

CHARACTERISTICS, ACCOMPLISHMENTS, AND SKILLS
OF THE SUCCESSFUL OKLAHOMA AGRICULTURAL
EDUCATION TEACHER AS PERCEIVED BY
SELECTED COMMUNITY
LEADERS-BANKERS

By

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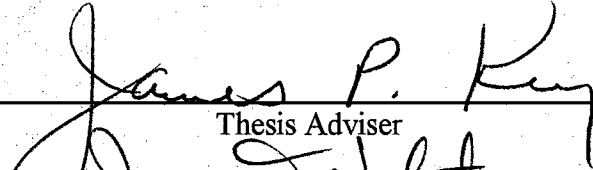
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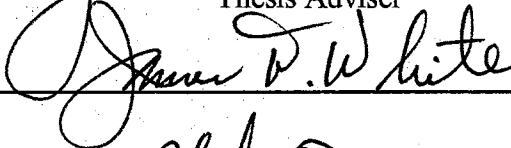
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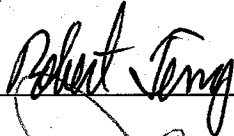
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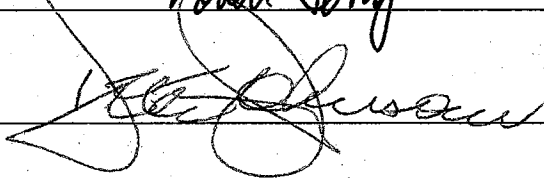
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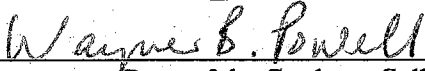


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CHAPTER I

INTRODUCTION

In today's world, school administrators are constantly looking for the best qualified teachers that will make their agricultural education department the best possible. Administrators of today's schools with agricultural education departments recognize the fact that their success is largely dependent upon the selection of a competent agricultural education teacher who is self-motivated to continually do a good job. The Federal Board for Vocational Education, in a publication in 1923, emphasized the importance of the teacher in the success of the educational program thus: "The success of any program of education, and particularly vocational education, will, in the last analysis, depend very largely upon the teacher." (pg. 1)

Since the passage of the Smith-Hughes Act in 1917, Vocational Education Act of 1963, and the amendments in 1968, an increasing number of secondary school students are enrolling in agricultural education programs and the FFA. Agricultural colleges across the nation have graduated many qualified agricultural education teachers, but with the demands of industry and other businesses, a large number of young teachers and an increasingly large number of older teachers are deserting the ranks of the high school programs for retirement or other enticing opportunities.

To educate, select, and keep qualified agriculture education instructors and maintain quality agricultural education programs, there should be a process where the element of chance for negative results is largely eliminated.

In order to persuade school administrators about the value of teachers and programs, other types of support, other than the values of the parents are needed. The general trend in recent years has been to reduce government spending, and the public outcry for better utilization of each dollar spent has placed increasing importance on accountability in vocational education.

Arrington (1985) stated:

With increasing emphasis on accountability, legislators, educators and the general public are asking if expenditures for vocational education are producing the desired results. Funding agencies are asking for evaluative information on which to base policy decisions. Moreover, a review of the Vocational Education Amendments (1976) makes it clear that the authors of the legislation expect evaluation of vocational education programs to yield data useful in formulating ongoing and future policy and program decisions. (pg. 48)

Brannon (1982) further stated:

The Education Amendments of 1976, as well as previous legislation, stresses program accountability in meeting the needs of the people, regardless of the specialty area. If vocational agriculture is to remain a viable service area, evidence of accomplishments and impact is sorely needed. (pg. 31)

Any tool which might prove to be an aid and assist administrators in making difficult decisions should be explored since the success of any instructional program hinges directly on the effectiveness of the instructor and his teaching.

Mursell (1946) stated:

That teaching establishes its success in and through the production of authentic subject matter, which results are indistinguishably associated with desirable personal qualities of the teacher. (pg. 22)

Foster (1994) also stated:

Agricultural education teachers today must contend with a skeptical public, continually watching, questioning and even demanding justification for the existence of the high school agricultural education program. (pg. 4)

Statement of Problem

If the teacher educators at Oklahoma State University and the State Department Agricultural Education personnel hope to educate, select, and keep good teachers and maintain the quality of agricultural education departments in the State of Oklahoma, the only hope is to identify the characteristics of good teachers and try to select candidates on this basis. Weak teachers with little agriculture background produce weak programs. The characteristics of good teachers need to be identified and experienced teachers, school administrators, and community leaders made aware of the characteristics. This should enable the schools to keep their departments at a high level.

Ketchum (1993) stated:

The need for quality teachers in America's schools is of extreme importance in order to compete in a global market. Thus, educators need to be continually evaluating current methods and developing better ones. (pg. 1)

It was hoped that this study would help to increase the quality of agricultural education teachers in Oklahoma. If this were accomplished, not only would the Department of Agricultural Education be improved, but the one goal of all vocational

teachers would be accomplished -- to help the students of Oklahoma become more intelligent, reliable, responsible, and educated.

Purpose

The purpose of the study was to determine characteristics, accomplishments, and skills of successful Oklahoma agricultural education teachers as perceived by selected community leaders-bankers.

Specific Objectives

To accomplish the purpose, it was necessary to achieve the following specific objectives:

1. Determine the most important characteristics of successful agricultural education teachers in Oklahoma as perceived by selected community leaders-bankers within the areas of: (a) general teacher characteristics, and (b) personal characteristics.
2. Determine the most important skills of successful agricultural education teachers in Oklahoma as perceived by selected community leaders-bankers within the areas of: (a) classroom skills, (b) supervised agricultural experience skills, (c) agricultural mechanics skills, (d) FFA skills, (e) adult education skills, and (f) school and community skills.
3. Determine perceptions of selected community leaders-bankers concerning the amount of time currently being spent and the amount of time which

should be spent on the following areas: (a) SAE, (b) agricultural mechanics, (c) FFA, (d) adult and community education, and (e) school and community.

4. Determine those accomplishments deemed necessary for the teacher to be considered successful by the administration, community, parents, students, and State Department of Vocational Technical Education as perceived by selected community leaders-bankers.

Scope of the Study

The scope of the study included 150 selected community leaders-bankers from 150 different communities across Oklahoma to get a good perception of all the different possible characteristics for different teachers in different regions in the state. The data presented was relative to the teachers and programs of agricultural education in the 1997-1998 school year. The study was concerned with information that pertained to characteristics of the different teachers of agricultural education in Oklahoma and the characteristics that might affect the departments themselves.

Assumptions

1. Teachers are themselves a major factor in determining the effectiveness of the educational program.
2. Teachers entering the profession will choose more wisely if more is known about the personal characteristics and behavioral patterns of successful teachers of agricultural education and successful departments.

Definition of Terms

The following terms are as used in this study except where cited:

Teacher of agricultural education – refers to an instructor hired by a local high school to teach agricultural education to local high school students during regular school hours and adult programs.

Department of agricultural education – refers to the facilities and the teacher related to a particular local unit in an Oklahoma public high school.

Success – refers to the degree or measure of succeeding--the attainment of wealth, favor, or eminence. (Merriam Webster's Collegiate Dictionary, Tenth Edition)

Successful – refers to the resulting or terminating in success--gaining or having gained success. (Merriam Webster's Collegiate Dictionary, Tenth Edition)

Characteristic – refers to an individual quality that distinguishes or identifies one from all other members of the same kind. (Merriam Webster's Collegiate Dictionary, Tenth Edition)

Skill – refers to the ability to use one's knowledge effectively and readily in execution of performance--a learned power of doing a thing competently. (Merriam Webster's Collegiate Dictionary, Tenth Edition)

SAE--Supervised Agricultural Experience – refers to an experience program developed for learning outside of the classroom in a semi-controlled environment.

Agricultural mechanics – refers to and involves development of mechanical abilities of students in performing agriculture shop activities.

FFA -- Future Farmers of America – refers to a student organization started in 1928 for students studying agricultural education, in secondary schools across the United States.

Adult and community education – refers to education for adults which is more specialized and more technical in nature.

Community – refers to people with common or like interests living in a particular area.

Community leader – refers to persons/individuals who are recognized as actively influencing the actions, opinions or directions of people with specific school district boundaries.

Banker – refers to anyone who is in a high position of a lending agencies located in the community.

Personal characteristics – refers to the certain traits of attitude, interest, temperament, or expressed behavior usually indicative of a more or less specific pattern of thought and action peculiar to the individual.

Educational program – refers to all instructional activities provided by the local department of agricultural education.

Effectiveness of the educational program – refers to the particular patterns of accomplishment of an agricultural education department as measured objectively.

Selected factors – refers to and is used to designate characteristics that are considered as significant, proved measures of the effectiveness of the educational program of local departments of agricultural education.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter was to review literature and studies directly associated with characteristics of successful teachers. Miller (1976) remarked: "I suppose that every Vo. Ag. Teacher is his own best evaluator of the program which he is conducting, whether with high school students, young or adult farmers" (pg. 136-137).

The review of literature was divided into the following six categories: (1) a historical review; (2) accomplishments of the successful Oklahoma agricultural education teacher; (3) characteristics of the successful Oklahoma agricultural education teacher; (4) skills of the successful Oklahoma agricultural education teacher; (5) community perceptions and (6) summary.

It would be fitting at the beginning to review some basic premises concerning agricultural education teachers and programs. Seevers, (1994) stated: "the successful agricultural educator is one who recognizes and respects the unique characteristics and qualities of the clientele being served. Good communication and interpersonal skills are essential" (pg. 7). The agriculture phase of the Smith-Hughes Act of 1917 was designed to encourage states to provide programs of agricultural education which otherwise might not have been adequately provided in the public schools. Herr (1976) stated: "Teaching

vocational agriculture means devoting full time to a demanding job and not having many other projects on the side.” (pg. 101-102). These programs were to be of less than college grade, to fit for useful employment, and to meet the needs of persons over 14 years of age, who had entered upon or were planning to enter the occupation of farming.

In November of 1928, the Future Farmers of America program was founded to provide training in leadership, cooperation, and citizenship for boys and girls studying agricultural education (Dugger, 1955).

