

AN ASSESSMENT OF COMMUNITY RELATIONS ACTIVITIES
USED BY OKLAHOMA VOCATIONAL
AGRICULTURE TEACHERS

By

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CHAPTER I

INTRODUCTION

For the past 62 years the vocational agriculture program has been an integral part of many public schools in Oklahoma. A good, sound relationship between the agriculture teacher and the community has been a much needed phase of vocational agriculture. Since the passage of the Smith-Hughes legislation in 1917, a teacher of vocational agriculture, whether he wanted to or not, became an instrument of community relations.

The 1917 legislation that made vocational agriculture education possible envisioned the need for 12 months employment in the beginning of the program. The local vocational agriculture teacher then had a year round responsibility to his community.

Power (17) stated that his experiences in agriculture allowed him to conclude that behind every good agriculture program was not a good community relations or public relations effort; rather, behind every good community relations effort is a solid vocational agriculture program. Thus the agriculture teacher who has a solid program strengthened by his community relationship can have a tremendous effect--socially, economically, and through leadership--on a large section of the student population and on the community as a whole.

Many things have happened since that 1917 legislation that increase the importance of maintaining effective community relations.

As more and more pressure is placed on funds for public education, the perceptions held by administrators, school boards, others in positions of power and influence, and the citizenry at large concerning the local agriculture program, take on added importance. If the community relations program is adequate, this could directly influence local funding. The whole community is positively or negatively affected by the relationship of the community to the individual agriculture teacher.

Recent remarks made by Health, Education, and Welfare Secretary Callafano in which he cited proposed cutbacks in vocational funding have been received with some alarm. It has prompted some agriculture educators to reevaluate their prospective programs in the area of community relations. From the university level down to the local level, expressions of concern are being voiced for more training in teacher and community relationships.

It should be noted that problems and concerns about this relationship have existed for several years. In a study done in 1957, Montgomery (13) ranked 87 professional problems indicated by 252 teachers of vocational agriculture. Sixty-six percent of the teachers rated community relations problems as number one. Montgomery stated, "Like Mark Twain and the weather, agriculture educators admit the importance of community relations but few do much about it" (p. 228). Hopefully, this study will identify some activities and efforts that are being conducted throughout the state that do more than just identify and talk about the problem.

It is encouraging that teacher training institutions are redirecting their instructional units to include more education for prospective agriculture teachers in the area of community relations.

Mellor (12) reported that student teachers in Michigan as well as at other teacher-trainer institutions, are being informed of the complex and perplexing challenges of providing or initiating effective community relations before they go into the field. He states, "As long as vocational agriculture is supported by tax dollars, the agriculture instructor, as its chief agent, will be faced with that perplexing problem of community relations" (p. 224).

Urbanization and a decreasing farm population have contributed greatly to the type of public or community local agriculture programs now served. A highly mobile society has placed individuals in communities who may have little knowledge of, or hold negative views on what vocational agriculture is and does in a prospective community. Carnes (2) remarked in a recent interview that the increasingly mobile, changing community has greatly increased the importance of the local agriculture teacher's program of community relations. Instead of a relatively predictable and stable type public in regard to race, ideals, occupations, etc., the agriculture teacher is faced with a complex, new type of public. The local community relations program has to embrace people of various conceptions, experiences, and backgrounds in agriculture. This makes the community relations program even more important as people and communities change. Their interpretation of vocational agriculture is related to their filter of attitudes and opinions as well as the environment they function and live in.

Statement of the Problem

The literature on community relations or public relations for vocational agriculture included many specific activities and ideas.

Several studies are currently available that dealt with methods of community relations activities. Little information was found that specifically dealt with the frequency of community relations activities used by Oklahoma Vocational Agriculture Teachers. These voids need to be filled as the importance and need for effective community relations grows and affects the local and state levels of vocational agriculture. A positive relationship and rapport between the local agriculture teacher and the community could be a means of strengthening and possibly protecting the agriculture program locally in light of proposed vocational education funding cutbacks across the nation. Research conducted on an assessment of community relations activities may guide agriculture educators in strengthening relationships and rapport.

The relationship between the agriculture teacher and the community becomes more important and complex as time goes by. There is a real need to know what community relations activities have been conducted throughout the state. Hopefully, this research will give agriculture teachers new ideas and awarenesses for use in their local program.

Purpose of the Study

The purpose of this study was to assess community relations activities engaged in by Oklahoma Vocational Agriculture Teachers and to determine if there are differences by size of community or by the number of agriculture teachers in the program.

Objectives of the Study

In order to accomplish the purpose outlined, the following objectives were organized:

1. To assess the frequency of use of selected community relations activities engaged in by Oklahoma agriculture teachers.
2. To determine if population of community is a major factor in the types of activities engaged in by Oklahoma agriculture teachers.
3. To determine if there are differences in the types of community relations activities engaged in by single and multiple teacher departments.

Rationale for the Study

The vocational agriculture program and the community relations phase of that local program are assets to the educational development of society. It is necessary from time to time to point out why any particular program is an asset. So it is with vocational-agriculture and community relations. Educators throughout the United States strive to strengthen various aspects of programs in vocational agriculture. They have a real interest in education and subject themselves to scrutiny of their programs. As a result, evaluation of existing programs is conducted from time to time.

Many have their own ideas about basic components which make up a desirable community relations program. This study should give some indication as to the value of some of the various activities of community relations as perceived by agriculture teachers. This information should be useful to the State Department of Vocational Agriculture and the Agriculture Education Department at Oklahoma State University, in giving them insight for future planning relating to implementing community relations, providing in-service workshops on community relations, and conducting additional research throughout the state.

Definition of Terms

For a better understanding of facts presented in this study, the following terms were identified:

Community Relations or Public Relations are used interchangeably and refer to a series of activities designed to gain the support of identified segments of the community. Elements of these activities include Mass Media, FFA Chapter Program of Work, Interpersonal Relationships, and School Relationships.

Mass Media refers to activities of communication, primarily involving the media industry. Activities involving sight, sound, and hearing are capitalized on in many ways. Working with the T.V., radio, and the newspaper industry are some of the activities of mass media used in community relations.

FFA Chapter Program of Work includes a list of goals set down by the chapter and a planned ways and means of reaching those goals. It provides educational experiences for chapter members.

Interpersonal Relationships involves those personal relations that exist between the agriculture teacher and the community. Day to day relations of a professional and a citizen within his community; the local agriculture teacher has a lot of different roles he plays to a lot of different people.

School Relationships involve those associations made with close identification to the local school itself. These can involve the members of the school staff, parents, and activities involving the school program.

Public or Publics refer to the people who constitute a community, state, or nation.

Community is a social group of any size whose members reside in a specific location or locality and share a somewhat close association.

