively low with mean responses for 22 of the items placing in the slight (0.69) category. The other items (seven) were in the moderate (1.55-1.88) division. The desired involvement of teacher educators displayed in the table shows that three items remained in the slight (1.20-1.37) group, seven remained in the moderate (2.29-2.49) range, but 19 items increased in rating to the moderate (1.52-2.26) category.

Overall Mean Responses for Adult

Programs

In all of the 12 adult program procedures, practices, and activities it was indicated by the mean responses than an increase in involvement of all three groups was desired by all three groups.

The mean responses and categories of the degree of involvement of the three groups combined for adult programs are found in Table XIV. The overall means and categories for teachers' present involvement are in two categories: slight (0.97-1.39) and moderate (1.50-1.93). Only three items were in the slight involvement range, and these concentrated on Young Farmer programs, policies, and procedures at the state level and the use of advisory committees. The responses for the desired involvement of teachers for these three items categorized them in the moderate (1.86-2.47) range as well as three other items which were in the moderate category for present involvement. The remaining six items advanced to the high (2.54-2.71) rating for desired involvement.

The supervisors' overall mean responses for present involvement of adult programs placed six items in the slight (0.82-1.47) and six in the moderate (1.51-1.88) classifications. In the desired involvement column only one item ("Develop guidelines for establishing adult instructional programs") had sufficient responses to raise the rating from moderate (1.88) to high (2.55). One item ("Supervise occupational experience program for adults") remained in the slight (1.39) category, and the other items were in the moderate (1.90-2.46) level.

Teacher educators rated lower in present and desired involvement than the other two groups in all the items regarding adult programs.

TABLE XIV

OVERALL MEAN RESPONSES AND CATEGORIES OF TEACHER, SUPERVISOR, AND TEACHER EDUCATOR PERCEPTIONS AS TO DEGREE OF INVOLVEMENT OF EACH GROUP OF RESPONDENTS IN ADULT PROGRAMS

Adult Program Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category	Mean Response	Category
Determine need for adult programs in agriculture	1.93	Mod.	2.71	High	1.65	Mod.	2.40	Mod.	1.09	Slight	1.95	Mod.
Develop guidelines for establishing adult instructional program	1.50	Mod.	2.45	Mod.	1.88	Mod.	2.55	High	1.25	Slight	2.14	Mod.
Determine instructional goals for adult program	1.85	Mod.	2.59	High	1.53	Mod.	2.22	Mod.	1.23	Slight	2.03	Mod.
Supervise occupational experience program for adults	1.60	Mod.	2.47	Mod.	0.82	Slight	1.39	Slight	0.51	Slight	1.13	Slight
Evaluate the local adult instructional agriculture program	1.79	Mod.	2.61	High	1.47	Slight	2.19	Mod.	0.78	Slight	1.70	Mod.
Determine need for local Young Farmer organization	1.74	Mod.	2.60	High	1.25	Slight	2.02	Mod.	0.72	Slight	1.55	Mod.
Determine emphasis of Young Farmer educational program	1.77	Mod.	2.57	High	1.22	Slight	2.02	Mod.	0.78	Slight	1.67	Mod.
Develop policies & procedures of Young Farmers:												
Local	1.70	Mod.	2.54	High	1.24	Slight	1.90	Mod.	0.71	Slight	1.53	Mod.
State	1.09	Slight	2.02	Mod.	1.70	Mod.	2.42	Mod.	0.92	Slight	1.88	Mod.
Establish guidelines for advisory committee for adults/Young Farmers	1.39	Slight	2.39	Mod.	1.51	Mod.	2.30	Mod.	1.05	Slight	1.93	Mod.
Evaluate Young Farmer program:												
Local	1.67	Mod.	2.45	Mod.	1.29*	Slight	2.00*	Mod.	0.73	Slight	1.58	Mod.
State	0.97	Slight	1.86	Mod.	1.69*	Mod.	2.46*	Mod.	0.89	Slight	1.87	Mod.

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

All items were designated as in the slight (0.51-1.25) category for present involvement. The desired involvement of teacher educators as seen by the three groups combined placed all the items, except one, in the moderate (1.53-2.14) range. The one exception ("Supervise occupational experience program for adults") remained in the slight (1.13) class.

Supervisors' present and desired involvement for the item ("Evaluate Young Farmer program at the state level") was the only procedure, practice, or activity of this group exhibiting no significant difference at the $P > .001$ level of significance, but at the $P = .983$.

Overall Mean Responses for Agriculture

Teacher Preparation

In all of the eight procedures, practices, and activities of agriculture teacher preparation, it was indicated by the mean responses that an increase in involvement of all three groups was desired by all three groups.

As illustrated in Table XV, it was the unanimous opinion of all three groups that the order of group involvement in agriculture teacher preparation should be teacher educators, supervisors, and teachers. There was only one item which did not fit into this order. As in each of the individual group ratings, "Supervision of student teachers at training centers" does and should receive more involvement from teachers than from supervisors, but not as much as from teacher educators.

Teacher present involvement for all items received a rating of slight (0.76-1.15) with the exception of the procedure discussed in the previous paragraph which was placed in the moderate (2.02) category.

TABLE XV

OVERALL MEAN RESPONSES AND CATEGORIES OF TEACHER, SUPERVISOR, AND TEACHER EDUCATOR PERCEPTIONS
AS TO DEGREE OF INVOLVEMENT OF EACH GROUP OF RESPONDENTS IN AGRICULTURE TEACHER PREPARATION

Agriculture Teacher Preparation Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Determine vo-ag teacher certification requirements	0.76	Slight	2.14	Mod.	2.10	Mod.	2.70	High	2.33	Mod.	2.84	High
Develop curriculum for ag educ. teacher training program	0.87	Slight	2.09	Mod.	1.49	Slight	2.42	Mod.	2.80	High	2.91	High
Evaluate curriculum of ag educ. teaching training program	0.93	Slight	2.21	Mod.	1.52	Mod.	2.46	Mod.	2.75	High	2.89	High
Evaluate total ag educ. program	1.15	Slight	2.35	Mod.	1.82	Mod.	2.60	High	2.49	Mod.	2.83	High
Select training centers for ag educ. student teachers	0.96	Slight	1.86	Mod.	1.59	Mod.	2.26	Mod.	2.86	High	2.91	High
Establish standards for student teacher training centers	0.91	Slight	2.00	Mod.	1.60	Mod.	2.37	Mod.	2.81	High	2.92	High
Supervise student teachers at training center	2.02	Mod.	2.36	Mod.	0.92	Slight	1.76	Mod.	2.73	High	2.88	High
Provide job placement information for ag educ. graduates	1.02	Slight	1.70	Mod.	2.00*	Mod.	2.53*	High	2.75	High	2.90	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

Desired involvement of teachers was categorized as moderate (1.70-2.36) for all the items of the agriculture teacher preparation area.

Supervisors' present involvement in agriculture teacher preparation was indicated to be in the slight (0.92-1.49) and moderate (1.52-2.10) categories with two items in the former rating and six in the latter. However, the desired involvement of supervisors appeared to be high (2.53-2.70) for three procedures and moderate (1.76-2.46) for the remaining five.

The three groups' mean responses indicated an agreement of high (2.73-2.86) present involvement of teacher educators in six of the procedures and practices of teacher preparation with the items "Determine vocational agriculture teacher certification requirements" and "Evaluate total agricultural education program" receiving the rating of moderate (2.33-2.49). Desired involvement of teacher educators in all eight of the items appeared in the high (2.83-2.92) range.

Supervisors' present involvement in "Providing job placement information for agricultural education graduates" was so near to the desired involvement as seen by the three groups that no significant difference was indicated at $P > .001$ level of significance. The designated level was $P = .983$.

Overall Mean Responses for Professional Improvement

In all of the seven procedures, activities, and practices of professional improvement, it was indicated by the mean responses that an increase in involvement of all three groups was desired by all three groups.

The consensus of opinion was expressed by the mean responses of the three groups in Table XVI was that the present involvement of teachers was slight (0.60-1.39) for the activities involving assistance to, evaluation of, and supervision of first year vocational agriculture teachers. Also in "Determining the number and content of in-service training sessions," the present involvement was slight (1.39). Of these four items, the groups indicated a desired involvement of teachers in the moderate (1.54-2.26) range for three items, and one item ("Supervision of first year vocational agriculture teachers") to remain in the slight (1.42) category. "Developing policies and procedures of state vocational agriculture teachers' associations" was the only item placed in the high involvement category for present (2.56) and desired (2.92) teacher involvement by the three groups. The other two practices advanced from a present involvement category of moderate (1.70-1.77) to a desired high (2.58-2.81) involvement.

The present involvement of supervisors as perceived by all three groups was at the moderate (1.53-2.25) level for the professional improvement activities. The three groups indicated that the desired level of involvement of supervisors should be high (2.50-2.69) for all the practices listed in the table with the exception of "Developing policies and procedures of state vocational agriculture teachers' associations" and "Determining nature and extent of professional improvement meetings." These two remained in the moderate (1.74-2.44) class.

At the present, teacher educators were only slightly (1.25-1.44) involved in "Developing policies and procedures of state vocational agriculture teachers' associations" and "Determining the nature and extent of professional improvement meetings." Their present involvement in the

TABLE XVI

OVERALL MEAN RESPONSES AND CATEGORIES OF TEACHER, SUPERVISOR, AND TEACHER EDUCATOR PERCEPTIONS
AS TO DEGREE OF INVOLVEMENT OF EACH GROUP OF RESPONDENTS IN PROFESSIONAL IMPROVEMENT

Professional Improvement Practices and Procedures	Teachers				Supervisors				Teacher Educators			
	Present		Desired		Present		Desired		Present		Desired	
	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory	Mean Response	Cate- gory
Provide assistance to first year vo-ag teachers	1.38	Slight	2.21	Mod.	1.96	Mod.	2.69	High	2.21	Mod.	2.85	High
Evaluate first year vo-ag teachers	0.64	Slight	1.54	Mod.	1.87	Mod.	2.51	High	1.86	Mod.	2.62	High
Supervise first year vo-ag teachers	0.60	Slight	1.42	Slight	1.93	Mod.	2.53	High	1.76	Mod.	2.48	Mod.
Determine number & content of in- service training sessions	1.39	Slight	2.26	Mod.	1.95	Mod.	2.50	High	2.19	Mod.	2.63	High
Develop policies & procedures of State Vo-Ag Teachers' Assoc.	2.56	High	2.92	High	1.68	Mod.	1.74	Mod.	1.25	Slight	1.70	Mod.
Determine nature & extent of pro- fessional improvement meetings (sub-district, dist. and/or area)	1.77	Mod.	2.58	High	2.25	Mod.	2.44	Mod.	1.44	Slight	2.17	Mod.
Recruit new prospective teachers of vo-ag	1.70	Mod.	2.81	High	1.53	Mod.	2.64	High	2.64	High	2.90	High

* Denotes non-significant difference between present and desired involvement at the $P \geq .001$ level of significance.

remaining four items was at the moderate (1.76-2.21) level. The overall opinion of the three groups concerning the desirable levels of involvement for teacher educators in professional improvement was that involvement should be moderate (1.70-2.48) and high (2.62-2.90). When compared to their present involvement as perceived by the three groups, only one item ("Recruitment of new prospective vocational agriculture teachers") appeared in the high (2.64) category.

The responses of all three groups indicated no significant difference between present and desired involvement for any of the seven practices and activities of professional improvement at the $P > .001$ level of significance.