To direct this student organization, agricultural education teachers were educated and hired. The agricultural education teacher was to provide a challenging program that would meet the needs of all the students under his supervision. Besides meeting the needs of the students, the successful teacher needed to accomplish other tasks. McCracken (1994) stated: “Good teachers do much more than communicate subject matter effectively. How can we know what it is that makes a teacher good or bad?” (pg. 5)

Historical

A study was conducted by Knebel (1955) to find out if teachers of agricultural education could be compared on a larger number of characteristics. The study indicated that teachers could be compared on visits, number of production projects, average number of productive enterprises per pupil, number of American Farmer Degree recipients, number of State Farmer Degree recipients, investments in productive enterprises, average labor income per pupil, total labor income, participation in judging contests, participation in livestock shows, state and national awards, and agribusiness participation.

Kahler (1980), Department of Agricultural Education, Iowa State University, said, "Throughout our country's history some form or other of agriculture education has been a part of our country's educational system. As early as the 1700's, our educational system was basically Latin-Gammer. During the late 1700's, the Latin-Gammer system gave way to the "Academies", which taught agriculture, but without any practical emphasis on real life situations. In due time the academies gave way to the free high school movement in the early 1800's. Agriculture was taught to all students then and was a requirement for graduation. Soon thereafter, another transition occurred changing the description of agriculture to a new term, "vocational agriculture", which turned out not to be "a popular move with many educators." (pg. 32)

Kahler (1980), indicated the change from a "general" to a vocational emphasis on the study of agriculture was not well accepted by certain groups and leaders in the educational profession. The issue was partially settled by Congress in 1917, when they passed the Smith-Hughes Act. By providing monetary incentives, educators were more easily lured into including vocational agriculture, as part of their public school curricula. With the enactment of the Smith-Hughes Act, the vocational agriculture movement began to grow throughout the nation. Goals of the program were to prepare young men for employment in farming. Realistically, this bill apparently was one long awaited for, because the program grew in numbers of programs and students served.

Kahler (1980), also indicated that during the late 1950's and early 1960's, public interest once again had a direct impact on the type of agriculture being offered in the public school system. This pressure grew from the rapid changes taking place in the agricultural industry, the loss of farm population to the cities and the lack of opportunity

for young people. From this transition came another congressional act, "The Vocational Education Act of 1963" which again provided funds for expansion of the programs to include training for other agricultural occupations, as well as farming, such as agribusiness and agri-industry.

Accomplishments of the Successful Oklahoma

Agricultural Education Teacher

In a 1982 study by Berkenbile, the accomplishments, as perceived by the teachers themselves indicated that they felt administrators wanted more discipline, but at the same time wanted a winning chapter for public relations. Those same teachers felt that the community wanted more involvement in community and civic activities and public relations within their chapter. Camp (1997) said: "Regardless of the people in state and national positions and in our teacher education programs, without professionally, competent, dedicated local teachers, no agricultural education program at any level will be successful" (pg. 4). At the same time, the teachers indicated that they thought the parent wanted the teacher to be more involved with individual students, while they thought the students themselves wanted to be winners, but also felt that respect for the teacher and an interest in the students by the teacher were just as important.

Bryant (1978) observed: "It's not unusual these days to observe all sorts of practices which in one way or another affect teaching effectiveness" (pg. 124). This would include students with ambitions to farm as well as those interested in related occupations and professional agriculture. The teacher must provide opportunities and experiences that would enable each of these students to feel adequate and acceptable.

Conners (1996) believed: “good teaching is a matter of professional pride and satisfaction on the part of the teacher.” (pg. 4)

Characteristics of the Successful Oklahoma

Agricultural Education Teacher

Berkenbile stated in his 1982 study that agricultural education teachers indicated that honesty, high morals, hard work, getting along with people, leadership and dependability were basic characteristics which perhaps project the expectations which have been created by society.

Skills of the Successful Oklahoma Agricultural

Education Teacher

Rogers (1964) stated that high quality programs require, first and foremost, a crop of competent teachers: that is, teachers who are experts in the technology and skills in the specialized areas of agriculture and related sciences; teachers who have the ability to apply and relate that knowledge and skill to the world of work generally and to occupations specifically; and teachers who have a high degree of professional expertise and skill. Riesenber (1997) stated: “the modern secondary agricultural program still stresses developing social and leadership competencies in public speaking, parliamentary procedure and other organizational activities. The program still promotes cooperation and competition. For competitive events, every student will still receive basic preparation

in the classroom; and through additional concentrated training, every student will have the opportunity to achieve to the level of her or his ability.” (pg. 2)

Berkenbile (1982) reported that the top skills, as perceived by the teachers, included discipline, knowledge of agriculture, FFA and communication. Those SAE skills necessary were knowledge of agriculture, FFA, livestock selection, record keeping and student interest. Agricultural mechanics skills identified were arc welding, safety, shop skills and oxyacetylene cutting. FFA skills necessary for success were leadership training and motivation. In the study, leadership training accumulated over twice as many points as the next response. Under community education, public relations, interesting subjects and organization were the most important to success. School and community was deemed important and included public relations, working with school personnel and working with people in the community.

Agriculture is also highly mechanized. Labor-saving devices and types of new equipment challenge the farmer to become more efficient in the production of commodities. The agricultural education teacher is in a position to be of considerable help to the farmer in meeting this challenge. If the teacher is to be effective in regard to this part of his program, he should possess the comprehension to understand the mechanical advancement. Dugger (1955) reported in his study that teachers are responsible to the community to teach certain mechanical competencies.

Dugger (1855) reported that vocational agriculture teachers are responsible for giving instruction in those competencies required by farm operators. Since farming operations are rapidly becoming mechanized, the competencies required of farm operations include mechanical skills, abilities, and understanding relating to proficiency in farming.

The study was undertaken to ascertain characteristics of agricultural education teachers as measured by personal response and how they were associated with the quality, the nature, and the extent of the programs the teacher and the communities wanted achieved. Whaley and Kokes (1995) believed: "that most successful agriculture teachers have the desire to be good role models for children. Our job is to teach students and develop their leadership skills so they can cooperate with one another and become productive citizens in this country." (pg. 16)

Jenkins (1983), stated in his study that vocational agriculture teachers and their high school administrators generally agreed that vocational agriculture leadership programs were of "great importance". He recommended that Oklahoma vocational agriculture teachers should better inform their administrators as to the leadership programs and activities their students are being involved in.

Case (1986), senior program specialist for Agricultural Education, and National FFA Advisor stated, "If agricultural education programs are to achieve the status of excellence, and survive in the educational market place, agricultural education professionals must be responsive to the social, educational, and agricultural changes taking place at the local, state and national levels." (pg. 10) Case said, "These programs must provide highly motivated, well trained personnel to serve the agricultural industry, as well as, function in the public education sector." (pg. 11)

Community Perceptions

Community relations, as any agricultural education teacher will tell you, is one of the most important aspects of his job. It means not only working with the staff and

students in the school system, but also their parents, local businessmen & women and all residents located in the school district. Sibiga and Mannebach (1997) stated: “as in the past, today’s successful agriculture teacher needs more knowledge of technical content, pedagogy, students, the community and more” (pg. 13). In Berkenbile’s 1982 study, results indicated that the teacher needs to realize the better the public relations in the community, the better the support will be for him and his program.

Summary

Agricultural education teachers are located in five different regions of the state and in 355 cities. Each teacher is as different as the cities in each of the different regions. Individual teachers believe different characteristics are necessary to be successful relative to their particular situation. Daley (1997) believed: “the only way that agricultural education can have improvements at a state or national level is for us to improve locally.” (pg. 9)

Certain teacher characteristics are definitely associated with the level of achievements and the quality of the department of vocational agriculture department (Cook, 1960).

After running a computer search of available studies and articles concerning characteristics of successful teachers, a limited number of articles and three studies were found. This could indicate the lack of research in this area and the need for more knowledge about the characteristics of successful teachers. If teachers are to be more successful, we must find delivery systems to present current education practices and themes to these teachers. Baker (1991) found in his study that: “the agricultural

education departments should continue to offer teachers education related graduate courses, more especially those which have such major themes as leadership, advanced teaching methods, etc.” (pg.145)

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this chapter was to illustrate the methods used and the procedures followed in conducting this study. In order to collect data that would provide information relating to the purposes and objectives of this study, a population was determined and an instrument was developed for data collection. Procedures were established for data collection and methods of data analysis were selected. Information was collected during the spring and summer of 1998.

Scope of the Study

The population of this study included 150 selected community leaders-bankers from 150 different communities across Oklahoma to get a good perception of all the different possible characteristics for different teachers in different regions in the state. The names and addresses of the bankers were obtained from the 1997 Bank News Directory. Bankers were selected because of their general position in local communities as decision makers. Walton (1966), a respected community leadership analyst, found that the results of both the reputational and positional approaches have been generally similar:

American communities are run by a small group of persons, primarily business and social leaders, with the citizenry essentially uninvolved or unimportant in the development of community policies. (pg. 435)

The data presented were relative to the teachers and programs of agricultural education in the 1997-1998 school year. The study was concerned with information that pertained to characteristics of the different teachers of agricultural education in Oklahoma and the characteristics that might affect the departments themselves.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue under approval numbers OSU AG 98 035 (See Appendix D).

The Population

The purposive scope of the study included 150 selected community leaders-bankers from 150 different communities across Oklahoma of the 342 banks listed in the directory. Communities were eliminated that didn't have an agricultural education program or that didn't have a local bank with a local banking officer. Tulsa and Oklahoma City area banks and agricultural education programs were also excluded from the study. Other communities that were excluded were those that had branch banks without a local banking officer. After excluding the communities without a bank, without an agricultural education program, branch banks without a local banking officer and the

Tulsa and Oklahoma City area banks, 150 communities were left for the study. The extent of this study was done to get a good perception of all the different possible characteristics for the different teachers in different regions of the state, as the teachers in any one area are different from others in Oklahoma. The data presented were relative to those communities that possess both an agricultural education program and a banking establishment.

Data Gathering Procedures

Data collection for this study was conducted in June, 1998, and the analysis of data was completed in July 1998. The investigator mailed questionnaires to 150 selected community leaders-bankers, in 150 exclusive communities across Oklahoma. After two weeks 76 completed surveys had been returned. Then a second survey was mailed resulting in an additional 15 surveys being returned. Then a telephone survey was conducted to retrieve answers from those who had failed to send their questionnaires back. This resulted in 11 additional sets of data for a total of 102 and a return rate of 68%. In several other studies conducted by the Oklahoma State Department of Vocational Technical Education, the use of the telephone interview provided response rates of 93 and 95 percent. This study used a combination to get as high a return rate as possible.