Scope and Limitations

An attempt was made to get a proportional stratified random sampling by district of vocational agriculture programs in Oklahoma. To do this, four strata were selected and included single teacher departments in communities with a population of less than 1450, single teacher departments in communities with a population of more than 1450, multiple teacher departments in communities with a population of less than 1450, and multiple teacher departments in communities with more than 1450 population.

Table I was developed to illustrate the population from each of the five supervisory stratified by community size and the size of the sample from each strata. Overall, these were 213 single teacher departments from communities with populations of less than 1450 people. Of these, a sample of 59 was drawn. From the 16 multiple teacher departments in these small communities, a sample of five was identified. Seventy-eight larger communities were identified as having a single teacher program and a sample of 21 was used from this group. In larger communities of over 1450 with multiple teacher departments, 57 programs were from this group. Out of a total population of 364 departments across the state, a sample of 100 programs were used in this study.

TABLE I

PROPORTIONAL STRATIFIED RANDOM SAMPLING BREAK-
DOWN BY DISTRICT, COMMUNITY SIZE, AND
SINGLE OR MULTIPLE TEACHER
DEPARTMENT

District	Community Population < 1,450				Community Population > 1,450				Total	
	Single Teacher		Multiple Teacher		Single Teacher		Multiple Teacher		P	S
	Dept.	Dept.	Dept.	Dept.	Dept.	Dept.	Dept.			
	Population	Sample	Population	Sample	Population	Sample	Population	Sample		
<u>Central</u>	32	9	3	1	23	6	12	3	76	19
<u>Northwestern</u>	39	10	3	1	13	4	8	2	63	17
<u>Northeastern</u>	42	12	2	1	19	5	14	4	77	22
<u>Southeastern</u>	49	13	5	1	11	3	11	3	76	20
<u>Southwestern</u>	<u>51</u>	<u>15</u>	<u>3</u>	<u>1</u>	<u>12</u>	<u>3</u>	<u>12</u>	<u>3</u>	<u>78</u>	<u>22</u>
	213	59	16	5	78	21	57	15	364	100

CHAPTER II

REVIEW OF THE LITERATURE

This chapter's purpose was to present for the reader an overview of literature which was related to community relations. The presentation of this background information was divided into three major areas and a summary. The areas of concern were the perceptions of community relations, planning an effective community relations program, and teacher and school relationships.

Perceptions of Community Relations

Past remarks from H.E.W. Secretary Joseph Califano have increased the fears of agricultural educators across the United States. He recommended to Congress substantial cuts in federal funding for agricultural education. The word accountability is often interjected into the picture of things now because of fear that funding cutbacks are sure to occur. Maintaining good community relations is one important way of helping alleviate these fears.

W. H. Meischen (11), Executive Secretary of the Vocational Agriculture Teacher's Association of Texas, stated that teacher training institutions should do a more complete job in providing a teacher with leadership training in the area of community relations. Expertise in the area of community relations needs to be stressed in undergraduate preparation.

The perceptions of community relations take on added significance when one realizes that many people are concerned with a loss of what has been called community. Ketchum (8) indicated in Country Journal magazine that there is a relationship between what has happened to America's farms and villages and what has happened to society as a whole; that the breakdown of institutions--farm, city, family, marriage, and school--accounts for a feeling of restlessness, the loss of what is called community. Carnes (2) believed that this rootlessness and the great mobility of the population has caused a continually changing community. There seems to be a lack or loss of interest in the community.

With these factors in mind, the perceptions of community relations takes on added importance in this study. In a recent Agriculture Education Magazine article, Pitzer (16) stated that Public Relations or Community Relations involves doing something good and telling about it. Every group or individual has relationships with the community. An agriculture educator or any other school employee really has no choice in the matter. He is employed by the people and is to hold a public or community trust. The making of any acquaintance is a form of relations.

Perceptions vary as to what community relations are. Ward (22) believed that community relations was a comparatively recent concept and was frequently misused and misunderstood. A great deal of time needs to be spent to get things across to people who, in some form or fashion, can exercise influence and power that can spell out prosperity or doom for a particular group or institution. Krebs (9), in an editorial, reported that Connecticut was a state, which, in the

late 1950's, began a statewide community relations program. The purpose was to educate people into having concern for healthy agriculture and the role of agricultural education in achieving a healthy agriculture.

A study was conducted in 1954 that dealt with emphasis needed in programs of vocational agriculture. Spain (19) investigated how much time should be spent on selected phases of the program. Various plans for changing time emphasis were rated by agriculture teachers in North Carolina. Recommendations of the group involved in the study included an allocation of at least 15.7 percent of the teachers' time be spent in community relations activities.

Hamlin (7) was concerned when his investigations revealed that much of the public were not aware of or had negative concepts in regards to agriculture education. Still circulating around the country are common misconceptions about vocational agriculture. Ideas such as: vocational agriculture is best provided after high school; and emphasis should not be placed on a curriculum of agriculture, are two examples of this. Community relations should be of a type that encourages citizens to accept their responsibilities for the schools and to make their decisions about the schools thoughtfully.

Wyoming vocational agriculture teacher Scott Redington (18) wrote in the Agriculture Education Magazine that the art or science of developing reciprocal understanding and good will is a proper definition of community relations. It should always be on the minds of vocational agriculture teachers to be community relations conscious.

As important as perceptions of community relations are, they are useless unless they are achieved. The important thing for the adviser

to do in community relations is to see the need for it in the local program. He should be willing to set up a program with goals in mind and see to it that these goals are carried out.

Planning Effective Community Relations

The need for an effective community relations program has been recognized by several authorities and by the American Vocational Association (AVA) for several years. According to the AVA's book compiled for use in effective community relations: (1) "Public dollars are public trust. The vocational school, like all social agencies, has a responsibility to keep the community informed of its purposes, functions, achievements, and needs" (p. 5).

Krebs (9) disclosed his concern for increased efforts at planning and providing effective community relations. He pointed out that there were three areas to emphasize when planning the community relations program: increasing understanding, improving attitudes, and increasing publicity. The variety of methods used to enable emphasis in these areas varies only with the ingenuity of the individual vocational agriculture instructor.

According to Clouse (4), there are eight principles a teacher should consider and operate under when planning and conducting an effective community relations program. He maintained that:

1. Agriculture education does have a public.
2. Agriculture education does have a public relations program.
3. The individual or organization public relations program is well planned.

4. The public relations program should be person oriented.
5. The public relations program should be built around specific purposes or themes.
6. The public relations program should have balance.
7. The public relations program should be continuous.
8. The public relations program should be continuously evaluated (p. 229).