Conclusions

Interpretation of the study findings prompted the investigator to formulate certain conclusions which are detailed below.

1. There should be an increase in involvement of all three groups--vocational agriculture teachers, supervisors, and teacher educators--in every aspect of the vocational agriculture program as examined in this study.
2. Every aspect of the vocational agriculture program requires at least a moderate amount of involvement by the supervisors; however, their major emphasis should be in the areas of in-school programs and professional improvement.
3. Teacher educators' active involvement should be concentrated on teacher preparation and certain areas of professional development, but as indicated by the mean responses, teacher preparation is still a major concern of all three groups.

4. One area in which all groups felt a high degree of involvement was needed by all three groups was professional improvement.
5. The three groups--vocational agriculture teachers, supervisors, and teacher educators--should be involved at least to the moderate level in all areas for a more combined effort to improve the vocational agriculture program.
6. The present and desired involvement of the teachers was higher at the local level than at the state and national levels, and it was indicated by mean responses that supervisors should be involved moderately at the state level.
7. The proportion of increase in involvement from present to desired for all groups in all procedures and practices was very similar, indicating that the three groups felt that there should be no major changes in the areas of responsibilities of the groups.

Recommendations

Based on the analysis of data obtained in this study, certain general recommendations and recommendations for additional research were developed.

General Recommendations

1. A concentrated effort should be put forth by vocational agriculture teachers, supervisors, and teacher educators to continue and increase their involvement in all aspects of the vocational agriculture program.
2. Representatives of each of the three groups should be included

in a committee to meet at least biannually to plan, implement, maintain, and evaluate procedures, practices, and activities of the vocational agriculture program at the secondary and post-secondary levels in order to enhance the working relationship and promote increased involvement of the groups.

3. A system or program should be developed allowing individuals in each of the three groups to actively participate in the routine activities of each of the other groups for a short period of time in order to provide an insight as to needed involvement or assistance of each of the groups.
4. Initiate more involvement from more individuals of the three groups at the state and national levels in activities concerning the vocational agriculture program.
5. Establish better communications with teachers, supervisors, and teacher educators of other states concerning the various aspects of their vocational agriculture programs. A sharing of ideas as well as involvement can help strengthen the program.
6. The three groups working together should develop written descriptions of types and degrees of involvement of the groups in various aspects of the vocational agriculture program. This could serve as a guide when questions of this type arise.

Additional Research

It is recommended by the author that additional research be done on a state level to determine the specific areas in which more immediate action can be taken to encourage the involvement of vocational agriculture teachers, supervisors, and teacher educators when and where needed to insure a better vocational agriculture program.

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APPENDIX A

FREQUENCIES AND PERCENTAGES

TABLE XVII

TEACHER PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN IN-SCHOOL PROGRAMS

Item	Teacher Perception of Present Involvement by Response Group												Teacher Perception of Desired Involvement by Response Group																																			
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None																								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																								
A1	13	19.4	24	35.8	25	37.3	5	7.5	35	52.2	23	34.3	5	7.5	4	6.0	16	23.9	29	43.3	19	28.4	3	4.5	42	62.7	22	32.8	2	3.0	1	1.5	48	71.6	17	25.4	1	1.5	1	1.5	37	55.2	26	38.8	4	6.0	0	0
A2	26	38.2	22	32.4	17	25.0	3	4.4	25	36.8	26	38.2	15	22.1	2	3.0	14	20.6	23	33.9	23	33.9	8	11.8	50	73.5	16	23.5	2	2.9	0	0	43	63.2	25	36.8	0	0	0	0	37	54.4	25	36.8	5	7.4	1	1.5
A3	14	20.9	18	26.9	30	44.8	5	7.5	32	47.1	25	36.8	9	13.2	2	2.9	13	19.1	23	33.8	26	38.2	6	8.9	50	73.5	17	25.0	1	1.5	0	0	48	70.6	20	29.4	0	0	0	0	39	57.4	25	36.8	3	4.4	1	1.5
A4a	8	11.8	19	27.9	24	35.3	17	25.0	26	38.2	16	23.5	18	26.5	8	11.8	5	7.4	19	27.9	27	39.7	17	25.0	49	73.1	17	25.4	1	1.5	0	0	48	70.6	19	27.9	1	1.5	0	0	37	54.4	20	29.4	8	11.8	3	4.4
A4b	11	17.2	20	31.3	20	31.3	13	20.3	25	39.1	17	26.6	14	21.9	8	12.5	6	9.4	20	31.3	20	31.3	18	28.1	51	82.3	11	17.7	0	0	0	0	44	68.8	19	29.7	1	1.6	0	0	35	54.7	17	26.6	9	14.1	3	4.7
A5a	28	41.2	27	39.7	10	14.7	3	4.4	11	16.2	22	32.4	28	41.2	7	10.3	10	14.7	15	22.1	23	33.8	20	29.4	56	83.6	8	11.9	1	1.5	2	3.0	21	31.3	30	44.8	13	19.4	3	4.5	21	31.8	21	31.8	18	27.3	6	9.1
A5b	8	12.1	9	13.6	24	36.4	25	37.9	31	48.4	17	26.6	11	17.2	5	7.8	13	20.0	24	36.9	16	24.6	12	18.5	20	30.3	28	42.4	17	25.8	1	1.5	53	80.3	11	16.7	2	3.0	0	0	31	47.0	24	36.4	10	15.2	1	1.5
A6a	24	36.4	26	39.4	12	18.2	4	6.1	22	33.3	29	43.9	12	18.2	3	4.5	10	15.2	22	33.3	27	40.9	7	10.6	47	72.3	15	23.1	2	3.1	1	1.5	39	60.0	23	35.4	2	3.1	1	1.5	33	50.8	20	30.8	10	15.4	2	3.1
A6b	13	21.0	23	37.1	17	27.4	9	14.5	19	36.6	26	41.9	11	17.7	6	9.7	9	14.5	19	30.6	24	38.7	10	16.1	31	50.8	25	41.0	4	6.6	1	1.6	33	54.1	25	41.0	2	3.3	1	1.6	28	45.9	21	34.4	10	16.4	2	3.3
A7a	54	79.4	11	16.2	2	2.9	1	1.5	14	20.6	22	32.4	28	41.2	4	5.9	9	13.2	10	14.7	28	41.2	21	30.9	67	98.5	1	1.5	0	0	0	0	20	29.4	37	54.4	11	16.2	0	0	18	26.5	25	36.8	22	32.4	3	4.4
A7b	11	16.4	31	46.3	24	35.8	1	1.5	48	71.6	11	16.4	6	9.0	2	3.0	6	9.0	20	29.9	33	49.3	8	11.9	29	43.3	32	47.8	6	9.0	0	0	52	77.6	13	19.4	2	3.0	0	0	22	33.3	27	40.9	17	25.8	0	0
A7c	4	6.1	5	7.6	34	51.5	23	34.8	11	16.7	20	30.3	27	40.9	8	12.1	5	7.7	10	15.4	32	49.2	18	27.7	19	28.8	19	28.8	28	42.4	0	0	29	43.9	24	36.4	12	18.2	1	1.5	19	28.8	22	33.3	21	31.8	4	6.1
A8a	49	72.1	14	20.6	4	5.9	1	1.5	11	16.2	23	33.8	27	39.7	7	10.3	5	7.4	8	11.8	30	44.1	25	36.8	64	94.1	4	5.9	0	0	0	0	18	26.5	35	51.5	12	17.7	3	4.4	15	22.4	19	28.4	24	35.8	9	13.4
A8b	15	22.7	29	43.9	19	28.8	3	4.6	45	68.2	17	25.8	2	3.0	2	3.0	9	13.6	18	27.3	27	40.9	12	18.2	33	50.8	28	43.1	4	6.2	0	0	52	80.0	10	15.4	3	4.6	0	0	25	38.5	19	29.2	19	29.2	2	3.1
A8c	2	3.0	6	9.0	27	40.3	32	47.8	11	16.7	22	33.3	24	36.4	9	13.6	3	4.6	15	22.7	27	40.9	21	31.8	15	23.1	29	44.2	21	32.3	0	0	25	37.9	32	48.5	9	13.6	0	0	15	22.7	26	39.4	23	34.9	2	3.0
A9a	52	76.5	9	13.2	4	5.9	3	4.4	11	16.2	22	32.4	21	30.9	14	20.6	4	5.9	8	11.8	28	41.2	28	41.2	62	92.5	4	6.0	0	0	1	1.5	22	32.8	25	37.1	14	20.9	6	9.0	13	19.7	16	24.2	23	34.9	14	21.2
A9b	12	17.7	29	42.7	23	33.8	4	5.9	42	62.7	12	17.9	10	14.9	3	4.5	8	11.9	13	19.4	30	44.8	16	23.9	34	50.8	27	40.3	5	7.5	1	1.5	55	82.1	10	14.9	1	1.5	1	1.5	20	29.9	21	31.3	19	28.4	7	10.5
A9c	2	3.0	6	9.1	37	56.1	21	31.8	12	18.2	28	42.4	13	19.7	13	19.7	1	1.5	13	19.7	26	39.4	26	39.4	20	31.3	20	31.3	21	32.8	3	4.7	35	53.9	24	36.9	3	4.6	3	4.6	15	22.7	17	25.8	26	39.4	8	12.1
A10	5	7.9	10	15.9	32	50.8	16	25.4	27	42.9	24	38.1	9	14.3	3	4.8	8	12.7	22	34.9	24	38.1	9	14.3	22	34.9	21	33.3	17	27.0	3	4.8	38	60.3	21	33.3	4	6.4	0	0	21	33.3	28	44.4	13	20.6	1	1.6
A11	26	38.8	29	43.3	9	13.4	3	4.5	22	32.8	25	37.3	16	23.9	4	6.0	5	7.5	14	20.9	24	35.8	24	35.8	45	67.2	21	31.3	1	1.5	0	0	40	59.7	22	32.8	4	6.0	1	1.5	19	28.4	22	32.8	20	29.9	6	9.0
A12	22	32.4	23	33.8	19	27.9	4	5.9	27	39.7	22	32.4	14	20.6	5	7.4	5	7.4	15	22.1	18	26.5	30	44.1	38	55.9	24	35.3	4	5.9	2	2.9	39	57.4	25	36.8	2	2.9	2	2.9	16	23.5	25	36.8	17	25.0	10	14.7
A13a	7	10.3	16	23.5	31	45.6	14	20.6	19	27.9	12	17.7	27	39.7	10	14.7	8	11.8	12	17.7	27	39.7	21	30.9	52	76.5	12	17.7	4	5.9	0	0	40	58.8	21	30.9	6	8.8	1	1.5	31	45.6	16	23.5	20	29.4	1	1.5
A13b	8	11.8	17	25.0	31	45.6	12	17.7	15	22.1	13	19.1	30	44.2	10	14.7	4	5.9	10	14.7	29	42.7	25	36.8	53	77.9	11	16.2	4	5.9	0	0	43	63.2	18	26.5	6	8.8	1	1.5	30	44.1	16	23.5	20	29.4	2	2.9
A13c	8	11.9	16	23.9	27	40.3	16	23.9	27	35.8	10	14.9	26	38.6	7	10.5	3	4.5	12	17.9	32	47.8	20	29.9	41	61.2	15	22.4	10	14.9	1	1.5	40	59.7	20	29.9	7	10.5	0	0	29	43.3	20	29.9	16	23.9	2	3.0
A14	11	16.4	21	31.3	22	32.8	13	19.4	25	36.8	23	33.8	11	16.2	9	13.2	5	7.6	13	19.7	29	43.9	19	28.8	45	68.2	17	25.8	3	4.6	1	1.5	44	65.7	19	28.4	4	6.0	0	0	28	41.8	22	32.8	13	19.4	4	6.0
A15	18	26.5	16	23.5	23	33.8	11	16.2	11	16.7	12	18.2	22	33.3	21	31.8	17	25.8	9	13.6	15	22.7	25	37.9	36	54.6	16	24.2	11	16.7	3	4.6	28	42.4	19	28.8	13	19.7	6	9.1	26	39.4	17	25.8	13	19.7	10	15.2
A16	48	72.7	15	22.7	3	4.6	0	0	5	7.6	27	40.9	26	39.4	8	12.1	4	6.3	15	23.4	30	46.9	15	23.4	61	92.4	5	7.6	0	0	0	0	25	37.9	28	42.4	13	19.7	0	0	17	25.8	21	31.8	23	34.9	5	7.6
A17	45	68.2	15	22.7	6	9.1	0	0	15	22.7	31	47.0	15	22.7	5	7.6																																