Selection and Development of the Instrument

In the preparation of an instrument to meet the objectives of the study, the first step was to review and evaluate instruments used in related studies, specifically those developed by Braker (1973), Brannon (1988), Peper (1988) and Shultz (1969). In

analyzing various data gathering instruments, Mail and Telephone Surveys by Dillman (1978) and How To Conduct Your Own Survey by Dillman & Salant (1994) were useful in developing the questionnaire and interview were determined the most appropriate to meet the study objectives.

Wallace (1966) provided the following information regarding questionnaires: Although mail questionnaires are often the most practical and economical methods of obtaining data, some investigators hesitate to employ them because they tend to yield a low percentage of returns and relatively incomplete responses.

If questionnaires are well constructed and the cover letters well written, researchers have said that an adequate response rate should be expected. According to the report by Levine and Gordon (1958), "the degree which a questionnaire elicits the desired information depends considerably upon the manner in which it is constructed".

(568) Despite the most diligent effort in questionnaire preparation and design, a considerable number of respondents will fail to respond to the initial mailing.

Researchers have stated that a response rate of 40 percent is predicted. To achieve a high response rate, a telephone interview was also used to collect late responses.

After determining how the instrument would be administered, the next step was the preparation of the instrument. A list of general questions was compiled which were relevant to achieving the objectives. This was accomplished by using the long interview process to conduct three interviews with three area bankers.

The next step was to contact members of the Agriculture Education Department at Oklahoma State University and the Agricultural Education Division of the State Department of Vo-Tech for their input concerning the questions being used and their

knowledge of utilizing the survey-interview method. Several changes and additions were suggested by University faculty and State staff.

A third step was to make the necessary revisions and type the interview schedule. Throughout the process of developing the interview schedule, the length of the instrument was of concern. It was felt that it would be difficult to get people to provide needed information if the interview schedule was too long. The questions on the survey-interview schedule could be answered by one word or longer-type answers. The schedule contained 21 questions. The questions were developed in the following areas: (1) questions relating to the general teacher characteristics of the successful Oklahoma agricultural education teachers, (2) questions relating to the personal characteristics of the successful Oklahoma agricultural education teachers (3) questions relating to the classroom skills of the Oklahoma agricultural education teacher, (4) questions relating to SAE skills of the Oklahoma agricultural education teacher, (5) questions relating to agricultural mechanics skills of the Oklahoma agricultural education teacher, (6) questions relating to the FFA skills of the Oklahoma agricultural education teacher, (7) questions relating to adult and community education skills of the Oklahoma agricultural education teacher, (8) questions relating to school and community skills of the Oklahoma agricultural education teacher, (9) questions relating to time spent and time that should be spent on certain areas of teaching, and (10) questions concerning accomplishments that were considered important by the administration, community, parents, students, and State Department of Agricultural Education.

Personal data such as education, years teaching, years in present school and number of schools taught in was also developed from information from the State

Department of Vo-Tech, Agricultural Education Division, Stillwater, Oklahoma. The finished instrument can be found in Appendix B.

Analysis of Data

Data from the questionnaires were analyzed utilizing descriptive statistics.

The primary use of descriptive statistics is to describe information or data through the use of numbers. The characteristics of groups of numbers representing information or data are called descriptive statistics (Key, 1981, pg. 126).

The amount of importance placed on each different answer was determined by assigning weighted values to each answer. Each respondent ranked his answers to Questions 1-8 and 11-15 by either placing them 1, 2, or 3. If the answer was placed first, the answer was assigned a value of 3; if the answer was placed second, it was assigned a value of 2; and if the answer was placed third, it was assigned a value of 1. After consolidating similar responses, they were ranked according to number of responses and also according to weighted rank values.

In Questions 9 and 10 where the respondent answered with a percent answer, all answers were recorded and the average figured for each area.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The central purpose of the study was to determine those characteristics, accomplishments, and skills of the successful Oklahoma Agricultural Education teachers as perceived by selected community leaders-bankers. For community leaders, selected bankers of the Oklahoma Community Bankers Assn. were used as the respondents. The areas involved were general teacher characteristics, personal characteristics, classroom, agricultural mechanics, SAE, FFA, adult education, and school and community.

The objectives of the study were to:

1. Determine the most important characteristics of successful Agricultural Education teachers in Oklahoma as perceived by selected community leaders-bankers within the areas of: (a) general teacher characteristics, and (b) personal characteristics.
2. Determine the most important skills of successful Agricultural Education teachers in Oklahoma as perceived by selected community leaders-bankers within the areas of: (a) classroom skills, (b) supervised agricultural experience skills, (c) agricultural mechanics skills, (d) FFA skills, (e) adult education skills, and (f) school and community skills.

3. Determine perceptions of selected community leaders-bankers concerning the amount of time currently being spent and the amount of time, which should be spent on the following areas: (a) SAE, (b) agricultural mechanics, (c) FFA, (d) adult education, and (e) school and community.
4. Determine those accomplishments deemed necessary for the teacher to be considered successful by the administration, community, parents, students, and State Department of Vocational Technical Education as perceived by the selected community leaders-bankers.

Survey instruments were mailed out to 150 members of the Oklahoma Community Bankers Assn. Of those mailed out, 102 responded for a rate of 68 percent return rate. The high rate of response was accomplished with the use of a mailed questionnaire followed by a telephone survey of those not returned after a period of 14 days.

Findings relative to the objectives of the study are presented in this chapter. The characteristics and skills of the 102 Oklahoma Agricultural Education teachers are reported in this chapter, as perceived by selected community leaders-bankers who responded to the survey. Those characteristics are reported by frequency distribution.

Demographics

The demographic information obtained from the State Department of Vo-Tech, Agricultural Education Division, presented in Table I indicated, that of the 102 agricultural education teachers in those communities, that 89 Agricultural Education teachers held B.S. degrees, while 13 had earned M.S. degrees.

TABLE I

A DISTRIBUTION OF TEACHERS BY LEVEL OF FORMAL
EDUCATION AS PERCEIVED BY SELECTED
COMMUNITY LEADERS-BANKERS

Level of Formal Education	Frequency (N=102)	Percentage (%)
B.S. Degrees	89	87.25
M.S. Degrees	13	12.75
Earned Doctorates	—	—
TOTAL	102	100.

A DISTRIBUTION OF TEACHERS BY LEVEL OF TEACHING
CAREER YEARS AND YEARS IN PRESENT SCHOOL
AS PERCEIVED BY SELECTED COMMUNITY
LEADERS-BANKERS

Years	Frequency (N=102)	Percentage (%)	Frequency (N=102)	Percentage (%)
1-5	46	45.10	52	50.98
5-10	13	12.75	29	28.43
10-15	21	20.59	12	11.76
15-20	9	8.82	9	8.83
20-25	13	12.74	—	—
TOTAL	102	100.	102	100.

A DISTRIBUTION OF TEACHERS BY LEVEL OF TEACHING IN
NUMBERS OF DIFFERENT SCHOOLS AS PERCEIVED
BY SELECTED COMMUNITY
LEADERS-BANKERS

Number of Different Schools	Frequency (N=102)	Percentage (%)
1	25	24.50
2	33	32.35
3	35	34.33
4	9	8.82
TOTAL	102	100.

In the teaching career information, 46 teachers were in their first five years of teaching, with nine first year teachers. Thirteen were reported to have from 5 to 10 years while 21 had taught 10 to 15 years, nine had taught 15 to 20 years and 13 had taught 20 to 25 years. None of the teachers had taught over 25 years. Fifty-two teachers had been in their present school one to five years, while 13 had only spent one year in the present school. Twenty-nine had been in the present school from 5 to 10 years, 12 from ten to 15 years, and nine from 15 to 20 years, while no teachers had been with the same school the last 25 years or more. Twenty-five of them were in their first school, 33 in their second, 35 in their third and nine in their fourth. No teachers had taught in more than four schools.

Characteristics Needed

General Characteristics

In Table II, general teacher characteristics necessary to be considered a successful Oklahoma Agricultural Education teacher as perceived by selected community leaders-bankers are summarized. From responding selected community leaders-bankers, the following characteristics were deemed important. Integrity was the top characteristic mentioned by frequency and ranking points.

The next nine top characteristics were: (2) Motivation,(3) Character, (4) Develop a Well-Rounded Program, (5) Relate to Students, (6) Knowledge of Industry, (7) Love of Youth, (8) Communication, (9) Hands on Type Teacher, and three tied for tenth (10) Get Involved, Public Relations and Build Self Esteem. Integrity was the top characteristic with the most frequencies-38 responses and the most ranking points-83. There were four

TABLE II
 GENERAL TEACHER CHARACTERISTICS NECESSARY
 TO BE CONSIDERED A SUCCESSFUL OKLAHOMA
 AGRICULTURAL EDUCATION TEACHER AS
 PERCEIVED BY SELECTED COMMUNITY
 LEADERS-BANKERS

Characteristics	Frequency	Ranking Points	Overall Rank
Integrity	38	83	1
Motivation	25	55	2
Character	24	45	3
Develop a Well Rounded Program	22	42	4
Relate to Students	20	42	4
Knowledge of Industry	19	36	6
Love of Youth	18	36	6
Communication	16	32	8
Hands On Type of Teacher	16	24	9
Get Involved	12	20	10
Public Relations	10	20	10
Build Self Esteem	9	20	10
Work Closely with Children	8	16	13
Make Farm Visits	9	16	13
Dedication to Teaching	8	16	13
Honesty	6	16	13
Ability To Get Along	6	13	17
People Skills	5	13	17
Rapport With Students	6	12	19
Pride in Oneself	6	12	19
Organization	5	12	19
Community Involvement	6	12	19
Be A Leader	4	6	23
Continue Education	4	6	23
Leadership Development	2	4	25
Demand Respect	2	3	26

characteristics in the next group, all receiving 20-25 responses. They were Motivation, Character, Develop a Well-Rounded Program and Relate to Students. The next group of characteristics were Knowledge of Industry, Love of Youth, Communication, Hands On Type Teacher, Get Involved, Public Relations and Build Self Esteem, all receiving a similar number of ranking points.

Personal Characteristics

Personal characteristics necessary to be considered a successful Oklahoma Agricultural Education teacher as perceived by selected community leaders-bankers were listed in Table III. Out of the 23 characteristics listed, the top three were similar in frequency and ranking points.