In setting up a formal program of community relations, the goals resulting from good planning should be listed by the agriculture teacher for one year. Turnbough (21) stated that his experiences as a teacher of agriculture in New Mexico were based on his being a professional. Professional agriculture educators should always have precise standards and lay out clear objectives. Ways should be formulated to reach objectives. However, it should be noted that in relation to effective community relations, things need to be done that are newsworthy, that appeal to the interests, needs, and the imagination of the students and the people of our communities.

Eades' (5) 1956 study of Texas vocational agriculture teachers and their public relations activities indicated that there are a number of areas in the field of community relations where emphasis could be further established. One hundred percent of the teachers expressed a desire for additional instruction and help in communications methods in the planned community relations program. His study also showed that there was a wide variety and type of community relations programs being conducted throughout the state.

The mechanics of implementing a good community relations program are not done by accident. Vocational agriculture instructors who get

the job done right in achieving their community relations goals have them as integral, planned parts of his or her program. The dedicated competent teachers who consider community relations basic to their programs are going to be in even greater demand from now on.

Teacher-School Relations

Roles of public school administrators, school personnel, and vocational agriculture teachers have changed considerably during the past decade. Because of public opinion like that characterized in a 1965 editorial from the Temple Daily Telegram, school personnel saw a need to begin evaluating their vocational programs. The editorial stated:

Instead of vocational high schools across the U.S. being a step into the future, they are a bridge to a past no longer useful. They are teaching jobs no longer in demand and not teaching those that are wanted (p. 4).

One important part of teacher-school relations involves the superintendent. Several related studies were initiated in the 1960;s concerning superintendent-teacher rapport. In 1965, Lalman (10) studied the effect of superintendent-teacher communication in a selected area of vocational agriculture in Oklahoma. It was reported that 23 of 74 teachers spent six or more hours per month conferring with the superintendent while 31 of 74 teachers spent two hours or less per month conferring with their superintendent. Lalman recommended that teachers of vocational agriculture spend more time conferring with their superpintendent about specific phases of the vocational agriculture program.

In a handbook concerning teacher-administrator communications prepared by the AVA (1), it was emphasized that for the agriculture

teacher to be effective, he must maintain good working rapport with his administrator. Concerning school administrators, Phipps (15) stated the following:

Most school administrators try to the best of their ability to operate good schools, and they practice to the best of their present ability, the principles of working with others. An administrator will usually do all he can to assist a teacher of agri-business to develop his program if the teacher will keep him fully informed (p. 518).

Cepica (3), in a 1977 study, investigated perceptions of administrators and agriculture teachers concerning the summer program of vocational agriculture. His findings concluded that communication between agriculture teacher and administrator was weak in several areas. In informing the superintendent as to their summer activities, only one-half of the vocational agriculture teachers in his Oklahoma study group provided their administrator an itinerary of their summer activities beyond a copy of their summer plans report. A community relations problem may exist in the area of young and adult farmer programs. Administrators felt that much less emphasis should be placed on it in relation to the summer program. The major recommendation of the study was for closer communication between the vocational agriculture teacher and his administrator.

The principal is important in the teacher-school relations aspect of a community relations program. The principal of the local school is usually the man with whom the agriculture teacher has to deal with daily. Nowadnick (14), a principal in Snohomish, Washington, stated recently in an issue of Agriculture Education that successful teachers of vocational agriculture and other fields make for successful principals. A cooperative attitude of working together and seeing the

agriculture program as a part, rather than all of the school, improves the overall teacher-school relations.

Other teachers and personnel of the schools can play an important part in teacher-school relations. The agriculture teacher can enhance his or her program by including, and being considerate of, other colleagues in his total community relations effort. A 1949 study by Frisbie (6) reported that administrators were concerned about their teacher to teacher relations as related to community relations. A commonly expressed concern of many administrators was that one year's effort at building up a community relations program can be torn down by one disgruntled or resentful employee in five minute's time. Friction between school personnel hurts community relations.

Summary

This review of literature presented background information with emphasis on the areas: Perceptions of community relations, planning an effective community relations program, and teacher-school relations.

With vocational education funding coming under attack from HEW, community relations will take on an even higher priority in the nation's local vocational agriculture program. It may be alarming for the reader to note that teacher educators are becoming more and more concerned with a loss of community belonging and increased mobility, that affects the local school districts. Most agriculture educators would seem to support the idea that the agriculture teacher has no choice in the matter but that of being an instrument of community relations. The planning of an effective community relations program is

very crucial and beneficial to an agriculture program according to many agriculture teachers, teacher trainers, and public relations officers. The review of literature showed that studies conducted in the areas of effective community relations can be a real aid in strengthening present programs. By studying what has and can be done in the local program, new ideas and innovations can be implemented into existing community relations programs. It was also encouraging that state vocational educational programs and teacher training institutions are recognizing the importance of effective community relations and placing added emphasis on it in the training of future agriculture teachers. The review of literature further revealed that teacher-school relations are vital to a successful and effective community relations program.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The purpose of this chapter is to describe the methods and procedures used in conducting the study. The main purpose was to determine the frequency of use of community relations activities engaged in by Oklahoma agriculture teachers. Thus the purpose provided guidance for the design and conduct of the investigation.

It has been stated in the review of literature that there are numerous perceptions of what community relations entails. These perceptions were used as a basis for categories to guide this study. The four areas which the question was developed around were mass media, Future Farmers of America (FFA) chapter program of work, interpersonal relationships, and school relations.

Study Population

Preliminary research indicated that several related studies had been done on community relations activities and frequency of use. Other research pointed out the need for increased community relations efforts on the part of agriculture teachers throughout the states. No prior work had been done concerning community relations activities engaged in by Oklahoma agriculture teachers. It was decided to administer the study on a statewide basis. With the approval of the State

Department of Vocational Agriculture Education in Oklahoma, a proportional stratified random sampling of agriculture teachers throughout the state was set up to administer the questionnaire.

Development of the Instrument

Because of the wide distribution of agriculture teachers across the state, it was believed the most effective method of collecting the data would be the use of a mailed questionnaire.

In order to develop the questionnaire, the writer first resolved to set up a definition of community relations as used in the study. Through research and in cooperation with agricultural education staff members, a definition with four major elements included was created. These four elements were the outline for the specific questions or statements included in the questionnaire. The agricultural education faculty as well as teachers in the field were then asked to critique and make comments on the questionnaire itself as the final form began to emerge. The author drew on his experiences also as a vocational agriculture teacher in developing the questions for the instrument.

Forty activities were listed on the questionnaire. Respondents were asked to indicate their perceptions as to frequency of use in their community of the listed community relations activities. A Likert-type scale with the categories of "very much," "much," "some," "little," or "none" was used. This enabled a determination of the frequency of use of activities within the four public relations areas of mass media, chapter program of work, interpersonal relationships, and school relationships.