TABLE XVIII

SUPERVISOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN IN-SCHOOL PROGRAMS

Item	Supervisor Perception of Present Involvement by Response Group																Supervisor Perception of Desired Involvement by Response Group																																	
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																													
	High	Moderate	Slight	None	High	Moderate	Slight	None	High	Moderate	Slight	None	High	Moderate	Slight	None	High	Moderate	Slight	None	High	Moderate	Slight	None	High	Moderate	Slight	None																						
A1	4	6.6	27	44.3	24	39.3	6	9.8	47	77.1	10	16.4	4	6.6	0	0	12	19.7	27	44.3	19	31.2	3	4.9	22	36.1	36	59.0	3	4.9	0	0	53	86.9	8	13.1	0	0	0	0	30	49.2	26	42.6	4	6.6	1	1.6		
A2	14	22.6	27	43.6	18	29.0	3	4.8	38	61.3	18	29.0	6	9.7	0	0	9	14.5	21	33.9	27	43.6	5	8.1	39	62.9	17	27.4	6	9.7	0	0	50	80.7	12	19.4	0	0	0	0	30	48.4	17	27.4	13	21.0	2	3.2		
A3	6	9.7	24	38.7	27	43.6	5	8.1	44	71.0	14	22.6	3	4.8	1	1.6	6	9.7	30	48.4	23	37.1	3	4.8	29	46.7	29	46.7	4	6.5	0	0	56	90.3	6	9.7	0	0	0	0	27	43.6	28	45.2	6	9.7	1	1.6		
A4a	5	8.3	20	33.3	25	41.7	10	16.7	37	62.7	15	25.4	5	8.5	2	3.4	2	3.4	19	32.2	30	50.9	8	13.6	25	42.4	28	47.5	6	10.2	0	0	46	78.0	12	20.3	1	1.7	0	0	15	25.4	32	54.2	11	18.6	1	1.7		
A4b	9	15.8	17	29.8	23	40.4	8	14.0	35	61.4	15	26.3	5	8.8	2	3.5	4	7.0	24	42.1	20	35.1	9	15.8	28	50.0	25	44.6	3	5.4	0	0	44	77.2	12	21.1	1	1.8	0	0	18	31.6	28	49.1	10	17.5	1	1.8		
A5a	29	48.3	17	28.3	10	16.7	4	6.7	9	15.0	32	53.3	18	30.0	1	1.7	3	5.0	17	28.3	30	50.0	10	16.7	51	86.4	7	11.9	1	1.7	0	0	23	39.0	32	54.2	4	6.8	0	0	11	18.6	31	52.5	17	28.8	0	0		
A5b	2	3.3	9	15.0	26	43.3	23	38.3	32	53.3	18	30.0	8	13.3	2	3.3	6	10.0	16	26.7	26	43.3	12	20.0	11	18.3	27	45.0	18	30.0	4	6.7	49	81.7	9	15.0	2	3.3	0	0	18	30.0	27	45.0	13	21.7	2	3.3		
A6a	8	13.3	27	45.0	22	36.7	3	5.0	31	51.7	23	38.3	6	10.0	0	0	13	21.7	24	40.0	21	35.0	2	3.3	34	56.7	25	41.7	1	1.7	0	0	47	78.3	13	21.7	0	0	0	0	26	43.3	27	45.0	7	11.7	0	0		
A6b	5	8.6	25	43.1	21	36.2	7	12.1	28	48.3	21	36.2	8	13.8	1	1.7	11	19.0	23	39.7	17	29.3	7	12.1	29	50.0	26	44.8	2	3.5	1	1.7	45	77.6	12	20.7	1	1.7	0	0	24	41.4	25	43.1	9	15.5	0	0		
A7a	46	75.4	10	16.4	5	8.2	0	0	17	28.3	29	48.3	13	21.7	1	1.7	4	6.7	11	18.3	37	61.7	8	13.3	56	93.3	3	5.0	1	1.7	0	0	24	40.0	29	43.3	9	15.0	1	1.7	1	1.7	10	16.7	27	45.0	17	28.3	6	10.0
A7b	14	23.3	30	50.0	16	26.7	0	0	48	80.0	9	15.0	3	5.0	0	0	5	8.3	26	43.3	26	43.3	3	5.0	27	45.0	28	46.7	4	6.7	1	1.7	55	91.7	4	6.7	1	1.7	0	0	20	33.3	29	48.3	8	13.3	3	5.0		
A7c	1	1.7	8	13.8	33	56.9	16	27.6	12	20.7	23	39.7	17	29.3	6	10.4	1	1.7	15	25.9	29	50.0	13	22.4	11	18.6	22	37.3	25	42.4	1	1.7	28	47.5	27	45.8	3	5.1	1	1.7	13	22.0	25	42.4	19	32.2	2	3.4		
A8a	48	77.4	11	17.7	2	3.2	1	1.6	12	19.4	26	41.9	20	32.3	4	6.5	2	3.3	10	16.4	37	60.7	12	19.7	56	90.3	6	9.7	0	0	0	0	17	27.9	27	44.3	14	23.0	3	4.9	8	12.9	20	32.3	28	45.2	6	9.7		
A8b	15	24.2	30	48.4	16	25.8	1	1.6	50	80.7	11	17.7	0	0	1	1.6	6	9.8	22	36.1	27	44.3	6	9.8	26	41.9	33	53.2	3	4.8	0	0	56	90.3	5	8.1	0	0	1	1.6	23	37.1	24	38.7	12	19.4	3	4.8		
A8c	3	5.0	8	13.3	29	48.3	20	33.3	13	21.7	24	40.0	17	28.3	6	10.0	1	1.7	15	25.4	29	49.2	14	23.7	15	25.0	22	36.7	20	33.3	3	5.0	31	52.5	20	33.9	7	11.9	1	1.7	11	18.6	25	42.4	21	35.6	2	3.4		
A9a	48	77.4	11	17.7	3	4.8	0	0	16	25.8	21	33.9	20	32.3	5	8.1	2	3.3	9	15.0	21	35.0	28	46.7	54	70.0	5	8.3	1	1.7	0	0	22	36.7	20	33.3	14	23.3	4	6.7	6	10.0	20	33.3	16	26.7	18	30.0		
A9b	15	24.6	27	44.3	17	27.9	2	3.3	54	87.1	8	12.9	0	0	0	0	7	11.7	15	25.0	22	36.7	16	26.7	27	45.0	22	36.7	10	16.7	1	1.7	54	90.0	6	10.0	0	0	0	0	16	26.7	20	33.3	16	26.7	8	13.3		
A9c	4	6.6	8	13.1	25	41.0	24	39.3	20	32.8	14	23.0	18	29.5	9	14.8	2	3.3	7	11.7	26	43.3	25	41.7	15	25.0	13	21.7	26	43.3	6	10.0	27	45.0	22	36.7	9	15.0	2	3.3	6	10.0	19	31.7	24	40.0	11	18.3		
A10	5	8.9	12	21.4	26	46.4	13	23.2	40	70.2	10	17.5	5	8.8	2	3.5	6	10.4	27	46.6	21	36.2	4	6.9	16	27.6	24	41.4	14	24.1	4	6.9	44	75.9	13	22.4	0	0	1	1.7	24	41.4	25	43.1	7	12.1	2	3.5		
A11	29	46.8	23	37.1	9	14.5	1	1.6	34	54.8	17	27.4	7	11.3	4	6.5	1	1.6	11	17.7	33	53.2	17	27.4	41	66.1	15	24.2	5	8.1	1	1.6	34	54.8	16	25.8	10	16.1	2	3.2	3	4.8	29	46.8	22	35.5	8	12.9		
A12	23	37.1	23	37.1	15	24.2	1	1.6	34	54.8	16	25.8	7	11.3	5	8.1	2	3.2	9	14.5	24	38.7	27	43.6	38	61.3	18	29.0	5	8.1	1	1.6	40	64.5	12	19.4	7	11.3	3	4.8	5	8.1	17	27.4	26	41.9	14	22.6		
A13a	7	11.3	26	41.9	24	38.7	5	8.1	27	43.6	22	35.5	10	16.1	3	4.8	6	9.7	22	35.5	28	45.2	6	9.7	31	50.0	25	40.3	5	8.1	1	1.6	41	66.1	20	32.3	1	1.6	0	0	24	38.7	24	38.7	11	17.7	3	4.8		
A13b	9	14.8	26	42.6	21	34.4	5	8.2	23	37.7	24	39.3	11	18.0	3	4.9	4	6.7	18	30.0	31	51.7	7	11.7	29	49.2	26	44.1	3	5.1	1	1.7	39	67.2	18	31.0	1	1.7	0	0	20	34.5	21	36.2	15	25.9	2	3.5		
A13c	7	11.3	23	37.1	25	40.3	7	11.3	32	51.6	21	33.9	7	11.3	2	3.2	4	6.5	19	30.7	35	56.5	4	6.5	25	40.3	26	41.9	10	16.1	1	1.6	43	69.4	18	29.0	1	1.6	0	0	21	33.9	28	45.2	11	17.7	2	3.2		
A14	9	14.5	24	38.7	22	35.5	7	11.3	28	46.8	19	30.7	11	17.7	3	4.8	6	9.7	22	35.5	26	41.9	8	12.9	27	43.6	29	46.8	5	8.1	1	1.6	49	79.0	11	17.7	2	3.2	0	0	21	33.9	30	48.4	8	12.9	3	4.8		
A15	17	27.4	16	25.8	19	30.7	10	16.1	15	24.6	10	16.4	21	34.4	15	24.6	15	25.4	10	17.0	14	23.7	20	33.9	34	55.7	15	24.6	9	14.8	3	4.9	15	25.0	21	35.0	14	23.3	10	16.7	18	29.5	13	21.3	18	29.5	12	19.7		
A16	35	58.3	21	35.0	4	6.7	0	0	15	25.0	28	46.7	15	25.0	2	3.3	3	5.0	21	35.0	32	53.3	4	6.7	53	88.3	6	10.0	1	1.7	0	0	26	43.3	27	45.0	6	10.0	1	1.7	11	18.3	33	55.0	14	23.3	2	3.3		
A17	26	42.6	26	42.6	8	13.1	1	1.6	24	38.7	31	50.0	5	8.1	2	3.2	17	27.9	29	47.5	13	21.3	2	3.3	49	80.3	10	16.4	2	3.3	0	0	36	59.0	22	36.1	3	4.9	0	0	39	63.9	16	26.2	6	9.8	0	0		
A18	15	25.4	28	47.5	14	23.7	2	3.4	27	45.8	21	35.6	9	15.3	2	3.4	13	22.0	25	42.4	17	28.8	4	6.8	42	72.4	14	24.1	2	3.5	0	0	39	67.2	15	25.9	4	6.9	0	0	34	58.6	18	31.0	4	6.9	2	3.5		
A1	Develop state policies & procedures manual for vo-ag																A9a Enforce rules & regulations for FFA Awards program - Local																																	
A2	Determine need for new programs within existing vo-ag programs																A9b Enforce rules & regulations for FFA Awards program - State																																	
A3	Establish standards for new programs within vo-ag																A9c Enforce rules & regulations for FFA Awards program - National																																	
A4a	Establish minimum requirements for facilities																A10 Evaluate other local vo-ag programs																																	
A4b	Establish minimum requirements for equipment																A11 Develop rules & regulations for fairs, shows, & contests																																	
A5a	Establish guidelines of advisory committee - Local																A12 Enforce rules & regulations for fairs, shows, & contests																																	
A5b	Establish guidelines of advisory committee - State																A13a Develop guidelines for teaching duty requirements - Student/teacher ratio																																	
A6a	Develop guidelines for - Supervised Occupational Experience Program																A13b Develop guidelines for teaching duty requirements - Daily teaching load																																	
A6b	Develop guidelines for - Cooperative Program (VAOT)																A13c Develop guidelines for teaching duty requirements - Supervision																																	
A7a	Develop policies & procedures of FFA - Local																A14 Determine requirements for multi-teacher departments																																	
A7b	Develop policies & procedures of FFA - State																A15 Secure job placement for vo-ag students																																	
A7c	Develop policies & procedures of FFA - National																A16 Determine emphasis for local program instruction																																	
A8a	Develop rules & regulations for FFA Awards program - Local																A17 Develop vo-ag curriculum																																	
A8b	Develop rules & regulations for FFA Awards program - State																A18 Evaluate vo-ag curriculum																																	
A8c	Develop rules & regulations for FFA Awards program - National																																																	