The top three were: (1) Honesty with 71 ranking points from 33 responses, (2) Hard Worker with 64 points from 38 responses, tied with Communication with 64 points from 35 responses. The next three were close together in ranking points. They were: (4) Knowledgeable with 48 points from 22 responses, tied with Integrity with 48 points from 23 responses, and Character with 45 points from 16 responses. The next group with 7-10 Overall Ranking were: (7) Sincerity, tied with Caring Attitude, (9) Good Personality and three tied at tenth-Likes To Teach, Good Rapport and Organized.

TABLE III

PERSONAL CHARACTERISTICS NECESSARY TO
BE CONSIDERED A SUCCESSFUL OKLAHOMA
AGRICULTURAL EDUCATION TEACHER AS
PERCEIVED BY SELECTED COMMUNITY
LEADERS-BANKERS

Personal Characteristics	Frequency	Ranking Points	Overall Rank
Honesty	33	71	1
Hard Worker	38	64	2
Communication	35	64	3
Knowledge of Industry	22	48	4
Integrity	23	48	4
Character	16	45	6
Sincerity	14	33	7
Caring Attitude	18	33	7
Good Personality	14	28	9
Likes To Teach	13	24	10
Good Rapport	12	24	10
Organized	9	24	10
Confident	9	20	13
Public Speaker	8	17	14
Planner	10	16	15
Motivator	10	16	15
Good Appearance	8	12	17
Dedicated	6	8	18
Good Leader	2	4	19
Thoughtful	2	4	19
Mentor	2	4	21
Pride	1	3	22
Team Player	1	2	23

Skills Needed

Classroom Skills

In Table IV, perceptions of the respondents regarding classroom skills necessary to be considered a successful Oklahoma Agricultural Education teacher are presented.

The community leaders-bankers responded with 26 different skills.

The top skills listed were: (1) Communication, (2) Student Discipline, (3) Organization, (4) Knowledge of Industry, (5) Teacher/Student Rapport, (6) Good Moral Character, (7) Ability to Motivate, (8) Personal Appearance, (9) Reputation of Teacher/Program, and (10) Common Sense.

Communication received by far the most frequencies and ranking points with 141 ranking points from 50 responses. Discipline was a close second in overall rank with 100 ranking points from 38 responses. Organization and Knowledge of Industry tied for third in overall rank with 49 ranking points each while Organization had 29 responses and Knowledge had 28 responses. Teacher/Student Rapport, Good Moral Character and Ability To Motivate were grouped a range from 33-39 ranking points, while Personal Appearance, Reputation of Teacher/Program and Common Sense were grouped together with 12-24 ranking points.

SAE Skills

In Table V, SAE skills necessary to be considered a successful Oklahoma Agricultural Education teacher as perceived by selected community leaders-bankers were presented.

TABLE IV
 CLASSROOM SKILLS NECESSARY TO BE CONSIDERED
 A SUCCESSFUL OKLAHOMA AGRICULTURAL
 EDUCATION TEACHER AS PERCEIVED BY
 SELECTED COMMUNITY
 LEADERS-BANKERS

Skills	Frequency	Ranking Points	Overall Rank
Communication	50	141	1
Student Discipline	38	100	2
Organization	29	49	3
Knowledge of Industry	28	49	3
Teacher/Student Rapport	19	39	5
Good Moral Character	18	38	6
Ability To Motivate	20	33	7
Personal Appearance	13	24	8
Reputation of Teacher/Program	9	19	9
Common Sense	7	12	10
SAE Planning	7	11	11
Public Speaking	7	11	11
Well Informed	6	9	13
Cover Subject Areas	8	9	13
Patience with Students	6	9	13
Interpersonal	6	9	13
Creative	6	8	17
Demand Excellence	6	8	17
Previous Training	5	8	17
Well Rounded Program	4	4	20
Keeps Interest High	3	4	20
Cares For Students	3	4	20
Negotiator	3	4	20
Self Confidence	2	4	20
Experience with Different Areas	2	4	20
Computer Training	1	2	24

TABLE V

SAE SKILLS NECESSARY TO BE CONSIDERED A SUCCESSFUL
OKLAHOMA AGRICULTURAL EDUCATION TEACHER
AS PERCEIVED BY SELECTED COMMUNITY
LEADERS-BANKERS

Skills	Frequency	Ranking Points	Overall Rank
Knowledge of Industry	41	89	1
Record Keeping	36	78	2
Management	27	66	3
Communication	19	52	4
Be A Teacher	21	48	5
Animal Science/Care	18	40	6
Marketing	13	25	7
Good Character	12	24	8
Experience with SAEs	10	20	9
Analysis	12	17	10
Leadership	12	16	11
Background	10	14	12
Be a Role Model	9	13	13
Innovative	7	13	13
Economics	9	13	13
Continue Education	10	14	16
Ability to Adapt	9	14	16
Public Speaking	9	12	16
Farm Visits	6	10	19
Problem Solving	6	9	20
Agronomy	3	8	21
Student Discipline	3	7	22
Good Work Ethic	2	5	23
Ag. Mechanics	2	5	23

Twenty-four skills were named by the selected community leaders-bankers with the top ten tightly grouped skills being: (1) Knowledge of Industry, (2) Record Keeping, (3) Management, (4) Communication, (5) Be a Teacher, (6) Animal Science/Care, (7) Marketing, (8) Good Character, (9) Experiences With SAEs, and (10) Analysis.

Knowledge of Industry ranked number one with 89 points on 41 responses. Record Keeping ranked second with 78 points on 36 responses. Management was third with 66 ranking points on 27 responses. Fifty-two points were recorded for Communication on 19 responses for a fourth place ranking. Twenty-one responses and 48 ranking points were recorded for Be A Teacher to place it in fifth position. Animal Science/Care was sixth in overall rank with 40 points on 18 responses. Marketing was seventh with 25 points on 13 responses while Good Character drew 24 points on 12 responses, Experience With SAEs with 20 points on 10 responses and Analysis with 17 points on 12 responses rounded out the top skills.

Agricultural Mechanics Skills

Table VI presented agricultural mechanics skills necessary to be considered a successful Oklahoma Agricultural Education teacher as perceived by selected community leaders-bankers.

The top two skills grouped together were: (1) Knowledge of Industry with 99 points on 51 responses, and (2) Welding with 94 points on 48 responses. (3) Maintenance of Equipment with 60 points on 31 responses, and (4) Shop Safety with 49 points on 17 responses were also tightly grouped. (5) Develop a Well Rounded Program with 33 points on 15 responses, (6) Small Engine Repair with 32 points on 14

TABLE VI

AG. MECHANICS SKILLS NECESSARY TO BE CONSIDERED A
SUCCESSFUL OKLAHOMA AGRICULTURAL EDUCATION
TEACHER AS PERCEIVED BY SELECTED
COMMUNITY LEADERS-BANKERS

Skills	Frequency	Ranking Points	Overall Rank
Knowledge of Industry	51	99	1
Welding	48	94	2
Maintenance of Equipment	31	60	3
Shop Safety	17	49	4
Develop a Well Rounded Program	15	33	5
Small Engine Repair	14	32	6
Skill Development	14	28	7
Student Discipline	13	25	8
Communication	16	24	9
Hands On Activities	12	21	10
Electricity	8	21	10
Ability To Challenge Students	11	20	12
Good Character	9	20	12
Previous Experience	8	17	14
Diagnosis of Problems	7	16	15
Motivation of Students	7	12	16
Fence Building	6	9	17
Carpentry	5	8	18
Insight/Innovation	4	8	18
Drafting	4	6	20
Organization	4	6	20
Patience with Students	2	4	22

responses, and (7) Skill Development with 28 points on 14 responses were in the next grouping. The final group consisted of (8) Student Discipline with 25 points on 13 responses, (9) Communication with 24 points on 16 responses, (10) Hands On Activities with 21 points from 12 responses, and (10) Electricity with 21 points from 8 responses.

FFA Skills

Table VII presented FFA skills necessary to be considered a successful Oklahoma Agricultural Education teacher as perceived by selected community leaders-bankers. Twenty-four different skills were listed by the selected community leaders-bankers to be considered with the top two far ahead of the others.

Those two skills were: (1) Communication with 122 points from 54 responses, and (2) Leadership Development with 114 points from 49 responses. The next group consisted of: (3) Knowledge of FFA Activities with 88 points from 50 responses, (4) Organization with 61 points from 36 responses, and (5) Public Speaking with 53 points on 26 responses. The next group of skills were: (6) Student Motivation with 28 points from 12 responses, (7) Reputation of Teacher/Program with 13 points from seven responses, (7) Teaching with 13 points from six responses, and four tied at number nine including (9) Record Keeping with 12 points from eight responses, (9) Good Character with 12 points from seven responses, (9) Computer Skills with 12 points from seven responses and (9) Animal Science Skills with 12 points from five responses.

TABLE VII

FFA SKILLS NECESSARY TO BE CONSIDERED A
SUCCESSFUL OKLAHOMA AGRICULTURAL
EDUCATION TEACHER AS PERCEIVED
BY SELECTED COMMUNITY
LEADERS-BANKERS

Skills	Frequency	Ranking Points	Overall Rank
Communication	54	122	1
Leadership Development	49	114	2
Knowledge of FFA Activities	50	88	3
Organization	36	61	4
Public Speaking	26	53	5
Student Motivation	12	28	6
Reputation of Teacher/Program	7	13	7
Teaching	6	13	7
Record Keeping	8	12	9
Good Character	7	12	9
Computer Skills	7	12	9
Animal Science Skills	5	12	9
Analysis	5	9	13
Proficiency in FFA	5	9	13
Student Appeal	5	9	13
Dedication	4	9	13
Enthusiasm	4	8	17
Respect	3	8	17
Adaptability	3	4	19
Involvement in Community	3	4	19
Skills Development	2	4	19
Cash Flow	2	3	22
Personal Drive	2	3	22
Responsibility for Decisions	1	2	24

Adult Education Skills

In Table VIII, adult education skills necessary to be considered a successful Oklahoma Agricultural Education teacher as perceived by selected community leaders-bankers were listed. The top ten skills received the most ranking points out of 24 skills sent in by community leaders.