It was realized that it would be impossible to list all the activities utilized for community relations. An open-ended feature of the instrument gave teachers opportunity to list any activity not included in the questionnaire and rank them with the same scale.

Collection of the Data

The 1979-1980 list of Oklahoma Vocational Agriculture Departments was obtained from the State Department of Agricultural Education. The schools, addresses, and vocational agriculture teachers' names were obtained for use in sending out the questionnaire. The total number of programs for each of the five districts in Oklahoma was broken down proportionally into classifications of single teacher or multiple teacher departments in communities with a population of less than 1450 and single teacher or multiple teacher departments in those with a population of greater than 1450 people. The schools were proportionally stratified by district community size and type of department. Schools from within each group were randomly selected using a random sampling chart and instruments were sent to 100 teachers. The questionnaires were sent in April, 1979, and non-respondents were mailed a second questionnaire two weeks later. Ten non-respondents were also randomly selected and were contacted by telephone. This was done in an attempt to insure a high return percentile.

Analysis of the Data

The following description of the analysis procedure is included to provide an overview of the statistical treatment of the data collected. As mentioned previously, Likert-type scales were used. To

facilitate calculation of mean responses by groups and comparison of these responses, real limits were assigned to each category of responses. The scale was used to determine the mean responses of the respondents regarding frequency of use of community relations (Table II).

TABLE II
MEAN RESPONSES REGARDING FREQUENCY OF USE OF
COMMUNITY RELATIONS ACTIVITIES

Response Categories as to Extent of Use	Numerical Value	Range of Actual Limits
Very much	4	3.5-4.00
Much	3	2.5-3.49
Same	2	1.5-2.49
Little	1	0.5-1.49
None	0	0.0-0.49

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The major purpose of this study was to analyze community relations activities engaged in by Oklahoma Vocational Agriculture teachers and to determine if there are differences by size of community and by number of agriculture teachers in the program. In order to accomplish the purpose of the study, the following objectives were formulated:

1. To assess the frequency of use of selected community relations engaged in by Oklahoma agriculture teachers.
2. To determine if population of community is a major factor in the types of activities engaged in by Oklahoma agriculture teachers.
3. To determine if there is any difference in types of community relations activities engaged in by single and multiple teacher departments.

Findings of the study relative to the objectives of this study are presented in this chapter. Data presented in this chapter were obtained from vocational agriculture teachers from throughout the state of Oklahoma. One hundred questionnaires were sent out to teachers who had been proportionally divided into four strata consisting of community size and type of department. A second letter was sent out two weeks later to all non-respondents and ten telephone calls were also made. Seventy-two questionnaires were returned by the deadline date of May 15, 1979, and data were analyzed and summarized from these.

The remainder of this chapter is devoted to presenting a summarization and analysis of data thus collected. Data presented in Table III is a summary of the statewide response of the 72 agriculture teachers who participated in the study. The number responding, percentages, and the overall mean is given for the ten selected community relations activities related to Mass Media. It is revealed that the activity of submitting news to a local paper is used "much" by agriculture teachers across the state. This activity had the highest overall mean of 3.28 and the other activities' mean dropped greatly to 1.53 and lower. Only the two activities of buying advertisement in a local paper to recognize local supporters and actually writing a news column in the paper were rated as being used "some." All the other activities of Mass Media--publishing a chapter newsletter, submitting articles and pictures to state YF and FFA magazines, conducting a radio show, conducting a TV show, submitting news to local TV stations, and distributing FFA bumper stickers are used "little" on the average, as reported by Oklahoma agriculture teachers. Conducting a TV show is revealed to be used the least of all Mass Media, with an overall mean of only .65, barely above the "none" level.

In analyzing data presented in Table IV, which deals with the statewide response to frequency of use of Chapter Program of Work Activities, it is found that 63 agriculture teachers (88%) used a parent-son-daughter awards banquet "very much" in their local community relations program. This activity had an overall mean value of 3.80 and only one agriculture teacher reported using it "none" for his local program. The activities of participating in judging contests, leadership contests, National FFA Week activities, and sponsoring a slave

TABLE III
 SUMMARY OF FREQUENCY OF USE OF MASS MEDIA PUBLIC
 RELATIONS ACTIVITIES BY OKLAHOMA VOCATIONAL
 AGRICULTURE TEACHERS

Type of Media	Distribution by Response Category										Overall Mean
	Very N	Much %	Much N	%	Some N	%	Little N	%	None N	%	
1. Publishing a chapter newsletter to be sent to community members.	1	1	7	10	8	11	14	19	42	59	.76
2. Buying advertisement in a local paper to recognize local supporters of the chapter.	6	8	8	11	23	32	16	22	19	27	1.53
3. Submitting news to a local paper.	36	50	24	33	9	13	2	3	1	1	3.28
4. Writing a news column in the paper.	16	22	11	15	17	24	8	11	20	28	1.93
5. Submitting articles and pictures to the state FFA and YF magazine.	0	0	5	7	16	22	20	28	31	43	.93
6. Conducting a radio show.	1	1	5	7	10	14	16	22	40	56	.76
7. Submitting news to local radio.	3	4	2	2	17	24	15	21	35	49	.93
8. Conducting a TV show.	0	0	3	4	10	14	18	25	41	57	.65
9. Submitting news to local TV stations.	3	4	5	7	12	17	11	15	41	57	.86
10. Distributing FFA Bumper Stickers.	7	10	5	7	11	15	13	18	36	50	1.08

N=Total response of 72 participants.

TABLE IV
 SUMMARY OF FREQUENCY OF USE OF CHAPTER PROGRAM
 OF WORK ACTIVITIES BY OKLAHOMA VOCATIONAL
 AGRICULTURE TEACHERS

Type of Chapter Program of Work Activity	Distribution by Response Category										Overall Mean
	Very N	Much %	Much N	%	Some N	%	Little N	%	None N	%	
1. Conducting a planned parent-son-daughter awards banquet.	63	88	6	8	2	3	0	0	1	1	3.80
2. Participating in local, state, and national leadership contests (Public Speaking, Chapter Conducting).	26	36	17	24	18	25	10	14	1	1	2.79
3. Participating in local, state, and national judging contests.	27	38	21	29	19	27	3	3	2	3	2.94
4. Participating in local BOAC Program.	9	13	8	11	10	14	15	21	30	42	1.31
5. Participating in Food for America Project.	8	11	6	8	8	11	8	11	42	57	1.02
6. Developing a Community Safety Project.	4	6	11	15	16	22	20	28	21	29	1.4
7. Participating in National FFA Week.	34	48	18	25	12	17	3	3	5	7	3.01
8. Constructing and maintaining a local FFA Welcome Sign or Billboard.	20	28	13	18	16	22	9	13	4	19	2.20
9. Sponsoring a yearly "slave auction" or similar money-raising activity.	40	55	12	17	7	10	2	3	11	15	2.90
10. Sponsoring a children's barnyard or live farm stock exhibit.	9	125	9	125	7	10	7	10	40	55	1.10

N=Total response of 72 participants.

auction or similar money raising activity are used "much" across the state, with an overall mean variance of only .04. Constructing or maintaining a local FFA Welcom sign is used "some" across the state, while the National FFA programs of Food for America, BOAC, Chapter Safety, and sponsoring a children's barnyard or a live farm stock exhibit are used "little" by Oklahoma agriculture teachers. Participating in the National FFA Food for America Program is used the least of all selected Chapter Program of Work Activities, with an overall mean of only 1.1.