NOTE: Total numbers within items or within categories may vary due to non-response individuals on some items.

TABLE XIX

TEACHER EDUCATOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN IN-SCHOOL PROGRAMS

Item	Teacher Educator Perception of Present Involvement by Response Group																Teacher Educator Perception of Desired Involvement by Response Group																															
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None																								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																								
A1	5	6.9	23	31.5	29	39.7	16	21.9	51	69.9	16	21.9	4	5.5	2	2.7	19	26.0	23	31.5	25	34.3	6	8.2	41	56.2	26	35.6	6	8.2	0	0	66	90.4	4	5.5	1	1.4	2	2.7	47	64.4	21	28.8	5	6.9	0	0
A2	11	15.1	23	31.5	31	42.5	8	11.0	37	50.7	24	32.9	11	15.1	1	1.4	13	17.8	29	39.7	25	34.3	6	8.2	40	54.8	25	34.3	8	11.0	0	0	59	80.8	11	15.1	2	2.7	1	1.4	38	52.1	29	39.7	5	6.9	1	1.4
A3	8	11.0	18	24.7	32	43.8	15	20.6	41	56.2	19	26.0	9	12.3	4	5.5	10	13.7	28	38.4	26	35.6	9	12.3	37	50.7	25	34.3	9	12.3	2	2.7	63	86.3	6	8.2	3	4.1	1	1.4	39	53.4	27	37.0	7	9.6	0	0
A4a	2	2.7	14	19.2	32	43.8	25	34.3	39	53.4	18	24.7	12	16.4	4	5.5	5	6.9	26	35.6	22	30.1	20	27.4	30	41.1	31	42.5	11	15.1	1	1.4	63	86.3	9	12.3	0	0	1	1.4	34	46.6	32	43.8	7	9.6	0	0
A4b	4	5.5	12	16.4	36	49.3	21	28.8	38	52.1	20	27.4	12	16.4	3	4.1	5	6.9	21	28.8	30	41.1	17	23.3	30	41.1	32	43.8	10	13.7	1	1.4	62	84.9	8	11.0	2	2.7	1	1.4	32	43.8	31	42.5	10	13.7	0	0
A5a	21	28.8	19	26.0	20	27.4	13	17.8	12	16.4	22	30.1	27	37.0	12	16.4	8	11.0	20	27.4	28	38.4	17	23.3	51	69.9	18	24.7	3	4.1	1	1.4	32	43.8	25	34.3	14	19.2	2	2.7	23	31.5	31	42.5	17	23.3	2	2.7
A5b	1	1.4	10	13.9	24	33.3	37	51.4	31	43.1	18	25.0	16	22.2	7	9.7	8	11.1	26	36.1	17	23.6	21	29.2	17	23.6	24	33.3	28	38.9	3	4.2	60	83.3	7	9.7	3	4.2	2	2.7	34	47.2	29	40.3	8	11.1	1	1.4
A6a	6	8.2	36	49.3	22	30.1	9	12.3	34	46.6	26	35.6	9	12.3	4	5.5	10	13.7	36	49.3	18	24.7	9	12.3	42	57.5	26	35.6	4	5.5	1	1.4	56	76.7	13	17.8	2	2.7	2	2.7	40	55.7	25	34.7	7	9.7	0	0
A6b	6	8.5	26	36.6	25	35.2	14	19.7	32	45.1	25	35.2	9	12.7	5	7.0	10	14.1	29	40.9	23	32.4	9	12.7	35	49.3	27	38.0	8	11.3	1	1.4	50	70.4	17	23.9	2	2.8	2	2.8	35	49.3	28	39.4	8	11.3	0	0
A7a	51	69.9	15	20.6	3	4.1	4	5.5	16	21.9	32	43.8	19	26.0	6	8.2	1	1.4	20	27.8	36	50.0	15	20.8	69	94.5	3	4.1	0	0	1	1.4	26	35.6	23	31.5	20	27.4	4	5.5	12	16.7	21	29.2	32	44.4	7	9.7
A7b	19	26.8	29	40.9	20	28.2	3	4.2	57	79.2	10	13.9	3	4.2	2	2.8	5	7.0	28	39.4	29	40.9	9	12.7	38	52.1	28	38.4	6	8.2	1	1.4	59	81.9	11	15.3	0	0	2	2.8	25	34.7	32	44.4	13	18.1	2	2.8
A7c	3	4.2	7	9.7	39	54.2	23	31.9	12	16.7	26	36.1	31	43.1	3	4.2	1	1.4	16	22.5	36	50.7	18	25.4	16	22.2	28	38.9	26	36.1	2	2.8	29	40.3	34	47.2	8	11.1	1	1.4	11	15.3	36	50.0	24	33.3	1	1.4
A8a	44	60.3	21	28.8	5	6.9	3	4.1	19	26.0	23	31.5	25	34.3	6	8.2	1	1.4	12	16.4	42	57.5	18	24.7	66	90.4	6	8.2	0	0	1	1.4	28	38.4	21	28.8	17	23.3	7	9.6	10	14.1	21	29.6	33	46.5	7	9.9
A8b	15	20.6	29	39.7	25	34.3	4	5.5	54	74.0	13	17.8	4	5.5	2	2.7	3	4.1	25	34.3	36	49.3	9	12.3	37	50.7	28	38.4	7	9.6	1	1.4	55	75.3	15	20.6	1	1.4	2	2.7	18	25.0	38	52.8	14	19.4	2	2.8
A8c	2	2.8	7	9.7	43	59.7	20	27.8	13	17.8	26	35.6	29	39.7	5	6.9	0	0	14	19.2	37	50.7	22	30.1	19	26.4	23	31.9	28	38.9	2	2.8	28	38.4	32	43.8	10	13.7	3	4.1	10	13.9	29	40.3	30	41.7	3	4.2
A9a	50	69.4	15	20.8	2	2.8	5	6.9	20	27.4	17	23.3	22	30.1	14	19.2	0	0	7	9.7	22	30.6	43	59.7	63	87.5	7	9.7	1	1.4	1	1.4	24	32.9	22	30.1	17	23.3	10	13.7	5	6.9	17	23.3	21	28.8	30	41.1
A9b	16	22.2	24	33.3	23	31.9	9	12.5	59	80.8	7	9.6	5	6.9	2	2.7	6	8.2	13	17.8	31	42.5	23	31.5	37	51.4	26	36.1	8	11.1	1	1.4	59	80.8	11	15.1	1	1.4	2	2.7	13	17.8	21	28.8	21	28.8	18	24.7
A9c	3	4.2	10	13.9	28	38.9	31	43.1	14	19.2	28	38.4	24	32.9	7	9.6	0	0	13	17.8	28	38.4	32	43.8	19	26.4	17	23.6	31	43.1	5	6.9	29	39.7	28	38.4	12	16.4	4	5.5	6	8.2	25	34.3	20	27.4	22	30.1
A10	5	6.9	15	20.8	27	37.5	25	34.7	36	50.7	24	33.8	9	12.7	2	2.8	8	11.3	26	36.6	26	36.6	11	15.5	31	44.5	21	30.0	17	24.3	1	1.4	57	81.4	10	14.3	1	1.4	2	2.9	32	45.7	27	38.6	6	8.2		
A11	27	37.5	29	40.3	14	19.4	2	2.8	36	50.0	24	33.3	9	12.5	3	4.2	3	4.2	16	22.2	34	47.2	19	26.4	43	59.7	28	38.9	0	0	1	1.4	42	58.3	20	27.8	8	11.1	2	2.8	7	9.7	29	40.3	25	34.7	11	15.3
A12	19	26.8	30	42.3	18	25.4	4	5.6	38	53.5	21	29.6	7	9.9	5	7.0	3	4.2	8	11.3	24	33.8	36	50.7	43	60.6	21	29.6	7	9.9	0	0	39	54.9	22	31.0	8	11.3	2	2.8	7	9.9	14	19.7	23	32.4	27	38.0
A13a	0	0	16	21.9	37	50.7	20	27.4	26	36.1	23	31.9	18	25.0	5	6.9	7	9.7	16	22.2	26	36.1	23	31.9	29	39.7	34	46.6	9	12.3	1	1.4	49	67.1	20	27.4	2	2.7	2	2.7	29	39.7	28	38.4	12	16.4	4	5.5
A13b	1	1.4	22	30.1	31	42.5	19	26.0	26	35.6	22	30.1	19	26.0	6	8.2	6	8.3	17	23.6	24	33.3	25	34.7	35	45.2	31	42.5	8	11.0	1	1.4	48	65.8	22	30.1	1	1.4	2	2.7	27	37.0	29	39.7	11	15.1	6	8.2
A13c	3	4.1	20	27.4	33	45.2	17	23.3	29	39.7	24	32.9	15	20.6	5	6.9	6	8.3	22	30.6	27	37.5	17	23.6	31	42.5	34	46.6	6	8.2	2	2.7	54	74.0	16	21.9	1	1.4	2	2.7	26	36.1	29	40.3	13	18.1	4	5.6
A14	4	5.5	18	24.7	33	45.2	18	24.7	31	42.5	21	28.8	17	23.3	4	5.5	6	8.2	25	34.3	21	28.8	21	28.8	38	52.1	26	35.6	7	9.6	2	2.7	59	80.8	11	15.1	1	1.4	2	2.7	21	28.8	37	50.7	10	13.7	5	6.9
A15	16	21.9	12	16.4	33	45.2	12	16.4	15	20.6	19	26.0	20	27.4	19	26.0	29	39.7	8	11.0	10	13.7	26	35.6	43	58.9	11	15.1	15	20.6	4	5.5	29	39.7	26	35.6	9	12.3	9	12.3	38	52.1	9	12.3	15	20.6	11	15.1
A16	48	65.8	7	9.7	6	6.9	2	2.7	7	9.6	37	50.7	26	35.6	3	4.1	1	1.4	29	39.7	30	41.1	13	17.8	65	89.0	6	8.2	1	1.4	1	1.4	26	35.6	31	42.5	14	19.2	2	2.7	14	19.2	30	41.1	22	30.1	7	9.6
A17	39	53.4	19	26.0	14	19.2	1	1.4	21	28.8	38	52.1	12	16.4	2	2.7	15																															