The top two tightly grouped skills included: (1) Knowledge of Industry with 98 points from 43 responses, and (2) Communication with 89 points from 39 responses. (3) Leadership with 67 points from 31 responses was also grouped with (4) Organization with 59 points from 30 responses. The next group consisted of: (5) Adult Appeal with 42 points from 28 responses, (6) Teaching with 38 points from 25 responses, (7) Involvement With Adults with 30 points from 15 responses, (8) Community Leader with 28 points from 12 responses, (9) Student Background with 26 points from 14 responses and (10) Experience with 16 points from only six responses.

School and Community Skills

In Table IX, school and community skills of the Oklahoma Agricultural Education teacher as perceived by selected community leaders-bankers were listed.

The top four skills were grouped together out of 23 skills listed, and they were: (1) Communication with 84 ranking points from 40 responses, (2) Ability To Get Along with 69 ranking points from 32 responses, (3) Proficiency in FFA with 68 points from 30 responses, and (4) Community Rapport with 62 points from 25 responses. The next three were grouped together by ranking points, and they included: (5) Lead by Example with 41

TABLE VIII
 ADULT EDUCATION SKILLS NECESSARY TO BE
 CONSIDERED A SUCCESSFUL OKLAHOMA
 AGRICULTURAL EDUCATION TEACHER AS
 PERCEIVED BY SELECTED COMMUNITY
 LEADERS-BANKERS

Skills	Frequency	Ranking Points	Overall Rank
Knowledge of Industry	43	98	1
Communication	39	89	2
Leadership	31	67	3
Organization	30	59	4
Adult Appeal	28	42	5
Teaching	25	38	6
Involvement with Adults	15	30	7
Community Leader	12	28	8
Student Background	14	26	9
Experience	6	16	10
Planning	9	13	11
Helpful	8	13	11
Record Keeping	6	13	11
Welding	6	12	14
Patience	6	12	14
Reputation	6	12	14
Community Needs	6	12	14
Teacher Respect	4	8	18
Economic Skills	3	8	18
Pasture Management	2	4	20
Visibility	2	4	20
Livestock Management	2	3	22
Innovation	2	3	22
Honesty	1	2	24

TABLE IX

SCHOOL AND COMMUNITY RELATION SKILLS NECESSARY
TO BE CONSIDERED A SUCCESSFUL OKLAHOMA
AGRICULTURAL EDUCATION TEACHER AS
PERCEIVED BY SELECTED COMMUNITY
LEADERS-BANKERS

Accomplishments	Frequency	Ranking Points	Overall Rank
Communication	40	84	1
Ability To Get Along	32	69	2
Proficiency in FFA	30	68	3
Community Rapport	25	62	4
Lead By Example	21	41	5
Common Sense	15	33	6
Good Character	13	32	7
Involvement in Community	13	25	8
Hard Worker	12	24	9
Innovator	11	21	10
Public Relations	11	21	10
Organization	10	20	12
Integrity	10	14	13
Well Rounded Program	9	14	13
Reputation of Teacher/Program	9	13	15
Community Support	8	13	15
Active in School Activities	8	12	17
School Support	10	12	17
Money Management	9	11	19
Maturity	3	9	20
Require Excellence	4	8	21
Visibility	2	4	22
Availability	1	2	23

points from 21 responses, (6) Common Sense with 33 points from 15 responses, (7) Good Character with 32 points from 13 responses, (8) Involvement in Community with 25 points from 13 responses, (9) Hard Work with 24 points from 12 responses. Two tied at tenth (10) Innovator and (10) Public Relations, both with 21 points from 10 responses.

Success Viewed by Groups

Administration

In Table X, necessary accomplishments to be considered successful by administration as perceived by selected community leader-bankers were listed.

Out of the 26 accomplishments listed, one of those received the most points -- (1) Student Participation with 100 points from 42 responses. (2) Active in the Community with 89 ranking points from 40 responses, (3) Stress Students Self Worth with 75 ranking points from 32 responses, and (4) Livestock Show Success with 69 points from 28 responses were tightly grouped. (5) Reputation of Teacher/Program with 29 points from 20 responses, (6) Involvement With Other Teachers with 28 points from 22 responses, (7) Student Success with 27 points from 22 responses, and (8) Volunteering for School Activities with 24 points from 12 responses were in the next group.

Our final group out of the top ten included: (9) Develop a Well-Rounded Program with 17 points from ten responses, and three tied at ten, (10) Good Work Ethic with 16 points from ten responses, (10) Success of Program with 16 points from 9 responses, (10) Interscholastic Participation with 16 points from 11 responses.

TABLE X

NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED A
SUCCESSFUL OKLAHOMA AGRICULTURAL EDUCATION
TEACHER BY THE ADMINISTRATION AS PERCEIVED
BY SELECTED COMMUNITY LEADERS-BANKERS

Accomplishments	Frequency	Ranking Points	Overall Rank
Student Participation	42	100	1
Active In Community	40	89	2
Stress Student Self Worth	32	75	3
Livestock Show Success	28	69	4
Reputation of Teacher/Program	20	29	5
Involvement with other Teachers	22	28	6
Student Success	22	27	7
Volunteering for School Activities	12	24	8
Develop a Well Rounded Program	10	17	9
Good Work Ethic	10	16	10
Success of Program	9	16	10
Interscholastics Participation	11	16	10
Respect from Teachers/Students	8	13	13
State Recognition	7	13	13
Student Discipline	4	12	15
Student Citizenship	5	12	15
Participation in Community	4	10	17
Visible in Community	4	9	18
Proficiency in FFA	3	8	19
Grateful for Help	3	8	19
Teacher Organization Officer	3	7	21
Ability to Teach	2	4	22
School Activities	1	3	23
Church Activities	2	3	23
Availability to Students/Parents	1	2	24
Program Growth	1	2	24

Community

In Table XI, necessary accomplishments to be considered successful by the community as perceived by selected community leaders-bankers were listed. Twenty-five accomplishments were sent in with the top one far out ahead of the others in frequencies and ranking points.

This top accomplishment was (1) Student Accomplishments/Honors with 109 points from 46 responses. The next four were grouped very closely by frequencies and ranking points also. Those accomplishments included: (2) Student Leaders Development with 68 points from 36 responses, (3) Active In The Community with 66 points from 36 responses, (4) Win Livestock Shows with 65 points from 35 responses, and (5) Active Program with 64 points from 33 responses. The next five were also grouped together because of ranking points, they were: (6) Student Participation with 32 points from 16 responses, (7) Educate Student with 28 points from 14 responses. Two tied at eighth (8) Winning Interscholastics with 21 points from 12 responses and Get Along With Students with 21 points from 10 responses and finally number (10) Student Enthusiasm with 20 points from 10 responses.

Parents

In Table XII, necessary accomplishments to be considered successful by parents as perceived by selected community leaders-bankers were listed.

Twenty-seven accomplishments were turned in by the selected community leaders-bankers in the following order: (1) Student Recognition with 91 points from 46

TABLE XI

NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED A
SUCCESSFUL OKLAHOMA AGRICULTURAL EDUCATION
TEACHER BY THE COMMUNITY AS PERCEIVED BY
SELECTED COMMUNITY LEADERS-BANKERS

Accomplishments	Frequency	Ranking Points	Overall Rank
Student Accomplishments/Honors	46	109	1
Student Leaders Development	36	68	2
Active In Community	36	66	3
Win Livestock Shows	35	65	4
Active Program	33	64	5
Student Participation	16	32	6
Educate Students	14	28	7
Winning Interscholastics	12	21	8
Get Along With Students	10	21	8
Student Enthusiasm	10	20	10
Public Relations with Community	9	17	11
Program Growth	8	17	11
Citizenship of Students	8	13	13
Reputation	6	12	14
Winning Judging Teams	5	11	15
Well Rounded Students	4	11	15
Team Player	3	8	17
Active in School Activities	3	8	17
Well Groomed Students	2	4	19
Personable	2	4	19
Active In Church Activities	2	3	21
Support School Policy	2	3	21
Students Graduate	2	3	21
Ability	1	2	24
Teaching Skills	1	2	24

TABLE XII

NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED A
SUCCESSFUL OKLAHOMA AGRICULTURAL EDUCATION
TEACHER BY THE PARENTS AS PERCEIVED BY
SELECTED COMMUNITY LEADERS-BANKERS

Accomplishments	Frequency	Ranking Points	Overall Rank
Student Recognition	46	91	1
Student Participation	37	82	2
Teacher/Student Rapport	30	61	3
Honesty/Reputation of Program/Teacher	29	49	4
Student Interest	23	48	5
Win Livestock Shows	18	36	6
Teaching	14	33	7
Knowledge of Industry	15	32	8
Student's College Preparation	13	25	9
Student Success	14	24	10
Student Recognition	11	21	11
Discipline in Classroom	6	12	12
High Grades	6	12	12
Well Rounded Curriculum	7	11	14
Student Respect	6	11	14
Cooperation with Parents	5	9	16
Teacher/Parent Rapport	4	9	16
Stock Show Participation	4	8	18
Enjoyment of Students	4	8	18
Involvement of Parents	3	8	18
Responsibility	3	7	21
Fund Raising	2	4	22
Student Competition	2	3	23
Clean Program	1	2	24
Life Skills	1	2	24
Citizenship	1	2	24
Farm Visits	1	2	24

responses grouped closely with (2) Student Participation with 82 points from 37 responses. (3) Teacher/Student Rapport with 61 points from 30 responses, (4) Honesty/Reputation of Program/Teacher with 49 points from 29 responses, and (5) Student Interest with 48 points and 23 responses were also grouped together.

The next group consisted of: (6) Win Livestock Shows with 36 points from 18 responses, (7) Teaching with 33 points from 14 responses, (8) Knowledge of Industry with 32 points from 15 responses, (9) Student's College Preparation with 25 points from 13 responses and (10) Student Success with 24 points from 14 responses.

Students

Table XIII, representing necessary accomplishments to be considered successful by students as perceived by selected community leaders-bankers included 25 different accomplishments with the top two being closely grouped.

They were: (1) Student Involvement with 77 points from 34 responses and (2) Personal Attention with 68 points from 31 responses. (3) Fair Treatment with 53 points from 36 responses, (4) Win Stock Shows with 45 points from 30 responses, and (5) Win Contests with 41 points from 23 responses were also closely grouped. The next grouping consisted of five accomplishments. They were: (6) Communicate With Students with 37 points from 20 responses, (7) Discipline with 33 points from 18 responses, (8) Program Success with 32 points from 15 responses, (9) Teaching with 31 points from 15 responses and (10) Respect From Teacher with 25 points from 11 responses.