Data in Table V summarizes the statewide response as to frequency of use of Interpersonal Relationship Activities in the local agriculture program for community relations. Personal visits with parents concerning the students' agriculture program had an overall mean value of 3.50, which placed it in the category of being used "very much" by Oklahoma agriculture teachers and was the activity used most statewide. Forty of the 72 respondents rated it as being used "very much." The overall mean values for all activities related to visitation were very close to one another with the activities of personal visits with parents regarding the local agriculture program, visiting the student in regards to his or her SOEP, and visiting with local young and adult farmers receiving 3.40, 3.30, and 3.10 mean responses, respectively. All these activities were reported to be used "much" by Oklahoma agriculture teachers. It is interesting to note that statewide, agriculture teachers felt that cooperating and working with the local county extension personnel is one important community relations activity and is used "much," with an overall mean of 3.00. All the other activities of Interpersonal Relationships are

TABLE V
SUMMARY OF FREQUENCY OF USE OF INTERPERSONAL RELATIONSHIP ACTIVITIES BY OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS

Interpersonal Relationships	Distribution by Response Category										Overall Mean
	Very N	Much %	Much N	%	Some N	%	Little N	%	None N	%	
1. Personal visits with parents concerning the student's agriculture program.	40	56	29	40	3	4	0	0	0	0	3.5
2. Personal visits with parents regarding the local ag program.	38	53	26	36	8	11	0	0	0	0	3.4
3. Visiting local young and adult farmers.	33	46	27	38	11	15	1	1	0	0	3.1
4. Visiting vocational agriculture student in regards to his SOEP.	40	56	21	30	7	10	1	1	3	4	3.3
5. Offering community adult education short courses.	11	15	11	15	24	34	16	22	10	14	1.96
6. Utilizing local resource personnel to assist the local program (guest speakers)	11	15	19	27	28	39	11	15	3	4	2.3
7. Utilizing a specific time or place for visiting the community (coffee shop, faculty lounge).	11	15	16	22	25	35	12	17	8	11	2.1
8. Cooperation and working with local county extension personnel.	15	21	29	41	21	29	5	7	2	2	3.0
9. Ag teacher or students speaking before civic clubs or other groups.	10	14	10	14	25	35	13	18	14	19	1.8
10. Ag teacher being active in local church.	22	31	11	15	21	29	8	11	10	14	2.4

N=Total response of 72 participants.

used "some." Their mean responses were: agriculture teachers being active in local church--2.4; utilizing resource personnel--2.30; utilizing a specific time or place for visiting the community--2.10, offering adult education short courses--1.90; and the least employed activity for community relations was the agriculture teacher or students speaking before groups, with an overall mean of 1.80.

Table VI allows for a comparison of the selected community relations activities across the state that directly involve the local school. It is revealed that no school relationship activity had an overall mean value falling within the use category of "very much." However, 50% of the 72 agriculture teachers responding reported that participating or conducting a local school fair or livestock show was used "very much" in their local program. This activity and that of building or maintaining projects or equipment are used "much" by Oklahoma agriculture teachers and both had an overall mean of 2.70. Other activities used "much" across the state are a scheduled open house for the community and using faculty and administration as judges in award selections, etc. Activities reported as being used "some" are utilizing school assembly programs, maintaining a local school farm, establishing or maintaining a local YF chapter, creating or maintaining an FFA parents' club, and conducting demonstrations before pre-school youth or similar activities. The activity that is used the least and classified within the "little" use category is the establishment or maintaining of an FFA Alumni Association.

Table VII was developed to compare the frequency of use of Mass Media activities by community size and type of department. The mean

TABLE VI

SUMMARY OF FREQUENCY OF USE OF SCHOOL RELATIONSHIP
ACTIVITIES BY OKLAHOMA VOCATIONAL
AGRICULTURE TEACHERS

School Relationships	Distribution by Response Category										Overall Mean
	Very N	Much %	Much N	%	Some N	%	Little N	%	None N	%	
1. Scheduled open house for the community.	16	22	27	37	19	27	5	7	5	7	2.60
2. Utilizing school assembly programs.	12	17	16	22	23	32	13	18	8	11	2.15
3. Utilizing faculty and administration for such things as speech coaches, judges; in awards selection, etc.	16	22	21	30	24	33	7	9	4	6	2.52
4. Maintaining a local school farm.	21	30	13	18	7	10	1	1	30	41	1.92
5. Participating or conducting local school fair or livestock show.	36	50	11	16	6	8	5	7	14	19	2.7
6. Creating or maintaining a FFA Parents' Club.	19	27	7	10	16	22	5	7	25	34	1.86
7. Establishing or maintaining a local YF Chapter.	14	19	7	10	10	14	13	18	28	39	1.53
8. Establishing or maintaining an FFA Alumni.	3	4	5	7	19	26	10	14	35	49	1.04
9. Conducting demonstrations before pre-school youth or other similar activities.	8	11	15	21	21	30	13	18	15	21	1.83
10. Building or maintaining projects or equipment for the school district.	26	36	19	26	14	19	4	6	9	13	2.70

N=Total response of 72 participants.

responses by community size and type of department were included for single teacher departments in communities having less than 1450 and communities of 1450 population or more. Mean responses for multiple teacher departments with a community population of less than or greater than 1450 were also presented.

Inspection of data in this table reveals that the media activity of submitting news to a local newspaper was used most often by all four groups. All used this activity "much," on the average, in their local community relations program. The range of mean responses was from 3.42 to 3.02. Multiple teacher agriculture departments in larger communities submitted news to the paper more often than did single teacher departments in this size community. The activity of writing a news column in the paper was used most frequently in single teacher departments in communities with a population of more than 1450. However, as determined by the 2.07 mean response, this group engaged in this activity only to "some" extent. Two of the media activities covered in this study were used "none" by the four groups. On the average, multiple teacher departments in larger communities do not publish a chapter newsletter and single teacher departments in smaller communities do not submit news to local T.V. stations.