TABLE XX

TEACHER PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN ADULT PROGRAMS

Item	Teacher Perception of Present Involvement by Response Group												Teacher Perception of Desired Involvement by Response Group																																			
	Teachers				Supervisor				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																								
B1	31	45.6	18	26.5	13	19.1	6	8.8	13	19.1	19	27.9	26	38.2	10	14.7	6	8.8	10	14.7	32	47.1	20	29.4	49	72.1	18	26.5	0	0	1	1.5	32	47.1	30	44.1	6	8.8	0	0	19	27.9	27	39.7	16	23.5	6	8.8
B2	20	29.4	20	29.4	17	25.0	11	16.2	19	27.9	21	30.9	23	33.8	5	7.4	8	11.8	13	19.1	27	39.7	20	29.4	41	60.1	24	35.3	2	2.9	1	1.5	37	54.4	26	38.2	4	5.9	1	1.5	24	35.3	27	39.7	14	20.6	3	4.4
B3	25	36.8	16	23.5	18	26.5	9	13.2	8	11.8	25	36.8	24	35.3	11	16.2	6	8.8	18	26.5	23	33.8	21	30.9	41	60.3	23	33.8	2	2.9	2	2.9	23	34.3	37	55.2	5	7.5	2	3.0	18	26.5	31	45.6	16	23.5	3	4.4
B4	18	27.9	7	10.5	27	40.3	15	22.4	1	1.5	11	16.4	23	34.3	32	47.8	1	1.5	4	6.0	19	28.4	43	64.2	36	53.7	16	23.9	9	13.4	6	9.0	10	14.9	20	29.9	23	34.3	14	20.9	6	9.0	18	26.9	21	31.3	22	32.8
B5	24	35.3	21	30.9	14	20.6	9	13.2	5	7.4	22	32.4	24	35.3	17	25.0	1	1.5	7	10.3	21	30.9	39	57.4	45	66.2	17	25.0	4	5.9	2	2.9	31	45.6	20	29.4	14	20.6	3	4.4	12	17.7	27	39.7	19	27.9	10	14.7
B6	29	42.7	9	13.2	15	22.1	15	22.1	6	8.8	15	22.1	25	36.8	22	32.4	0	0	7	10.3	26	38.2	35	51.5	44	64.7	14	20.6	6	8.8	4	5.9	21	30.9	19	27.9	24	35.3	4	5.9	7	10.3	25	36.8	24	32.3	12	17.7
B7	32	47.8	5	7.5	18	26.9	12	17.9	6	9.0	18	26.9	25	37.3	18	26.9	0	0	9	13.4	27	40.3	31	46.3	42	62.7	15	22.4	6	9.0	4	6.0	22	32.8	24	35.8	17	25.4	4	6.0	12	17.9	26	38.8	21	31.3	8	11.9
B8a	24	35.3	13	19.1	14	20.6	17	25.0	9	13.2	13	19.1	28	41.2	18	26.5	2	2.9	4	5.9	29	42.7	33	48.5	41	60.3	15	22.1	8	11.8	4	5.9	19	27.9	25	36.8	20	29.4	4	5.9	10	14.7	24	35.3	27	39.7	7	10.3
B8b	6	9.0	13	19.4	23	34.3	25	37.3	20	29.9	16	23.9	15	22.4	16	23.9	2	3.0	13	19.4	25	37.3	27	40.3	18	26.9	28	41.8	17	25.4	4	6.0	34	50.8	22	32.8	9	13.4	2	3.0	16	23.9	28	41.8	21	31.3	2	3.0
B9	15	22.1	20	29.4	18	26.5	15	22.1	15	22.1	14	20.6	23	33.8	16	23.5	7	10.3	15	22.1	21	30.9	25	36.8	39	57.4	19	27.9	6	8.8	4	5.9	32	47.1	24	35.3	8	11.8	4	5.9	19	28.4	25	37.3	18	26.9	5	7.5
B10a	25	36.8	13	19.1	16	23.5	14	20.6	11	16.2	10	14.7	27	39.7	20	29.4	2	3.0	5	7.5	24	35.8	36	53.7	40	58.8	15	22.1	9	13.2	4	5.9	21	30.9	25	36.8	19	27.9	3	4.4	12	17.7	22	32.4	26	38.2	8	11.8
B10b	4	6.1	12	18.2	22	33.3	28	42.4	22	33.3	11	16.7	14	21.2	19	28.8	3	4.6	9	13.9	24	36.9	29	44.6	18	27.3	22	33.3	20	30.3	6	9.1	36	54.6	20	30.3	8	12.1	2	3.0	13	19.7	28	42.4	22	33.3	3	4.6

- B1 Determine need for adult programs in agriculture
- B2 Develop guidelines for establishing adult instructional program
- B3 Determine instructional goals for adult program
- B4 Supervise occupational experience program for adults
- B5 Evaluate the local adult instructional agriculture
- B6 Determine need for local Young Farmer organization
- B7 Determine emphasis of Young Farmer educational program
- B8a Develop policies & procedures of Young Farmers - Local
- B8b Develop policies & procedures of Young Farmers - State
- B9 Establish guidelines for advisory committee for adults/Young Farmers
- B10a Evaluate Young Farmer Program - Local
- B10b Evaluate Young Farmer Program - State

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXI

SUPERVISOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN ADULT PROGRAMS

Item	Supervisor Perception of Present Involvement by Response Group												Supervisor Perception of Desired Involvement by Response Group																																			
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																								
B1	23	37.1	22	35.5	13	21.0	4	6.5	18	29.0	23	37.1	16	25.8	5	8.1	4	6.5	17	27.4	23	37.1	18	29.0	47	77.1	11	18.0	3	4.9	0	0	30	49.2	28	45.9	2	3.3	1	1.6	20	32.8	23	37.7	14	23.0	4	6.6
B2	6	9.7	28	45.2	21	33.9	7	11.3	27	43.6	19	30.7	12	19.4	4	6.5	9	14.5	16	25.8	27	43.6	10	16.1	28	45.2	25	40.3	8	12.9	1	1.6	40	64.5	17	27.4	4	6.5	1	1.6	22	35.5	26	41.9	12	19.4	2	3.2
B3	20	32.3	26	42.0	12	19.4	4	6.5	14	22.6	22	35.5	18	29.0	8	12.9	7	11.3	14	22.6	29	46.8	12	19.4	37	60.7	20	32.8	4	6.6	0	0	22	36.1	29	47.5	9	14.8	1	1.6	17	27.9	29	47.5	14	23.0	1	1.6
B4	26	43.3	11	18.3	13	21.7	10	16.7	6	10.0	12	20.0	21	35.0	21	35.0	2	3.3	5	8.3	19	31.7	34	56.7	40	67.8	11	18.6	5	8.5	3	5.1	10	17.0	16	27.1	22	37.3	11	18.6	4	6.8	18	30.5	21	35.6	16	27.1
B5	21	34.4	21	34.4	13	21.3	6	9.8	11	18.0	25	41.0	18	29.5	7	11.5	3	4.9	8	13.2	32	52.5	18	29.5	40	65.6	17	27.9	4	6.6	0	0	24	39.3	29	47.5	6	9.8	2	3.3	11	18.0	23	37.7	23	37.7	4	6.6
B6	23	38.3	16	26.7	11	18.3	10	16.7	9	15.0	19	31.7	21	35.0	11	18.3	2	3.3	7	11.7	29	48.3	22	36.7	45	75.0	11	18.3	4	6.7	0	0	20	33.3	30	50.0	5	8.3	5	8.3	9	15.0	26	43.3	19	31.7	6	10.0
B7	22	37.3	15	25.4	12	20.3	10	17.0	10	16.7	16	26.7	22	36.7	12	20.0	4	6.8	8	13.6	27	45.8	20	33.9	43	71.7	12	20.0	4	6.7	1	1.7	21	35.0	24	40.0	9	15.0	6	10.0	13	21.7	24	40.0	15	25.0	8	13.3
B8a	24	39.3	16	26.2	10	16.4	11	18.0	11	18.0	17	27.9	18	29.5	15	24.6	3	4.9	7	11.5	28	45.9	23	37.7	43	70.5	12	19.7	4	6.6	2	3.3	17	28.3	27	45.0	10	16.7	6	10.0	8	13.3	20	33.3	25	41.7	7	11.7
B8b	8	13.3	20	33.3	18	30.0	14	23.3	28	45.9	12	19.7	10	16.4	11	18.0	3	4.9	14	23.0	26	42.6	18	29.5	20	33.3	28	46.7	9	15.0	3	5.0	39	65.0	14	23.3	3	5.0	4	6.7	16	26.7	24	40.0	14	23.3	6	10.0
B9	7	11.5	22	36.1	20	32.8	12	19.7	15	24.6	21	34.4	14	23.0	11	18.0	4	6.6	15	24.6	26	42.6	16	26.2	33	54.1	21	34.4	3	4.9	4	6.6	34	55.7	17	27.9	6	9.8	4	6.6	24	39.3	19	31.2	12	19.7	6	9.8
B10a	20	32.8	15	24.6	15	24.6	11	18.0	16	26.2	17	27.9	14	23.0	14	23.0	3	4.9	11	18.0	26	42.6	21	34.4	37	60.7	14	23.0	8	13.1	2	3.3	23	37.7	20	32.8	14	23.0	4	6.6	9	14.8	24	39.3	22	36.1	6	9.8
B10b	6	10.0	16	26.7	22	36.7	16	26.7	28	46.7	11	18.3	11	18.3	10	16.7	4	6.7	17	28.3	21	35.0	18	30.0	18	30.0	22	36.7	15	25.0	5	8.3	39	65.0	11	18.3	6	10.0	4	6.7	16	26.7	27	45.0	10	16.7	7	11.7

- B1 Determine need for adult programs in agriculture
- B2 Develop guidelines for establishing adult instructional programs
- B3 Determine instructional goals for adult programs
- B4 Supervise occupational experience program for adults
- B5 Evaluate the local adult instructional program
- B6 Determine need for local Young Farmer organization
- B7 Determine emphasis of Young Farmer educational program
- B8a Develop policies & procedures of Young Farmers - Local
- B8b Develop policies & procedures of Young Farmers - State
- B9 Establish guidelines for advisory committee for adult and/or Young Farmer programs
- B10a Evaluate Young Farmer program - Local
- B10b Evaluate Young Farmer program - State

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXII

TEACHER EDUCATOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN ADULT PROGRAMS