TABLE XIII

NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED A
SUCCESSFUL OKLAHOMA AGRICULTURAL EDUCATION
TEACHER BY THE STUDENTS AS PERCEIVED
BY SELECTED COMMUNITY
LEADERS-BANKERS

Accomplishments	Frequency	Ranking Points	Overall Rank
Student Involvement	34	77	1
Personal Attention	31	68	2
Fair Treatment	36	53	3
Win Stock Shows	30	45	4
Win Contests	23	41	5
Communicate With Students	20	37	6
Discipline	18	33	7
Program Success	15	33	8
Teaching	15	32	9
Respect From Teacher	11	25	10
Ability to Teach	13	21	11
Increase Student Interests	10	20	12
Understanding	10	16	13
Teacher Reputation	9	12	14
Enthusiasm of Students	9	12	14
Helpfulness	3	8	16
Proficiency in FFA	3	8	16
Student Participation	3	6	18
Show Skills	3	6	18
Student Success	2	5	20
Student Self Confidence	2	4	21
SAE Skills Development	2	4	21
Community Recognition	2	3	23
National Convention Attendance	1	3	23
Knowledge of Industry	1	3	23

State Department

In Table XIV, necessary accomplishments to be considered successful by the State Department of Vocational and Technical Education as perceived by selected community leaders-bankers were ranked. Selected community leaders-bankers sent in eighteen accomplishments. The top three were: (1) Student/Chapter Winnings with 125 points from 62 responses, (2) Participation in Activities with 121 points from 58 responses, and (3) Number of Students Enrolled with 100 points from 50 responses. (4) Honest Program stood out with 85 points from 41 responses. (5) Classroom Participation with 28 points from 16 responses, (6) Number of Students Graduating with 24 points from 12 responses, (7) Work With Students with 21 points from ten responses, and (8) Satisfy School Officials with 20 points from 14 responses were in the next grouping. The final two: (9) Reports On Time with 16 points from nine responses and two tied at ten (10) Curriculum Followed with 13 points from six responses, and Visibility in The Community with 13 points from six responses which filled out the top ten.

Time Spent

Table XV indicated the amount of time spent on Supervised Experience, 25.7 percent; Agricultural Mechanics, 16.9 percent; FFA, 26.6 percent; Adult Education, 7.6 percent; and School and Community, 23.2 percent. Table XV also indicated the amount of time selected community leaders-bankers felt teachers should spend on Supervised Experience with 28 percent, Agricultural Mechanics with 20 percent, FFA with 25 percent, Adult Education with 6 percent, and School and Community with 21 percent.

TABLE XIV

NECESSARY ACCOMPLISHMENTS TO BE CONSIDERED A
SUCCESSFUL OKLAHOMA AGRICULTURAL EDUCATION
TEACHER BY THE STATE VO-TECH AS PERCEIVED BY
SELECTED COMMUNITY LEADERS-BANKERS

Accomplishments	Frequency	Ranking Points	Overall Rank
Student/Chapter Winnings	62	125	1
Participation in Activities	58	121	2
Number Of Students Enrolled	50	100	3
Honest Program	41	85	4
Classroom Participation	16	28	5
Number Of Students Graduating	12	24	6
Work With Students	10	21	7
Satisfy School Officials	14	20	8
Reports On Time	9	16	9
Curriculum Followed	6	13	10
Visibility in the Community	6	13	10
Discipline in the Classroom	6	12	12
Years Of Service	4	11	13
Honest Grading	4	8	14
Being a Role Model	4	8	14
Student Confidence	2	3	16
Farm Visits	1	2	17
Student Activities	1	2	17

TABLE XV

COMPARISON OF AVERAGE ESTIMATES OF TIME
ACTUALLY SPENT ON SELECTED AREAS TO
PERCEPTIONS OF TIME WHICH SHOULD BE
SPENT AS PERCEIVED BY SELECTED
COMMUNITY LEADERS-BANKERS

Area	Percentage Time Actually Spent	Percentage Time Which Should be Spent
Supervised Experience	25.7	28.0
Agricultural Mechanics	16.9	20.0
FFA	26.6	25.0
Adult Education	7.6	6.0
School and Community	23.2	21.0
Total	100.0%	100.0%

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The central purpose of the study was to determine those characteristics, accomplishments, and skills of successful Oklahoma Agricultural Education teachers as perceived by selected community leaders-bankers. Members of the Oklahoma Bankers Association were selected as the community leaders to be studied. The areas studied involved general teacher characteristics, personal characteristics, classroom, agricultural mechanics, SAE, FFA, adult education, school and community, and personal.

The objectives of the study were:

1. Determine the most important characteristics of successful Agricultural Education teachers in Oklahoma as perceived by selected community leaders-bankers within the areas of: (a) general teacher characteristics, and (b) personal characteristics.
2. Determine the most important skills of successful Agricultural Education teachers in Oklahoma as perceived by selected community leaders-bankers within the areas of: (a) classroom skills, (b) supervised agricultural experience skills, (c) agricultural mechanics skills, (d) FFA skills, (e) adult education skills, and (f) school and community skills.

3. Determine perceptions of selected community leaders-bankers concerning the amount of time currently being spent and the amount of time, which should be spent on the following areas: (a) SAE, (b) agricultural mechanics, (c) FFA, (d) adult education, and (e) school and community.
4. Determine those accomplishments deemed necessary for the teacher to be considered successful by the administration, community, parents, students, and State Department of Vocational Technical Education as perceived by the selected community leaders-bankers.

The data were collected by the use of a survey interview schedule using two methods of collection, one by mail and a follow-up by telephone. Ranking points were used to compare the selected community leaders'-bankers responses in different areas concerning general teacher characteristics, personal characteristics, skills, time, accomplishments, and general information to help determine those characteristics describing a successful teacher.

Summary of Findings

The following is a summary of the findings of 21 different questions of the instrument sent out.

From Table XVI, the top general teacher characteristics were Integrity with a large share of ranking points, Motivation, Character, Develop a Well Rounded Program, Relate to Students, Knowledge of Industry, Love of Youth, Communication, Hands On Type Teacher, Get Involved, Public Relations, and Build Self Esteem. The top personal characteristics were Honesty, which led the list along with the following characteristics:

TABLE XVI

COMPARISON OF MOST IMPORTANT GENERAL
TEACHER AND PERSONAL CHARACTERISTICS
AS PERCEIVED BY SELECTED COMMUNITY
LEADERS-BANKERS

General		Personal	
Rank	Characteristics	Rank	Characteristics
1	Integrity	1	Honesty
2	Motivation	2	Hard Work
3	Character	3	Communication
4	Develop a Well Rounded Program	4	Knowledge of Industry
4	Relate To Students	4	Integrity
6	Knowledge of Industry	6	Character
6	Love of Youth	7	Sincerity
8	Communication	7	Caring Attitude
9	Hands On Type Teacher	9	Good Personality
10	Get Involved	10	Likes To Teach
10	Public Relations	10	Good Rapport
10	Build Self Esteem	10	Organized

Hard Work, Communication, Knowledge of Industry, Integrity, Character, Sincerity, Caring Attitude, Good Personality, Likes To Teach, Good Rapport, and Organized. The characteristics Integrity, Character, Knowledge of Industry and Communication were listed among the top of both general teacher characteristics and personal characteristics. Relate to Students and Love of Youth, from general teacher characteristics, are the same as Caring Attitude from personal characteristics. Honesty, from personal characteristics, is another name for Integrity.

From Table XVII the top skills are listed here. The top skills listed in the classroom were Communication, Student Discipline, Organization, Knowledge of Industry, Teacher/Student Rapport, Good Moral Character, Ability To Motivate, Personal Appearance, Reputation of Teacher/Program and Common Sense. Communication and Student Discipline received the greatest number of ranking points.

The top skills listed in SAE were Knowledge of the Industry, Record Keeping, Management, Communication, Be A Teacher, Animal Science/Care, Marketing, Good Character, Experience with SAE and Analysis.

The top skills in agricultural mechanics were Knowledge of Industry, Welding, Maintenance of Equipment, Shop Safety, Develop a Well Rounded Program, Small Engine Repair, Skill Development, Student Discipline, Communication, Hands On Activities, and Electricity. Knowledge of Industry and Welding received a large majority of the ranking points.

The top skills in FFA were Communication, Leadership Development, Knowledge of FFA Activities, Organization, Public Speaking, Student Motivation, Reputation of Teacher/Program, Teaching, Record Keeping, Good Character, Computer

TABLE XVII
 COMPARISON OF MOST IMPORTANT SKILLS AS PERCEIVED
 BY SELECTED COMMUNITY LEADERS-BANKERS
 BY DUTY AREAS

Rank	Skills by Area					
	Classroom	SAE	Agricultural Mechanics	FFA	Adult Education	School and Community
1	Communication	Knowledge of Industry	Knowledge of Industry	Communication	Knowledge of Industry	Communication
2	Student Discipline	Record Keeping	Welding	Leadership Development	Communication	Ability to Get Along
3	Organization	Management	Maintenance of Equipment	Knowledge of FFA Activities	Leadership	Proficiency in FFA
4	Knowledge of Industry	Communication	Shop Safety	Organization	Organization	Community Rapport
5	Teacher/Student Rapport	Be A Teacher	Develop a Well Rounded Program	Public Speaking	Adult Appeal	Lead By Example
6	Good Moral Character	Animal Science/Care	Small Engine Repair	Student Motivation	Teaching	Common Sense
7	Ability To Motivate	Marketing	Skill Development	Reputation of Teacher/Program	Involvement With Adults	Good Character
8	Personal Appearance	Good Character	Student Discipline	Teaching	Community Leader	Involvement In Community
9	Reputation of Teacher/Program	Experience with SAEs	Communication	Record Keeping	Student Background	Hard Work
10	Common Sense	Analysis	Hands On Activities	Good Character	Experience	Innovator
10			Electricity	Computer Skills		Public Relations
10				Animal Science Skills		

Skills and Animal Science Skills. Communication and Leadership Development accumulated over 30% more points as the next response, Knowledge of FFA Activities.

The top skills in adult education were Knowledge of Industry, Communication, Leadership, Organization, Adult Appeal, Teaching, Involvement With Adults, Community Leader, Student Background, and Experience.

The top skills in school and community were Communication, Ability To Get Along, Proficiency in FFA, Community Rapport, Lead by Example, Common Sense, Good Character, Involvement in Community, Hard Work, Innovator and Public Relations.