Table VII also reveals that in every category but two, single teacher departments in larger communities utilized mass media more so than did single teacher departments in smaller communities. Activities used more by the teachers in larger communities included publishing a chapter newsletter, writing a news column, submitting articles and pictures to state FFA and YF magazine, conducting a radio show, submitting news to local radio, conducting a T.V. show,

TABLE VII
 COMPARISON OF THE FREQUENCY OF USE OF MASS
 MEDIA ACTIVITIES BY COMMUNITY SIZE
 AND TYPE OF DEPARTMENT

Type of Media	Mean Response by Community Size and Type of Department				Overall Mean
	Single Teacher 1450 Popula- tion or Less	Department Over 1450 Population	Multiple Teacher 1450 Popula- tion or Less	Department Over 1450 Population	
1. Publishing a chapter newsletter to be sent to community members.	.80	.93	1.00	.33	.76
2. Buying advertisement in a local paper to recognize local supporters of the chapter.	1.51	1.14	1.80	1.92	1.53
3. Submitting news to a local paper.	3.29	3.07	3.40	3.42	3.28
4. Writing a news column in the paper.	1.95	2.07	1.80	1.75	1.93
5. Submitting articles and pictures to the state FFA and YF magazine.	.66	1.07	1.40	1.50	.93
6. Conducting a radio show.	.56	.64	1.00	1.58	.76
7. Submitting news to local radio.	.68	.86	1.40	1.67	.93
8. Conducting a TV show.	.24	.43	.60	.83	.65
9. Submitting news to local TV stations.	.61	.79	.80	1.67	.86
10. Distributing FFA bumper stickers.	.93	1.43	.80	1.33	1.08

submitting news to local T.V. stations, and distributing FFA bumper stickers. One of the two exceptions was the activity of buying advertisement in the local paper to recognize local supporters. The departments in smaller communities used this activity "some" with an average mean response of 1.51, while departments in larger communities used it "little," with a mean response of 1.14. The other exception was the activity of submitting news to a local paper. Both single teacher departments in small and large communities used this activity "much." However, the departments in smaller communities, on the average, had a higher mean response to this item, 3.29 compared to 3.07 for the departments in larger communities.

The multiple teacher departments in larger communities also used the selected activities of mass media more than was true in smaller communities. As revealed in Table VII, there were only two exceptions. They were publishing a chapter newsletter and writing a news column in the local paper. For only these two activities, multiple teacher departments in smaller communities had a higher calculated mean response than did multiple teacher departments in larger communities. In comparing the frequency of use of each selected activity for the two multiple teacher groups, it was revealed that radio, T.V., and the distributing of FFA bumper stickers were used to a greater extent in multiple teacher departments in larger communities than in the smaller ones.

Table VIII presents information on the comparison of frequency of use of Chapter Program of Work Activities by community size and type of department. Inspection of this table reveals that three groups used a planned parent-son-daughter banquet "very much," on the average,

TABLE VIII

COMPARISON OF THE FREQUENCY OF USE OF CHAPTER
PROGRAM OF WORK ACTIVITIES BY COMMUNITY
SIZE AND TYPE OF DEPARTMENT

Type of Chapter Program of Work Activity	Mean Response by Community Size and Type of Department				Overall Mean
	Single Teacher	Department	Multiple Teacher	Department	
	1450 Popula- tion or Less	Over 1450 Population	1450 Popula- tion or Less	Over 1450 Population	
1. Conducting a planned parent-son- daughter awards banquet.	3.90	3.71	3.20	3.83	3.80
2. Participating in local, state, and national leadership contests (Pub- lic Speaking, Chapter Conducting).	2.71	2.50	3.40	3.17	2.79
3. Participating in local, state, and national judging contests.	2.78	3.07	3.40	3.07	2.94
4. Participating in local BOAC Program.	1.12	1.21	2.60	1.58	1.31
5. Participating in Food for America Project.	.59	1.21	1.80	1.50	1.02
6. Developing a Community Safety Project.	1.22	1.64	1.60	1.67	1.40
7. Participating in National FFA Week.	3.10	2.71	2.80	3.07	3.00
8. Constructing and maintaining a local FFA Welcome Sign or Billboard.	2.07	2.00	3.20	2.58	2.20
9. Sponsoring a yearly "slave auction" or similar money-raising activity.	2.83	3.07	3.40	3.00	2.90
10. Sponsoring a children's barnyard or live farm stock exhibit.	.80	2.00	1.40	1.67	1.10

in their local programs. The range in mean responses was from 3.90 to 3.71. Single teacher departments in smaller communities utilized a banquet most frequently while multiple teacher departments in communities of less than 1450 used it the least. It is interesting to note that the multiple teacher departments in both smaller and larger communities had considerably higher calculated mean responses, on the average, than did the single teacher departments for two selected activities. These were participating in the BOAC program and participating in local and state leadership activities.

Table VIII further reveals that single teacher departments in smaller communities utilized a planned parent-son-daughter banquet, participating in leadership contests, participating in National FFA week, and maintaining or constructing a welcome sign more often than did the single teacher departments in larger communities. The activity of participating in a community safety project was used "some" by departments in smaller communities. The greatest variance in calculated mean response, on the average, was found when comparing the activity of sponsoring a children's barnyard or live farm stock exhibit. Single teacher departments in larger communities had a mean response of 2.0, indicating the extent of use to be "some," while the single teacher departments in smaller communities used this activity "little," with a mean response of only .80.

When comparing the multiple teacher departments in both smaller and larger communities, it is revealed that multiple teacher departments in smaller communities used a planned banquet "much," while departments in larger communities used it "very much" as a part of their community relations. Multiple teacher departments in smaller

communities utilized six of the ten selected activities in the Chapter Program of Work Activities more frequently than did multiple teacher departments in larger communities. These six were: participating in leadership contests, participating in judging contests, participating in local BOAC program, participating in Food for America project, constructing or maintaining a local FFA Welcome sign, and sponsoring a yearly "slave auction" or similar money-raising activity. The four activities used more often by multiple teacher departments in larger communities included conducting a banquet, developing a community safety project, participating in National FFA week, and sponsoring a children's barnyard or live farm stock exhibit.