Item	Teacher Educator Perception of Present Involvement by Response Group												Teacher Educator Perception of Desired Involvement by Response Group																																			
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																								
B1	14	17.2	30	41.0	22	30.1	7	9.6	10	13.7	27	37.0	31	42.5	5	6.9	2	2.7	20	27.4	36	49.3	15	20.6	57	78.1	13	17.8	2	2.7	1	1.4	43	58.9	19	26.0	8	11.0	3	4.1	20	27.4	36	49.3	14	19.2	3	4.1
B2	7	9.6	24	32.9	24	32.9	18	24.7	17	23.3	28	38.4	22	30.1	6	8.2	5	6.9	21	28.8	34	46.6	13	17.8	44	60.3	23	31.5	5	6.9	1	1.4	54	74.0	14	19.2	3	4.1	2	2.7	29	39.7	36	49.3	6	8.2	2	2.7
B3	20	27.4	22	30.1	23	31.5	8	11.0	10	13.7	28	38.4	23	31.5	12	16.4	4	5.5	26	35.6	30	41.1	13	17.8	54	74.0	17	23.3	1	1.4	1	1.4	35	48.0	26	35.6	9	12.3	3	4.1	26	35.6	32	43.8	13	17.8	2	2.7
B4	18	24.7	17	23.3	24	32.9	14	19.2	0	0	13	17.8	27	37.0	33	45.2	1	1.4	8	11.1	18	25.0	45	62.5	58	79.5	9	12.3	3	4.1	3	4.1	12	16.4	21	28.8	22	30.1	18	24.7	10	13.7	14	19.2	22	30.1	27	37.0
B5	15	20.6	21	28.8	28	38.4	9	12.3	8	11.0	31	43.5	26	35.6	8	11.0	2	2.7	12	16.4	32	43.8	27	36.0	56	76.7	12	16.4	4	5.5	1	1.4	27	37.0	35	48.0	8	11.0	3	4.1	18	24.7	30	41.1	19	26.0	6	8.2
B6	20	27.4	21	28.8	15	20.6	17	23.3	8	11.0	19	26.0	30	41.1	16	21.9	1	1.4	12	16.4	29	39.7	31	42.5	56	76.7	13	17.8	1	1.4	3	4.1	28	38.4	30	41.1	12	16.4	3	4.1	12	16.4	29	39.7	25	34.3	7	9.6
B7	25	34.3	16	21.9	14	19.2	18	24.7	6	8.2	17	23.3	29	39.7	21	28.8	1	1.4	12	16.4	28	38.4	32	43.8	58	79.5	9	12.3	3	4.1	3	4.1	29	39.7	26	35.6	13	17.8	5	6.9	16	21.9	26	35.6	23	31.5	8	11.0
B8a	27	37.5	10	13.9	15	20.8	20	27.8	7	9.7	22	30.6	19	26.4	24	33.3	0	0	8	11.1	33	45.8	31	43.1	55	77.5	11	15.5	2	2.8	3	4.2	20	28.2	32	45.1	13	18.3	6	8.5	12	16.9	23	32.4	28	39.4	8	11.3
B8b	2	2.8	20	28.2	21	29.6	28	39.4	26	36.6	13	18.3	10	14.1	22	31.0	3	4.2	13	18.3	29	40.9	26	36.6	23	32.4	34	47.9	11	15.5	3	4.2	47	66.2	16	22.5	4	5.6	4	5.6	20	28.2	28	39.4	21	29.6	2	2.8
B9	10	13.9	20	27.8	22	30.6	20	27.8	11	15.3	26	36.1	21	29.2	14	19.4	2	2.8	20	28.2	23	32.4	26	36.6	41	57.8	23	32.4	4	5.6	3	4.2	34	47.9	28	39.4	7	9.9	2	2.8	20	28.2	30	42.3	18	25.4	3	4.2
B10a	23	31.9	15	20.8	15	20.8	19	26.4	5	6.9	24	33.3	21	29.2	22	30.6	0	0	12	16.7	25	34.7	35	48.6	51	70.8	15	20.8	3	4.2	3	4.2	25	34.7	32	44.4	9	12.5	6	8.3	11	15.5	28	39.4	24	33.8	8	11.3
B10b	2	2.8	14	19.4	28	38.9	28	38.9	24	33.3	16	22.2	11	15.3	21	29.2	1	1.4	15	20.8	25	34.7	31	43.1	17	23.6	35	48.6	17	23.6	3	4.2	53	73.6	12	16.7	3	4.2	4	5.6	22	31.0	28	39.4	18	25.4	3	4.2

- B1 Determine need for adult programs in agriculture
- B2 Develop guidelines for establishing adult instructional programs
- B3 Determine instructional goals for adult programs
- B4 Supervise occupational experience program for adults
- B5 Evaluate the local adult instructional program
- B6 Determine need for local Young Farmer organization
- B7 Determine emphasis of Young Farmer educational program
- B8a Develop policies & procedures of Young Farmers - Local
- B8b Develop policies & procedures of Young Farmers - State
- B9 Establish guidelines for advisory committee for adult and/or Young Farmer programs
- B10a Evaluate Young Farmer program - Local
- B10b Evaluate Young Farmer program - State

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXIII

TEACHER PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN AGRICULTURE TEACHER PREPARATION

Item	Teacher Perception of Present Involvement by Response Group																Teacher Perception of Desired Involvement by Response Group																															
	Teachers				Supervisor				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																								
C1	2	2.9	4	5.9	24	35.3	38	55.9	24	35.3	14	20.6	18	26.5	12	17.7	36	52.9	19	27.9	9	13.2	4	5.9	32	47.1	25	36.8	10	14.7	1	1.5	47	69.1	16	23.5	5	7.4	0	0	56	82.4	10	14.7	2	2.9	0	0
C2	2	2.9	8	11.8	25	36.8	33	48.5	11	16.2	20	29.4	26	38.2	11	16.2	54	79.4	8	11.8	5	7.4	1	1.5	28	41.2	32	47.1	8	11.8	0	0	41	60.3	25	36.8	2	2.9	0	0	59	86.8	8	11.8	1	1.5	0	0
C3	2	2.9	7	10.3	28	41.2	31	45.6	12	17.9	17	25.4	26	38.8	12	17.9	51	76.1	10	14.9	5	7.5	1	1.5	31	46.3	26	38.8	10	14.9	0	0	40	59.7	23	34.3	4	6.0	0	0	57	85.1	10	14.9	0	0	0	0
C4	4	5.9	14	20.6	32	47.1	18	26.5	18	26.5	24	35.3	18	26.5	8	11.8	41	60.3	18	26.5	7	10.3	2	2.9	39	57.4	24	35.3	5	7.4	0	0	49	72.1	16	23.5	3	4.4	0	0	55	80.9	11	16.2	2	2.9	0	0
C5	2	2.9	15	22.1	24	35.3	27	39.7	10	14.9	18	26.9	26	38.8	13	19.4	62	92.5	3	4.5	0	0	2	3.0	22	32.4	32	47.1	11	16.2	3	4.4	24	35.8	31	46.3	9	13.4	3	4.5	60	89.6	5	7.5	1	1.5	1	1.5
C6	0	0	14	20.6	22	32.4	32	47.1	11	16.7	17	25.8	23	34.9	15	22.7	58	87.9	5	7.6	1	1.5	2	3.0	22	32.8	34	50.8	10	14.9	1	1.5	28	42.4	31	47.0	5	7.6	2	3.0	60	90.9	5	7.6	1	1.5	0	0
C7	37	54.4	14	20.6	5	7.4	12	17.7	3	4.6	10	15.2	28	42.4	25	37.9	47	71.2	11	16.7	6	9.1	2	3.0	45	67.2	14	20.9	4	6.0	4	6.0	19	28.8	26	39.4	11	16.7	10	15.2	49	89.4	2	3.0	4	6.1	1	1.5
C8	4	6.1	8	12.1	32	48.5	22	33.3	18	27.3	27	40.9	16	24.2	5	7.6	48	72.7	15	22.7	1	1.5	2	3.0	14	20.9	22	32.8	22	32.8	9	13.4	44	66.7	15	22.7	5	7.6	2	3.0	63	95.5	2	3.0	1	1.5	0	0

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXIV

SUPERVISOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN AGRICULTURE TEACHER PREPARATION

Item	Supervisor Perception of Present Involvement by Response Group												Supervisor Perception of Desired Involvement by Response Group																																			
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																								
C1	2	3.2	12	19.4	30	48.4	18	29.0	33	54.1	20	32.8	7	11.5	1	1.6	34	55.7	18	29.5	7	11.5	2	3.3	28	29.5	27	44.3	14	23.0	2	3.3	50	82.0	10	16.4	1	1.6	0	0	52	85.3	7	11.5	2	3.3	0	0
C2	2	3.2	10	16.1	30	48.4	20	32.3	4	6.5	34	54.8	18	29.0	6	9.7	51	82.3	10	16.1	1	1.6	0	0	17	27.4	30	48.4	14	22.6	1	1.6	34	54.8	19	20.7	9	14.5	0	0	58	93.6	3	4.8	1	1.6	0	0
C3	2	3.2	13	21.0	29	46.8	18	29.0	7	11.3	28	45.2	23	37.1	4	6.5	49	79.0	10	16.1	3	4.8	0	0	19	30.7	33	53.2	9	14.5	1	1.6	35	56.5	22	35.5	4	6.5	1	1.6	58	93.6	2	3.2	2	3.2	0	0
C4	6	9.7	13	21.0	30	48.4	13	21.0	20	32.3	25	40.3	15	24.2	2	3.2	34	54.8	16	25.8	12	19.4	0	0	26	41.9	25	40.3	10	16.1	1	1.6	45	75.6	13	21.0	2	3.2	2	3.2	54	87.1	6	9.7	2	3.2	0	0
C5	2	3.2	6	9.7	41	66.1	13	21.0	14	22.6	20	32.3	22	35.5	6	9.7	51	82.3	8	12.9	2	3.2	1	1.6	8	13.1	32	52.4	19	31.2	2	3.3	38	62.3	16	26.2	7	11.5	0	0	55	90.2	5	8.2	1	1.6	0	0
C6	4	6.5	9	14.5	32	51.6	17	27.4	12	19.4	25	40.3	19	30.7	6	9.7	53	85.5	5	8.1	3	4.8	1	1.6	15	24.6	29	47.5	15	24.6	2	3.3	36	59.0	21	34.4	4	6.6	0	0	57	93.4	3	4.9	1	1.6	0	0
C7	25	40.3	13	21.0	12	19.4	12	19.4	4	6.5	9	14.5	31	50.0	18	29.0	53	85.5	5	8.1	3	4.8	1	1.6	32	52.5	15	24.6	9	14.8	5	8.2	18	29.5	19	31.2	19	31.2	5	8.2	57	93.4	2	3.3	2	3.3	0	0
C8	3	4.8	12	19.4	34	54.8	13	21.0	23	37.1	23	37.1	15	24.2	1	1.6	48	77.4	12	19.4	2	3.2	0	0	12	19.7	24	39.3	16	26.2	9	14.8	37	60.7	17	27.9	6	9.8	1	1.6	51	83.6	9	14.8	1	1.6	0	0

- C1 Determine vo-ag teacher certification requirements
- C2 Develop curriculum for ag educ. teacher training program
- C3 Evaluate curriculum of ag educ. teaching training program
- C4 Evaluate total ag educ. program
- C5 Select training centers for ag educ. student teachers
- C6 Establish standards for student teacher training centers
- C7 Supervise student teachers at training center
- C8 Provide job placement information for ag educ. graduates