Communication was listed in all six areas and at the top in most while Knowledge of Industry was listed in five areas. Good Character was listed in four areas, while Organization, Be A Teacher or Teaching, and some form of Leadership were skills listed in three areas. Record Keeping, Common Sense, Student Discipline and Reputation of Teacher/Program were listed twice each.

From Table XVIII the top accomplishments are as follows: In the administration area, the community leaders-bankers returned to basics with Student Participation leading the group followed by Active in Community, Stress Student Self Worth, Livestock Show Success, Reputation of Teacher/Program, Involvement With Other Teachers, Student Success, Volunteering for School Activities, Develop a Well Rounded Program, Good Work Ethic, Success of Program and Interscholastic Participation. Student Participation was the leading accomplishment by having 100 ranking points, 11 more than second place.

TABLE XVIII

COMPARISON OF ACCOMPLISHMENTS CONSIDERED
MOST IMPORTANT BY SELECTED COMMUNITY
LEADERS-BANKERS BY SELECTED GROUPS

Rank	Administration	Accomplishments By Group			Department
		Community	Parents	Students	
1	Student Participation	Student Accomplishment/ Honors	Student Recognition	Student Involvement	Student/Chapter Winnings
2	Active In Community	Student Leaders Development	Student Participation	Personal Attention	Participation in Activities
3	Stress Student Self Worth	Active In Community	Teacher/Student Rapport	Fair Treatment	Number of Students Enrolled
4	Livestock Show Success	Win Livestock Shows	Honest/Reputation of Program/Teacher	Win Stock Shows	Honest Program
5	Reputation of Teacher/Program	Active Program	Student Interest	Win Contests	Classroom Participation
6	Involvement With Other Teachers	Student Participation	Win Livestock Shows	Communicate With Students	Number of Students Graduating
7	Student Success	Educate Students	Teaching	Discipline	Work With Students
8	Volunteering For School Activities	Winning Interscholastics	Knowledge of Industry	Program Success	Satisfy School Officials
9	Develop a Well Rounded Program	Get Along With Students	Student's College Preparation	Teaching	Reports On Time
10	Good Work Ethic	Student Enthusiasm	Student Success	Respect From Teacher	Curriculum Followed
10	Success of Program				Visibility in Community
10	Interscholastic Participation				

The selected community leaders-bankers thought the following accomplishments in the community were the most important by listing: Student Accomplishment/Honors, Develop Student Leaders, Active In Community, Win Livestock Shows, Active Program, Student Participation, Educate Students, Winning Interscholastics, Get Along With Students, and Student Enthusiasm.

The top responses in the parent area were Student Recognition, Student Participation, Teacher/Student Rapport, Honesty/Reputation of the Program/Teacher, Student Interest, Win Livestock Shows, Teaching, Knowledge of Industry, Student's College Preparation and Student Success.

The selected community leaders-bankers believe that students want Student Involvement, Personal Attention, Fair Treatment, Win Stock Shows, Win Contests, Communicate With Students,, Discipline, Program Success, Teaching, and Respect From Teacher.

The selected community leaders-bankers felt the State Department of Vo-Tech thought the most important traits were Student/Chapter Winnings, Participation in Activities, and Number of Students Enrolled, with these three accomplishments all receiving over 100 ranking points. Honest Program, Classroom Participation, Number of Students Graduating, Work With Students, Satisfy School Officials, Reports on Time, Curriculum Followed, and Visibility In Community were other important accomplishments by the State Vo-Tech.

The responses from the community leaders indicated they felt the teachers needed to spend slightly more time on SAE and Agricultural Mechanics than they were currently spending while they felt they should spend slightly less time on FFA, adult education, and

school and community than they are currently. It is interesting to note that community leaders felt that teachers need to spend less time on adult education even though they feel teachers are only spending nine percent of their time in this area.

Student Participation was listed in all six groups, while Student Accomplishments/Honors, Success and Recognition were listed in five groups. Honest Program, Reputation of Teacher/Program and Livestock Show Success were listed in four groups each, while Active In Community, Educate Students and Teaching, Work With and Get Along With Students, Participation-Win Contests-Interscholastics, and Student Self Worth-Enthusiasm-Rapport were each listed three times, with Program Success listed only twice.

Conclusions by Objectives

It was generally concluded:

1. That selected community leaders-bankers participating in this study felt a strong need for Honesty and Integrity both as a personal and general characteristic. They also felt that Hard Work, Motivation, Character, Communication, and Knowledge of Industry were essential to being a successful teacher as indicated in Table XVI. These responses and their frequencies indicated that the selected community leaders-bankers felt that the teachers should be more careful how they handle and deal with people and do their jobs. The response, Integrity, indicated that the selected community leaders-bankers felt that Integrity was important in the agricultural education teaching profession. These responses indicated that

the selected community leaders-bankers felt that teachers needed to possess these basic characteristics which perhaps project the expectations which have been created by society.

2. It was further emphasized that community leaders-bankers perceived teachers need to possess Communication skills and that Communication was very necessary to their success as indicated by the study findings. The ratings given Communication, Good Character, Be a Teacher/Teaching, some form of Leadership and Discipline indicated what most educators have felt for years--that these are the cornerstones of education and that more emphasis needs to be placed upon these to emphasize how much they are valued in society today. This possibly indicated that the selected community leaders-bankers felt these are areas that most agriculture teachers are competent in and teach most. It could also indicate their perceived importance to go along with a Well Rounded Program. These skills and their response frequencies indicated that the community leaders-bankers felt that teachers needed to communicate, represent themselves well and get along with people, not only in the school but also in the community. This could contribute to their success more than individual traits.
3. It was also perceived by selected community leaders-bankers that more time (28 %) should be spent on Supervised Agricultural Experience (SAEs) than is currently being spent (25.7 %), while they believed a little too much time is spent on FFA (26.6 %) compared to what should be spent

(25.0 %). They also felt that more time (20.0%) should be spent on agricultural mechanics than is currently (16.9%). The selected community leaders-bankers also felt that a little too much time is being spent on adult education (7.6%) and school and community (23.2%) compared to what should be spent on adult education (6.0%) and school and community (21.0%).

4. It was also apparent that the selected community leaders-bankers believed that a successful Agricultural Education teacher must achieve strong Student Participation & Involvement, achieve Student Accomplishments/Honors, Student Recognition, Student/Chapter winnings, Be Active in the Community, Stress Student Self Worth, nurture Teacher/Student Rapport, increase Number of Students Enrolled, and Win Livestock Shows and Contests. They felt the teachers believed administrators wanted the teachers to Stress Student Self Worth and maintain a good Personal Reputation to satisfy people in the community. In addition to Student Recognition, selected community leaders-bankers also seemed to believe having an Honest Program & maintain a good Reputation of Teacher/Program was important.

Recommendations

The following recommendations are offered for consideration by the State staff, Agricultural Education Department, and teachers themselves.

Recommendations by Objectives

1. It is recommended that more time be spent on stressing Integrity, Motivation, Character, Developing a Well Rounded Program, being able to Relate to Students, and having Knowledge of the Industry. It is recommended that dishonesty be dealt with and dedication praised and rewarded by the teachers' organization and the State Department of VoTech. This could possibly take place during winter and summer conferences and at special meetings where a emphasis is placed on positive attitudes instead of negative attitudes. It is further recommended that teachers receive more encouragement from the Agricultural Education Department and State Department concerning the needs to be an Honest, Hard Working individual. Teachers should be role models concerning Integrity, Character, and Sincerity, while maintaining the highest standards for him/herself if he/she expects it in return from his/her students. Teachers should also be expected to communicate with students, parents and others in the community, if they perceive being successful is important.
2. It is recommended that Communication skills, Discipline, and Organization be stressed more in college and that additional time be devoted on the job by the teacher to become better informed about agriculture and FFA. It is further recommended that public schools assist in the development of teacher communication skills, discipline and

becoming better organized through “Effective Teaching” workshops at the local level. Professional development workshops, inservice education classes and formal education course work should be used to assist the teacher in being up-to-date with Knowledge of the Industry, Record Keeping, Management, Communication, Being a Teacher, Animal Science/Care, and Marketing. Also, teachers should be encouraged to use local resource people to assist in these areas. Field participation by student teachers in these areas should be stressed and care taken to observe student involvement. It is further recommended that more time be spent encouraging teachers to acquire general knowledge about and teach areas such as Welding, Maintenance of Equipment, Shop Safety, Developing a Well Rounded Program, Small Gas Engine Repair, and other general skills. Further more, teachers taking additional classes to upgrade their skills should be given college, certificate credit and/or staff development points. Additional areas should be provided during summer conference and special summer courses. It is recommended that continual emphasis be maintained on Communication, Leadership, Knowledge of the Industry, Organization, Public Speaking, and Motivation of students at the college level and teachers be encouraged to participate at summer conference, leadership conference, camps, and other similar activities to maintain as high a standard as possible in this area. Additional assistance should be provided teachers in acquiring general knowledge about adult learners , learning communication and leadership skills. Teachers should provide an

up-to-date list of possible programs, subjects of interest, and available resource people to conduct programs. Teachers should communicate with school administrators and community opinion leaders about the Agricultural Education and FFA. Further more, teachers should develop an awareness concerning the need to work with school personnel and develop the ability to get along with people in the community.

3. It is recommended that teachers sit down with administrators and the state staff to develop a plan detailing the amount of time that needs to be spent on the different areas in agricultural education. Teachers also need to be encouraged to attend "Time Management" workshops and seminars and the State Vo-Tech provide these workshops at Summer Conference, Mid-Winter or at special summer workshops. More time in the areas of SAEs and agricultural mechanics should be encouraged for the improvement of these programs. State Department supervisors need to look into the recommendations by community leaders-bankers indicating that even though teachers spent (7.6 percent) of their time on adult education, they should spend even less time. Due to the importance of FFA and school and community activities it is recommended that further research be conducted to find out why community leaders felt that less time be spent in these areas.
4. Teachers need to emphasize Student Participation--different types and ways to encourage--during agriculture education courses and FFA. Student Participation can improve the chances of student success.