In Table IX, information reveals that visits with parents, students, and local young and adult farmers were used most frequently as activities of Interpersonal Relationships. This table compares the frequency of use of Interpersonal Relationships in smaller and larger communities with single or multiple teacher departments. Single teacher departments in smaller communities used personal visits with parents concerning the students' agriculture program the most often as indicated by a mean response of 3.59. This activity was used "very much." It is interesting to note that all four groups had a mean response value of 2.60 or higher for the four selected activities of visiting. Table IX reveals that all the mean response values for the first four activities listed fell within the use category of "much" or "very much." Table IX also indicates that the communities with multiple teacher departments used the activity of cooperating with county extension personnel to a greater extent than did the

TABLE IX

COMPARISON OF THE FREQUENCY OF USE OF INTERPERSONAL RELATIONSHIP ACTIVITIES BY COMMUNITY SIZE AND TYPE OF DEPARTMENT

Type of Interpersonal Relationships	Mean Response by Community Size and Type of Department				Overall Mean
	Single Teacher Department		Multiple Teacher Department		
	1450 Population or Less	Over 1450 Population	1450 Population or Less	Over 1450 Population	
1. Personal visits with parents concerning student's agriculture program.	3.59	3.57	3.20	3.33	3.59
2. Personal visits with parents regarding the local agriculture program.	3.30	3.50	3.00	3.33	3.30
3. Visiting local young and adult farmers.	3.32	3.14	3.20	3.33	3.32
4. Visiting vocational agriculture student in regards to his SOEP.	3.32	3.29	2.60	3.58	3.32
5. Offering community adult education short courses.	1.90	1.43	2.20	2.67	1.90
6. Utilizing local resource personnel to assist the local program (guest speakers).	2.76	2.57	2.40	2.58	2.71
7. Utilizing a specific time or place for visiting the community (coffee shop, faculty lounge).	2.05	2.50	2.00	2.08	2.05
8. Cooperating and working with local county extension personnel.	2.54	2.64	3.00	3.17	2.54
9. Agriculture teacher or students speaking before civic clubs or other groups.	1.51	2.14	2.20	2.50	1.51
10. Agriculture teacher being active in local church.	2.24	2.29	3.00	2.67	2.24

single teacher departments in smaller and larger communities. It should be pointed out, however, that all four groups used this activity "much," on the average, in their community relations effort. The agriculture teacher being active in the local church was used most frequently in multiple teacher departments in smaller communities.

Table IX further reveals that single teacher departments in both smaller and larger communities used the activity of personal visits with the parents concerning the student's agriculture program "very much." Their calculated mean responses were 3.59 and 3.57. Single teacher departments in smaller communities used visits with farmers more often than did departments in larger communities.

This was also true for the activities of visiting the student in regards to his SOEP, offering community adult education short courses, and utilizing resource personnel. However, larger communities with single teacher departments were more often exposed to the following activities. Activities used most often by single teacher departments with a community population of 1450 or over included: personal visits with parents regarding the local agriculture program, utilizing a specific time for visiting the community (coffee shop or faculty lounge), working with county extension personnel, agriculture teacher or student speaking before a civic group, and the agriculture teacher being active in the local church.

Multiple teacher departments in larger communities utilized the activities of Interpersonal Relationships more often than did departments in smaller communities. This was true for nine of the ten selected activities used in the study. Table IX reveals that only the

activity of the agriculture teacher being active in the local church was used more frequently in multiple teacher departments in smaller communities than in larger ones.

Table X was developed to present data comparing the frequency of use of school relationship activities by community size and type of department. Participating or conducting a local school fair or livestock show was used "very much" by multiple teacher departments in both smaller and larger communities. Multiple teacher departments in smaller communities used this activity "very much," with a mean response of 3.8. All four groups, however, reported using this activity, on the average, "much" or "very much." Utilizing school assembly programs was used "much" by two of the groups and "some" by one of the groups. Multiple teacher departments in smaller communities used school assemblies the least, as determined by a mean response value of .80.

Table X reveals that the major difference in calculated mean response values for single teacher departments in smaller communities and those found in larger communities involved parents. The creating or maintaining of an FFA Parents' Club was used "some" by single teacher departments in smaller communities and the mean response was 1.76. However, in departments in larger communities, this activity was used "much" and had a mean response of 2.50. With the one exception of utilizing school assemblies, the single teacher departments in the larger communities used the activities of school relationships more often than those smaller communities with single teacher departments.

TABLE X

COMPARISON OF THE FREQUENCY OF USE OF SCHOOL
RELATIONSHIP ACTIVITIES BY COMMUNITY
SIZE AND TYPE OF DEPARTMENT

Type of School Relationships	Mean Response by Community Size and Type of Department				Overall Mean
	Single Teacher Department 1450 Popula- tion or Less	Over 1450 Population	Multiple Teacher Department 1450 Popula- tion or Less	Over 1450 Population	
1. Scheduled open house for the community.	2.41	2.57	2.60	2.33	2.60
2. Utilizing school assembly programs.	2.54	2.43	.80	2.58	2.15
3. Utilizing faculty and administration for such things as speech coaches, judges; in awards selection, etc.	2.37	2.86	2.60	2.67	2.52
4. Maintaining a local school farm.	1.80	2.43	1.00	2.08	1.92
5. Participating or conducting local school fair or livestock show.	2.56	3.00	3.80	3.67	2.70
6. Creating or maintaining an FFA Par- ents' Club.	1.76	2.50	1.40	2.33	1.86
7. Establishing or maintaining a local YF chapter.	1.29	1.50	2.60	1.92	1.53
8. Establishing or maintaining an FFA Alumni.	.88	1.14	1.00	1.50	1.04
9. Conducting demonstrations before pre- school youth or other similar activities.	1.56	2.29	2.00	2.17	1.83
10. Building or maintaining projects or equipment for the school district.	2.49	2.93	2.00	3.08	2.70

The multiple teacher departments in larger communities utilized seven of the ten selected activities more often than those multiple teacher departments in smaller communities. The three exceptions were activities of participating in an open house, conducting a school fair, and establishing a Young Farmer chapter. Both the activities of a scheduled open house and establishing or maintaining a Young Farmer chapter was used "much" by multiple teacher departments in smaller communities and "little" by those multiple teacher departments in larger communities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major purpose of this study was to analyze community relations activities engaged in by Oklahoma agriculture teachers and to determine if there are differences by size of community and by number of agriculture teachers in the program. In order to accomplish the purpose of the study, the following objectives were formulated:

1. To assess the frequency of use of selected community relations engaged in by Oklahoma agriculture teachers.
2. To determine if population of community is a major factor in the types of activities engaged in by Oklahoma agriculture teachers.
3. To determine if there is any difference in types of community relations activities engaged in by single and multiple teacher departments.

Data were collected by the use of mailed questionnaires from 72 vocational agriculture teachers from across the state of Oklahoma. A 72% return was received on the questionnaire. The summary and conclusions drawn from study findings are presented as they relate to the specific objective.

Summary of Findings

Table XI was constructed to present a summary comparison of findings of the study as to frequency of use of selected public relations areas by size of community and number of teachers per department.