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXV

TEACHER EDUCATOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN AGRICULTURE TEACHER PREPARATION

Item	Teacher Educator Perception of Present Involvement by Response Group												Teacher Educator Perception of Desired Involvement by Response Group																																			
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																				
C1	1	1.4	10	13.7	33	45.2	29	39.7	36	49.3	20	27.4	13	17.8	4	5.5	43	58.9	17	23.3	8	11.0	5	6.9	24	32.9	33	45.2	16	21.9	0	0	55	75.3	15	20.6	2	2.7	1	1.4	66	90.4	7	9.6	0	0	0	0
C2	0	0	15	20.6	43	58.9	15	20.6	1	1.4	38	52.1	27	37.0	7	9.6	68	93.2	4	5.5	0	0	1	1.4	20	27.4	32	43.8	20	27.4	1	1.4	33	45.2	31	42.5	7	9.6	2	2.7	71	97.3	1	1.4	1	1.4	0	0
C3	1	1.4	19	26.0	38	52.1	15	20.6	3	4.1	40	54.8	22	30.1	8	11.0	64	87.7	8	11.0	0	0	1	1.4	28	38.4	32	43.8	11	15.1	2	2.7	38	52.1	26	35.6	7	9.6	2	2.7	68	93.2	4	5.5	1	1.4	0	0
C4	5	6.9	18	24.7	36	46.3	14	19.2	11	15.1	38	52.1	15	20.6	9	12.3	55	75.3	12	16.4	4	5.5	2	2.7	35	48.0	28	38.4	9	12.3	1	1.4	45	61.6	22	30.1	4	5.5	2	2.7	66	90.4	4	5.5	3	4.1	0	0
C5	2	2.7	15	20.6	39	53.4	17	23.3	13	17.8	35	48.0	16	21.9	9	12.3	70	95.9	2	2.7	0	0	1	1.4	14	19.2	30	41.1	26	35.6	3	4.1	25	34.3	38	52.1	8	11.0	2	2.7	72	98.6	0	0	1	1.4	0	0
C6	5	6.9	13	18.1	31	43.1	23	31.9	14	19.4	34	47.2	14	19.4	10	13.9	64	88.9	6	8.3	1	1.4	1	1.4	20	27.8	27	37.5	23	31.9	2	2.8	34	47.9	27	38.0	8	11.3	2	2.8	70	97.2	1	1.4	1	1.4	0	0
C7	38	52.1	15	20.6	10	13.7	10	13.7	2	2.7	13	17.8	35	48.0	23	31.5	65	89.0	6	8.2	0	0	2	2.7	46	63.0	13	17.8	8	11.0	6	8.2	13	18.1	32	44.4	17	23.6	10	13.9	69	94.5	3	4.1	1	1.4	0	0
C8	5	6.9	9	12.5	43	59.7	15	20.8	22	30.6	32	44.4	16	22.2	2	2.8	63	88.7	6	8.5	1	1.4	1	1.4	23	31.5	17	23.3	31	42.5	2	2.7	48	66.7	20	27.8	2	2.8	2	2.8	69	94.5	3	4.1	1	1.4	0	0

- C1 Determine vo-ag teacher certification requirements
- C2 Develop curriculum for ag educ. teacher training program
- C3 Evaluate curriculum of ag educ. teaching training program
- C4 Evaluate total ag educ. program
- C5 Select training centers for ag educ. student teachers
- C6 Establish standards for student teacher training centers
- C7 Supervise student teachers at training center
- C8 Provide job placement information for ag educ. graduates

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXVI

TEACHER PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN PROFESSIONAL IMPROVEMENT

Item	Teacher Perception of Present Involvement by Response Group																Teacher Perception of Desired Involvement by Response Group																															
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None	High	Moder-ate	Slight	None																								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																								
D1	14	20.6	25	36.8	21	30.9	8	11.8	17	25.0	30	44.1	18	27.5	3	4.4	25	36.8	20	29.4	18	27.5	5	7.4	38	56.7	23	34.3	6	9.0	0	0	53	79.1	12	17.9	2	3.0	0	0	54	80.6	11	16.4	2	3.0	0	0
D2	4	5.9	6	8.8	21	30.9	37	54.4	14	20.6	29	42.6	21	30.9	4	5.9	17	25.0	22	32.4	15	22.1	14	20.6	15	22.1	22	32.4	20	29.4	11	16.2	42	61.8	17	25.0	9	13.2	0	0	45	66.2	13	19.1	8	11.8	2	3.0
D3	3	4.4	10	14.7	21	30.9	34	50.0	12	17.7	25	36.8	26	38.2	5	7.4	13	19.1	23	33.8	18	26.5	14	20.6	16	23.5	27	39.7	15	22.1	10	14.7	44	64.7	14	20.6	9	13.2	1	1.5	43	63.2	13	19.1	8	11.8	4	5.9
D4	14	20.6	16	23.5	25	36.8	13	19.1	20	29.4	17	25.0	21	30.9	10	14.7	26	38.2	22	32.4	12	17.7	8	11.8	37	54.4	26	38.2	4	5.9	1	1.5	35	51.5	21	30.9	11	16.2	1	1.5	44	64.7	15	22.1	6	8.8	3	4.4
D5	52	76.5	13	19.1	2	2.9	1	1.5	14	20.9	23	34.3	25	37.3	5	7.5	11	16.4	14	20.9	32	47.8	10	14.9	62	92.5	4	6.0	1	1.5	0	0	23	34.3	16	23.9	24	35.8	4	6.0	21	31.8	15	22.7	23	34.9	7	10.6
D6	20	29.4	25	36.8	19	27.9	4	5.9	20	29.4	23	33.8	19	27.9	6	8.8	13	19.1	23	33.8	19	27.9	13	19.1	51	75.0	15	22.1	2	2.9	0	0	35	51.5	23	33.8	8	11.8	2	2.9	30	44.1	18	26.5	15	22.1	5	7.4
D7	23	33.8	24	35.3	17	25.0	4	5.9	13	19.1	21	30.9	26	38.2	8	11.8	31	45.6	22	32.4	10	14.7	5	7.4	52	76.5	7	10.3	8	11.8	1	1.5	46	67.7	16	23.5	6	8.8	0	0	59	86.8	6	8.8	2	2.9	1	1.5

- D1 Provide assistance to first year vo-ag teachers
- D2 Evaluate first year vo-ag teachers
- D3 Supervise first year vo-ag teachers
- D4 Determine number & content of in-service training sessions
- D5 Develop policies & procedures of State Vo-Ag Teachers' Assoc.
- D6 Determine nature & extent of professional improvement meetings (sub-district, district, and/or area)
- D7 Recruit new prospective teachers of vo-ag

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXVII

SUPERVISOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN PROFESSIONAL IMPROVEMENT

Item	Supervisor Perception of Present Involvement by Response Group												Supervisor Perception of Desired Involvement by Response Group																																			
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																				
D1	4	6.5	19	30.7	34	54.8	5	8.1	24	38.7	28	45.2	8	12.9	2	3.2	27	43.6	23	37.1	11	17.7	1	1.6	16	25.8	30	48.4	14	22.6	2	3.2	47	75.8	13	21.0	2	3.2	0	0	51	82.3	10	16.1	1	1.6	0	0
D2	1	1.6	7	11.3	28	45.2	26	41.9	23	37.1	24	38.7	12	19.4	3	4.8	22	35.5	23	37.1	10	16.1	7	11.3	8	12.9	23	37.1	19	30.7	12	19.4	43	69.4	14	22.6	4	6.5	1	1.6	47	75.8	10	16.1	4	6.5	1	1.6
D3	2	3.2	5	8.1	22	35.5	33	53.2	28	45.2	23	37.1	10	16.1	1	1.6	23	37.1	17	27.4	14	22.6	8	12.9	7	11.3	18	29.0	20	32.3	17	27.4	40	64.5	19	30.7	3	4.8	0	0	41	66.1	17	27.4	2	3.2	2	3.2
D4	8	12.9	22	35.5	25	40.3	7	11.3	23	37.1	29	46.8	6	9.7	4	6.5	29	46.8	26	41.9	4	6.5	3	4.8	26	41.9	25	40.3	7	11.3	4	6.5	41	66.1	18	29.0	3	4.8	0	0	44	71.0	14	22.6	3	4.8	1	1.6
D5	50	80.7	6	9.7	5	8.1	1	1.6	9	14.5	22	35.5	28	45.2	3	4.8	5	8.2	17	27.9	36	59.0	3	4.9	58	93.6	2	3.2	2	3.2	0	0	11	17.7	30	48.4	17	27.4	4	6.5	9	14.5	29	46.8	21	33.9	3	4.8
D6	23	37.1	24	38.7	15	24.2	0	0	30	48.4	22	35.5	9	14.5	1	1.6	5	8.1	24	38.7	28	45.2	5	8.1	39	62.9	20	32.3	3	4.8	0	0	38	61.3	19	30.7	4	6.5	1	1.6	25	40.3	23	37.1	13	21.0	1	1.6
D7	13	21.0	30	48.4	15	24.2	4	6.5	16	25.8	33	53.2	11	17.7	2	3.2	36	58.1	21	33.9	5	8.1	0	0	46	74.2	9	14.5	6	9.7	1	1.6	42	67.7	15	24.2	4	6.5	1	1.6	53	85.9	8	12.9	1	1.6	0	0

- D1 Provide assistance to first year vo-ag teachers
- D2 Evaluate first year vo-ag teachers
- D3 Supervise first year vo-ag teachers
- D4 Determine number & content of in-service training sessions
- D5 Develop policies & procedures of State Vo-Ag Teachers' Assoc.
- D6 Determine nature & extent of professional improvement meetings (sub-district, district, and/or area)
- D7 Recruit new prospective teachers of vo-ag

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

TABLE XXVIII

TEACHER EDUCATOR PERCEPTIONS BY FREQUENCY AND PERCENT AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN PROFESSIONAL IMPROVEMENT

Item	Teacher Educator Perception of Present Involvement by Response Group																Teacher Educator Perception of Desired Involvement by Response Group																															
	Teachers				Supervisors				Teacher Educators				Teachers				Supervisors				Teacher Educators																											
	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None	High	Moder- ate	Slight	None																				
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																					
D1	4	5.5	17	23.3	38	52.1	14	19.2	18	24.7	29	39.7	21	28.8	5	6.9	44	60.3	19	26.0	8	11.0	2	2.7	30	46.1	26	35.6	16	21.9	1	1.4	50	68.5	18	24.7	3	4.1	2	2.7	70	95.9	2	2.7	1	1.4	0	0
D2	0	0	6	8.2	28	38.4	39	53.4	21	28.8	20	27.4	26	35.6	6	8.2	25	34.3	28	38.4	15	20.6	5	6.9	15	20.6	19	26.0	28	38.4	11	15.1	43	58.9	23	31.5	5	6.9	2	2.7	55	75.3	14	19.2	4	5.5	0	0
D3	1	1.4	3	4.2	25	34.7	43	59.7	24	33.3	24	33.3	17	23.6	7	9.7	28	38.9	18	25.0	15	20.8	11	15.3	12	16.7	17	23.6	29	40.3	14	19.4	46	63.9	20	27.8	4	5.6	2	2.8	46	63.9	17	23.6	6	8.3	3	4.2
D4	7	9.6	20	27.4	29	39.7	17	23.3	28	38.4	26	35.6	12	16.4	7	9.6	40	55.6	18	25.0	10	13.9	4	5.6	27	37.0	32	43.8	11	15.1	3	4.1	48	65.8	21	28.8	1	1.4	3	4.1	59	80.8	11	15.1	3	4.1	0	0
D5	48	65.8	20	27.4	3	4.1	2	2.7	11	15.1	32	43.8	26	35.6	4	5.5	5	6.9	17	23.3	42	57.5	9	12.3	68	93.2	4	5.5	1	1.4	0	0	18	24.7	22	30.1	29	39.7	4	5.5	16	21.9	20	27.4	36	49.3	1	1.4
D6	18	24.7	26	35.6	23	31.5	6	8.2	34	46.6	26	35.6	10	13.7	3	4.1	12	16.4	20	27.4	29	39.7	12	16.4	48	66.7	19	26.4	4	5.6	1	1.4	43	59.7	20	27.8	7	9.7	2	2.8	30	41.7	27	37.5	12	16.7	3	4.2
D7	12	16.4	29	39.7	30	41.1	2	2.7	10	13.7	26	35.6	30	41.1	7	9.6	51	69.9	19	26.0	2	2.7	1	1.4	62	84.9	8	11.0	3	4.1	0	0	55	75.3	12	16.4	4	5.5	2	2.7	67	91.8	5	6.9	1	1.4	0	0

- D1 Provide assistance to first year vo-ag teachers
- D2 Evaluate first year vo-ag teachers
- D3 Supervise first year vo-ag teachers
- D4 Determine number & content of in-service training sessions
- D5 Develop policies & procedures of State Vo-Ag Teachers' Assoc.
- D6 Determine nature & extent of professional improvement meetings (sub-district, district, and/or area)
- D7 Recruit new prospective teachers of vo-ag

NOTE: Total numbers within items or within categories may vary due to non-response by individuals on some items.