Teachers and administrators need to work together to achieve a high level of success built around the teacher being Active in the Community and having a good Reputation of Teacher/Program, helping the students achieve Livestock Show Success and Increasing Student's Self Worth and Esteem. When the teacher achieves this accomplishment, it can increase the teacher's effectiveness and length of service in the community. The teacher needs to be aware that Student Accomplishments/Honors, is a necessary goal in communities today. Communities perceive as positive areas for success Student Participation, Development of Student Leaders and the active participation in community activities. Teachers need to be encouraged to develop respect and rapport with their students. Parents need to be consulted at all possible times. Farm visits and communication between the student, parent, and teacher needs to be stressed. Teachers need to constantly encourage student involvement on all levels and exhibit personal attention to individual students. Increased student involvement and success will help maintain respect for the teacher. Teachers should be aware that even though most students have an interest in winning stock shows and contests, they want it to be done fairly. Student/chapter success/accomplishments are important and usually promotes greater student participation and increased student enrollment. The State Department of Vo-Tech needs to provide additional conferences/meetings on ethics in competitive events/livestock shows and stress that rule violators be penalized.

Implications

The world is changing every day along with the people on it-their likes, dislikes, their attitudes about everything and everyone that is connected to their way of life. Agricultural Education is not the same class students enrolled in fifty, forty, thirty, twenty or even ten years ago. The technology age has changed education and moved it into a new, fast paced age. Even though we would like to think the same principles of agricultural education apply now as they did then, it's neither possible nor feasible. We must prepare our students for new careers and new challenges in the future if we truly care about our communities. If Agricultural Education is to stay in the educational picture for the next year, the next decade and beyond, the teachers must stay in tune with their profession, students, parents, communities and with their state, for therein lies their success.

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APPENDIXES

APPENDIX A

LETTER

June 20, 1998

Dear _____:

I am conducting research designed to determine the characteristics, accomplishments and skills of the successful Oklahoma Agricultural Education teacher as perceived by community leaders. For community leaders, I have selected bankers and members of the Oklahoma Community Bankers Assn. to be my respondents. You have personally been selected to assist in this research effort.

By sharing your perceptions, you will also be helping me complete my degree requirements for the Doctoral program here in Agricultural Education at Oklahoma State University.

The enclosed questionnaire should require approximately ten minutes of your time. Please be assured your responses will remain strictly confidential and will be included as a part of the total findings. A coding system will be used for follow-up purposes only and will be available only to the researcher. The information gathered by this study will be reported in the aggregate with no identification of individuals or information from individuals. Any risk to individuals involved in this research will be minimal. If you have any questions concerning this research, you may contact the researcher at the address or phone listed below, or Gay Clarkson, the Oklahoma State University Institutional Review Board Executive Secretary, at 305 Whitehurst, OSU, Stillwater, Oklahoma, 74078, phone AC 405-744-5700.

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and your caring about the success of your local Agricultural Education teacher and program.

Sincerely,

Phil Berkenbile
Graduate Student, OSU

Phil Berkenbile
Box 99
Morrison, Oklahoma 73061
Phone AC 580-724-3390-home
724-3341-office

Enclosure

APPENDIX B
INSTRUMENT

QUESTIONNAIRE

Teacher Characteristics

Please describe where you think the Agricultural Education Instructor in your community fits in the spaces below by marking the appropriate blank.

Education: BS MS Doctorate

Marital Status: Married Single Divorced

Dependents: 1 2 3 4 5

Teaching Career:

<input type="checkbox"/> 1 year	<input type="checkbox"/> 5-10 years
<input type="checkbox"/> 2 years	<input type="checkbox"/> 10-15 years
<input type="checkbox"/> 3 years	<input type="checkbox"/> 15-20 years
<input type="checkbox"/> 4 years	<input type="checkbox"/> 20-25 years
<input type="checkbox"/> 5 years	<input type="checkbox"/> 25 and above

Years in Present School:

<input type="checkbox"/> 1 year	<input type="checkbox"/> 5-10 years
<input type="checkbox"/> 2 years	<input type="checkbox"/> 10-15 years
<input type="checkbox"/> 3 years	<input type="checkbox"/> 15-20 years
<input type="checkbox"/> 4 years	<input type="checkbox"/> 20-25 years
<input type="checkbox"/> 5 years	<input type="checkbox"/> 25 and above

Number of Different Schools Taught In: 1 2 3 4 5
 More than five

COMMUNITY LEADER QUESTIONNAIRE

What do you as a Community Leader consider to be the most important characteristics required to be a successful Ag. Ed. Teacher in Oklahoma? List in order of importance.

1.

2.

3.

In order to be a successful Ag. Ed. Teacher in Oklahoma, what three classroom skills do you consider most needed in order of importance?

1.

2.

3.

In order to be a successful Ag. Ed. Teacher in Oklahoma, what three skills in Supervised Agricultural Experience (SAE), do you consider most needed? List in order of importance.

1.

2.

3.

In order to be a successful Ag. Ed. Teacher in Oklahoma, what three skills in Agricultural Mechanics do you consider most needed? List in order of importance.

1.

2.

3.

In order to be a successful Ag. Ed. Teacher in Oklahoma, what three skills do you consider most needed in FFA? List in order of importance.

- 1.
- 2.
- 3.

In order to be a successful Ag. Ed. Teacher in Oklahoma, what three skills do you consider most needed in Adult Education? List in order of importance.

- 1.
- 2.
- 3.

In order to be a successful Ag. Ed. Teacher in Oklahoma, what three skills do you consider most needed in School and Community relations? List in order of importance.

- 1.
- 2.
- 3.

What three personal characteristics do you consider required to be a successful Oklahoma Ag. Ed. Teacher? List in order of importance.

- 1.
- 2.
- 3.

What percent of a full calendar do you think teachers spend of the following areas and what percent of a full calendar year do you think should be spent on each of the following areas?

	What should Be spent	What is spent
Supervised Agricultural Experience	___%	___%
Agricultural Mechanics	___%	___%
FFA	___%	___%
Adult Education	___%	___%
School & Community	___%	___%
TOTAL	___%	___%

In the following questions, you will need to put yourself in the position of an administrator, community person, parent, student and State Vo-Tech leader.

What three accomplishments does it take for an Ag. Ed. Teacher in Oklahoma to be considered successful by the administration of the local school? List in order of importance.

- 1.
- 2.
- 3.

What three accomplishments does it take for an Ag. Ed. Teacher in Oklahoma to be considered successful by the community? List in order of importance.

- 1.
- 2.
- 3.

What three accomplishments does it take for an Ag. Ed. Teacher in Oklahoma to be considered successful by the parents? List in order of importance.

- 1.
- 2.
- 3.

What three accomplishments does it take for an Ag. Ed. Teacher in Oklahoma to be considered successful by the students involved in the program? List in order of importance.

1.

2.

3.

What three accomplishments does it take for an Ag. Ed. Teacher in Oklahoma to be considered successful by the State Department of Vo-Tech? List in order of importance.

1.

2.

3.

APPENDIX C
LIST OF COMMUNITIES

PARTICIPATING COMMUNITIES

Adair	Garber	Seiling
Alva	Glencoe	Sentinel
Alex	Grandfield	Shattuck
Anadarko	Guymon	Stillwater
Antlers	Guthrie	Stroud
Arapaho	Hennessey	Sulphur
Arnett	Hinton	Taloga
Beaver	Hooker	Temple
Binger	Hydro	Texhoma
Bixby	Inola	Thomas
Blanchard	Jay	Tonkawa
Boise City	Jones	Vici
Bristow	Kingfisher	Wagoner
Buffalo	Laverne	Wakita
Blackwell	Leedey	Watonga
Canton	Lone Grove	Waurika
Canute	Lone Wolf	Waynoka
Carney	Mangum	Webber Falls
Cashion	Maysville	Welch
Chandler	McLoud	Weleetka
Chelsea	Miami	Wetumka
Cherokee	Minco	Wewoka
Cheyenne	Mooreland	Woodward
Chickasha	Mulhall	Wyandotte
Chouteau	Newkirk	
Claremore	Noble	
Cleveland	Norman	
Covington	Nowata	
Crescent	Okeene	
Cushing	Okemah	
Cyril	Pawnee	
Davis	Pauls Valley	
Davidson	Perry	
Depew	Purcell	
Drummond	Quapaw	
Elk City	Ringling	
Fairland	Roff	
Fairview	Roland	
Fletcher	Ryan	

APPENDIX D
INSTITUTIONAL REVIEW BOARD FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-26-98

IRB #: AG-98-035

**Proposal Title: CHARACTERISTICS, ACCOMPLISHMENTS AND SKILLS OF THE SUCCESSFUL
OKLAHOMA AGRICULTURAL EDUCATION TEACHER AS PERCEIVED BY COMMUNITY
LEADERS-BANKERS**

Principal Investigator(s): James Key, Phil Berkenbile

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT
NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE
APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature: _____

Chair of Institutional Review Board
cc: Phil Berkenbile

Date: April 2, 1998

VITA

Phillip Lee Berkenbile

Candidate for the Degree of

Doctor of Education

Thesis: CHARACTERISTICS, ACCOMPLISHMENTS AND SKILLS OF THE SUCCESSFUL OKLAHOMA AGRICULTURAL EDUCATION TEACHER AS PERCEIVED BY SELECTED COMMUNITY LEADERS-BANKERS.

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Torrence, California, March 12, 1950, son of Melvin and Lucille Berkenbile.

Education: Graduated from Dover High School, Dover, Oklahoma, in May, 1968; received the Bachelor of Science degree from Oklahoma State University in 1972, with a major in Agricultural Education; received the Master of Science degree from Oklahoma State University in July, 1982, with a major in Agricultural Education; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1998.

Professional Experience: Superintendent Morrison Public School, June, 1995 to the present; Oklahoma State Department of Vo-Tech-Agricultural Education Division, District Supervisor and Assistant State Supervisor, February 1988 to June, 1995; Morrison Public Schools, Agricultural Education Instructor, Morrison Public Schools, June, 1972 to February 1988.

Leadership Activities: Dean's Honor Roll, Outstanding Student Teacher, Collegiate FFA member, member of OVATA, NVATA, OEA, NEA, OVA and Morrison Education Assn. from 1972 till 1988, Outstanding Young Teacher Runner-up-OVATA 1975, Honorary State Farmer, Honorary American Farmer, Gamma Sigma Delta, Alpha Gamma Rho, Honorary Chapter Farmer, Friends Of Youth Award, Noble County

Fairboard, Southwest American Livestock Show-Trustee, member of OTA, CCOSA, American Society for Curriculum and Supervision, Oklahoma Assn. of School Plant Managers, Oklahoma Center for Community Education and Oklahoma Commission For Educational Leadership.