APPENDIX B

COVER LETTER, INSTRUMENT, AND FOLLOW-UP LETTER

Dear Sir:

May I have a moment of your time? I realize this is a busy time of the year for you, but we need your help!

You are one of the six authorities from your state who have been selected to participate in this nationwide study. We are attempting to determine the degree of present and degree of desired involvement of (1) vo-ag teachers, (2) vo-ag supervisors, and (3) agriculture teacher educators in various aspects of the vocational agriculture program. Your opinion is essential to the vocational agriculture program in all states, not just Oklahoma.

Please indicate your opinion as to present and desired involvement of these groups in each aspect of the program. This study is an effort to improve the coordination and cooperative work of vocational agriculture teachers, supervisors, and teacher educators. I believe this study will result in a more professional and efficient effort to educate our people in vocational agriculture.

In order to have a valid study, each survey should be completed and returned in the stamped, self-addressed envelope within the week of reception if possible. Further, would you please indicate on the survey the group to which you belong and the state in which you are presently working.

All names and sources of information will be kept in the strictest confidence, and only a summary of the total information will be included in the results of the study.

Again, please take the time to participate in this nationwide study.

Sincerely,

Robert Terry
Professor and Head
Agricultural Education Dept.
Oklahoma State University

Jimmy L. Gifford
Asst. Director of Placement
Division of Agriculture
Oklahoma State University

INSTRUCTIONS

On the following form, place a mark in the column under EACH group (Teachers, Supervisors, and Teacher Educators) which indicates how you perceive each of these groups' PRESENT INVOLVEMENT in each procedure and practice. Also place a mark in the column under EACH group (Teachers, Supervisors, and Teacher Educators) which indicates your perception of the DESIRED INVOLVEMENT of each of these groups in each procedure and practice.

THERE SHOULD BE SIX MARKS FOLLOWING EACH PROCEDURE, PRACTICE, AND ACTIVITY.

SAMPLE OF CORRECTLY MARKED FORM

Procedures, Practices, and Activities	PRESENT INVOLVEMENT OF:						DESIRED INVOLVEMENT OF:								
	Teachers	Super- visors	Teacher Educators	Teachers	Super- visors	Teacher Educators	Teachers	Super- visors	Teacher Educators	Teachers	Super- visors	Teacher Educators			
Develop guidelines for new ag mechanics program	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	XXXXXXXXXXXXXXXXXXXX	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	XXXXXXXXXXXXXXXXXXXX	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	XXXXXXXXXXXXXXXXXXXX
	✓					✓					✓				

INCORRECTLY MARKED FORM

Develop guidelines for new ag mechanics program	✓														
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Do not mark just the group you belong to but mark one column under each group.

In the correct example, the person perceives the present involvement of vo-ag teachers in this practice to be slight, the supervisors to be high, and the teacher educators to be high. This person desires the involvement of vo-ag teachers to be high, of supervisors to be moderate, and teacher educators to be high.

Please indicate state in which you are working & your position.

State _____

Vo-Ag Teacher _____
 Vo-Ag Superv. _____
 Ag Teac. Educ. _____

PRESENT INVOLVEMENT OF:

DESIRED INVOLVEMENT OF:

Procedures, Practices, and Activities	Vo-Ag Teachers			Vo-Ag Super- visors			Vo-Ag Teach. Educators			Vo-Ag Teachers			Vo-Ag Super- visors			Vo-Ag Teach. Educators				
	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	Highly Involved	Moderately Involved	Slightly Involved	No Involvement
A. IN-SCHOOL PROGRAMS:																				
1. Develop state policies & procedures manual for vo-ag																				
2. Determine need for new programs within existing vo-ag prog.																				
3. Establish standards for new programs within vo-ag																				
4. Establish minimum requirements																				
(a) for facilities																				
(b) for equipment																				
5. Establish guidelines of advisory committee:																				
(a) Local																				
(b) State																				
6. Develop guidelines for:																				
(a) supervised occupational experience program																				
(b) cooperative program (VAOT)																				
7. Develop policies & procedures of FFA organization:																				
(a) Local																				
(b) State																				
(c) National																				
8. Develop rules & regulations for FFA Awards Program																				
(a) Local																				
(b) State																				
(c) National																				
9. Enforce rules & regulations for FFA Awards Program																				
(a) Local																				
(b) State																				
(c) National																				
10. Evaluate other local vo-ag programs																				
11. Develop rules & regulations for fairs, shows, & contests																				
12. Enforce rules & regulations for fairs, shows, and contests																				
13. Develop guidelines for teaching duty requirements:																				
(a) Stud/Teacher ratio																				
(b) Daily teaching load																				
(c) Supervision																				
14. Determine requirements for multi-teacher departments																				
15. Secure job placement for vo-ag students (graduates)																				
16. Determine emphasis for local program instruction																				
17. Develop vo-ag curriculum																				
18. Evaluate vo-ag curriculum																				
B. ADULT PROGRAMS:																				
1. Determine need for adult programs in agriculture																				
2. Develop guidelines for establishing adult instructional prog.																				
3. Determine instructional goals for adult programs																				
4. Supervise occupational experience program for adults																				
5. Evaluate the local adult instructional ag program																				
6. Determine need for local Young Farmer organization																				
7. Determine emphasis of Young Farmer educational program																				
8. Develop policies & procedures of Young Farmers																				
(a) Local																				
(b) State																				
9. Establish guidelines for advisory committee for adult and/or Young Farmer programs																				
10. Evaluate Young Farmer program																				
(a) Local																				
(b) State																				
C. AG TEACHER PREPARATION:																				
1. Determine vo-ag teacher certification requirements																				
2. Develop curriculum for Ag. Ed. teacher training program																				
3. Evaluate curriculum of Ag. Ed. teaching training program																				
4. Evaluate total Ag. Ed. program																				

OVER

PRESENT INVOLVEMENT OF:

DESIRED INVOLVEMENT OF:

Procedures, Practices, and Activities	<u>PRESENT INVOLVEMENT OF:</u>				<u>DESIRED INVOLVEMENT OF:</u>							
	Vo-Ag Teachers		Vo-Ag Super- visors		Vo-Ag Teach. Educators		Vo-Ag Teachers		Vo-Ag Super- visors		Vo-Ag Teach. Educators	
	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	Highly Involved	Moderately Involved	Slightly Involved	No Involvement	Highly Involved	Moderately Involved	Slightly Involved	No Involvement
5. Select training centers for Ag. Ed. student teachers												
6. Establish standards for student teacher training centers												
7. Supervise student teachers at training center												
8. Provide job placement information for Ag. Ed. graduates												
D. PROFESSIONAL IMPROVEMENT:												
1. Provide assistance to first year vo-ag teachers												
2. Evaluate first year vo-ag teachers												
3. Supervise first year vo-ag teachers												
4. Determine number & content of in-service training sessions												
5. Develop policies & procedures of State Vo-Ag Teacher's Assoc.												
6. Determine nature & extent of professional improvement meetings (sub-district, district, and/or area)												
7. Recruit new prospective teachers of vo-ag												

IN THE SPACE BELOW, PLEASE GIVE ANY COMMENTS WHICH YOU CONSIDER PERTINENT TO THE PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN PROCEDURES, PRACTICES, AND ACTIVITIES OF THE VOCATIONAL AGRICULTURE PROGRAM:

October, 1975

Dear Sir:

The enclosed questionnaire was developed to gather opinions of the present and desired involvement of vo-ag teachers, vo-ag supervisors, and vo-ag teacher educators in certain procedures, practices, and activities in four areas of vo-ag programs throughout the United States. This instrument was mailed to six people in each state selected in accordance with their importance and the significant role each plays in the vo-ag program in his respective state.

This follow-up letter is for those who have lost, forgotten, etc. the first questionnaire that was mailed in September of this year. I know you are very busy and your completed questionnaire may already be in the mail, but it is important that we receive 100 percent return. To date, we have received approximately 70 percent return.

If there are items which you do not understand or do not apply to your particular situation, please complete what you can and return this questionnaire, which I have included for your convenience, in the self-addressed envelope.

Thank you for your cooperation; it is greatly appreciated.

Sincerely,

Jimmy L. Gifford

JLG/srg

VITA

Jimmy Leonard Gifford

Candidate for the Degree of

Doctor of Education

Thesis: THE PRESENT AND DESIRED INVOLVEMENT OF TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN SELECTED ASPECTS OF VOCATIONAL AGRICULTURE PROGRAMS AS PERCEIVED BY THE RESPECTIVE GROUPS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Deport, Texas, February 4, 1945, the son of Fines L. and Bonnie L. Gifford.

Education: Graduated from Deport High School, Deport, Texas, in May, 1963; received the Associate of Arts degree from Paris Junior College, Paris, Texas, in May, 1965; received the Bachelor of Science degree from East Texas State University, Commerce, Texas, with a major in Agricultural Education in May, 1967; received the Master of Education degree from East Texas State University, Commerce, Texas, in July, 1970, with a major in Agriculture; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, May, 1976.

Professional Experience: Varied farming and ranching experience, 1959-1965; Science Instructor at Cheatham Schools, Clarksville, Texas, August, 1967-January, 1969; Graduate Assistant in Research, Agricultural Education Department, East Texas State University, Commerce, Texas, July, 1969-July, 1970; Youth Coordinator for Southwestern Electric Power Company, Mt. Pleasant, Texas, August, 1970-August, 1973; Education Professions Development Act Awardee, Oklahoma State University, August, 1973-July, 1975; Assistant Director of Division of Agriculture Placement and Career Development Center, Oklahoma State University, August, 1975 to present.

Organizations: Member of Oklahoma and National Vocational Agriculture Teachers' Associations, Phi Delta Kappa, Omicron Delta Kappa, Red Red Rose, Oklahoma Government Recruiting Council,

Southwest Placement Association; former member of Texas Vocational Agriculture Teachers' Association; Texas State Teachers' Association; Texas Young Farmers; United Methodist Church.