TABLE XI

SUMMARY OF MEAN RESPONSES BY PUBLIC RELATIONS
 AREA OF COMMUNITY SIZE AND TYPE
 OF DEPARTMENT

Public Relations Area	Overall Mean Comparison			
	Single Teacher Department		Multiple Teacher Department	
	1450 Popula- tion or Less	Over 1450 Population	1450 Popula- tion or Less	Over 1450 Population
Mass Media	1.12 (Little)	1.24 (Little)	1.40 (Little)	1.60 (Some)
Chapter Program of Work	2.11 (Some)	2.31 (Some)	2.68 (Much)	2.50 (Much)
Interpersonal Relationships	2.66 (Much)	2.70 (Much)	2.68 (Much)	2.92 (Much)
School Relationships	1.97 (Some)	2.37 (Some)	1.98 (Some)	2.43 (Some)

Multiple teacher departments in larger communities used mass media activities more in their community relations program than did the three other groups. An average mean response of 1.60 indicated their extent of use to be "some," on the average, and was the highest calculated value shown. Single teacher departments in smaller communities used Mass Media the least. Data in Table XI indicate that multiple teacher departments used Mass Media more often than did single teacher departments. Overall, the public relations area of Mass Media was used the least across the state.

Chapter Program of Work Activities were used "much" by multiple teacher Departments in both small and large communities. The frequency was greater than that in single teacher programs. Multiple teacher departments in communities of 1450 population or less used this area most often in their local program. Single teacher departments in smaller communities used this area of community relations the least of the four groups.

Across the state, the activities involving Interpersonal Relationships were used most frequently of all the four areas of Public Relations covered by this study. Multiple teacher departments in larger communities used it the most, as indicated by the mean response of 2.92 (much). Single teacher departments in smaller communities, on the average, used Interpersonal Relationships activities least of all the four groups studied.

School Relationships were used "some," on the average, across the state. Data reveal that multiple teacher departments in larger communities used this area of Public Relations more frequently, as

revealed by their 2.43 mean response. The 1.97 mean response from small community single teacher departments was the lowest frequency reported, but as mentioned previously, all levels of usage were in the "some" category.

Conclusions

An analysis of the data collected in this study was used to develop certain conclusions. The investigator feels justified in concluding the following:

1. Vocational agriculture teachers' relationships with other people are the most used and effective means of community relations.
2. The FFA Chapter Program of Activities provides the most opportunities for teachers to improve community relations. A planned parent-son-daughter banquet is the most popular of all techniques of community relations.
3. Other than newspapers, Mass Media are under-utilized in community relations programs.
4. Size of community in which the department is located is not a major determinant of the type and frequency of use of the various tools of community relations by Oklahoma vocational agriculture teachers.
5. Although having more than one teacher may permit greater frequency of use of some activities, there is little difference in types of community relations activities engaged in by single teacher or multiple teacher agriculture departments.
6. On the average, single teacher departments in smaller communities place less emphasis on a planned community relations program.

Recommendations

Based on the summary of this study, the author has made the following recommendations:

1. District supervisors, teacher educators, and the teachers' organizations should continually stress the importance of good Public Relations programs. Particular emphasis should be placed on vocational agriculture teachers' actions in their local communities with school officials, parents, and others with whom they come in contact.
2. It is recommended that the district supervisors and state staff plan and provide educational meetings for vocational agriculture teachers on effective use of Mass Media in community relations and these programs be used in PI meetings across the state.
3. It is recommended that the National FFA staff members continue to work closely with the state FFA officials and Oklahoma teachers in securing greater use of FFA programs such as BOAC, Food for America, and Chapter Safety as means of improving local school relationships.
4. It is felt that an agricultural education course should be developed for undergraduates and first-year teachers at Oklahoma State University in the area of community relations for vocational agriculture.
5. It is recommended that further studies on community relations be continued across the state and expanded to a regional or national level.

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APPENDIXES

APPENDIX A

SCHOOLS PARTICIPATING IN THE STUDY

Single Teacher < 1,450

Ames	Indiahoma
Arapaho	Jet-Nash
Boynton	Kellyville
Canton	Lahoma
Cashion	Mooreland
Cheyenne	Olive
Choteau	Panola
Drummond	Piedmont
Eagletown	Ringling
Eakly	Ripley
Elmore City	Robb
Empire	Savanna
Erick	Stonewall
Fairland	Strother
Fletcher	Terrell
Ft. Gibson	Texhoma
Fox	Warner
Geronimo	Wayne
Haileyville	Wellston
Hydro	Whitesboro
	Wyandotte

Multiple Teacher < 1,450

Beggs
Cache
Keota
Leedy
Stratford

Single Teacher > 1,450

Boise City	Jones
Buffaloe	Muldrow
Byng	Nowata
Carl Albert (Midwest City)	Purcell
Cave Springs	Sallisaw
Choctaw	Stroud
Hobart	Watonga

Multiple Teacher > 1,450

Alva	Grove
Anadarko	Lawton
Antlers	Marlow
Broken Bow	Sand Springs
Elk City	Wilson
Fairview	Yale

APPENDIX B

TABLE SHOWING PROPORTIONAL BREAKDOWN OF VO-AG
DEPARTMENTS BY DISTRICTS

TABLE XII
 PROPORTIONAL BREAKDOWN OF VO-AG DEPART-
 MENTS BY DISTRICTS

	Population < 1,450		Population > 1,450		Total N
	Single Teacher Dept. N	Multiple Teacher Dept. N	Single Teacher Dept. N	Multiple Teacher Dept. N	
<u>Central District</u>	9	1	6	3	19
<u>Northwestern District</u>	10	1	4	2	17
<u>Northeastern District</u>	12	1	5	4	22
<u>Southeastern District</u>	13	1	3	3	20
<u>Southwestern District</u>	15	1	3	3	20
N=	59	5	21	15	100

N+=Based on 100%.

APPENDIX C

COVER LETTERS AND QUESTIONNAIRE

April 19, 1979

Dear Fellow Ag Teacher:

Oklahoma teachers of Vo-Ag are becoming more aware of the importance of community relations. It strengthens and protects our local agriculture programs.

Oklahoma Ag programs have enjoyed much success in their community relations but there needs to be work done on determining which activities have actually strengthened the local programs. Therefore, we need to determine those activities of community relations now engaged in by Oklahoma Ag teachers. This study will also give us new ideas and allow us to see what our fellow teachers are doing throughout the state.

The results of this study will be made available through the Agricultural Education Magazine or through a summary sheet at the Summer Conference to all teachers.

Please take a few minutes from your busy schedule and complete the enclosed questionnaire and return it in the self-addressed, stamped envelope by May 1. All responses will be kept in strict confidence and used only for group analysis.

Your help is greatly appreciated and hopefully will benefit all Oklahoma Vocational Agriculture teachers.

Sincerely,

Steve Forsythe
Graduate Assistant

Research project read and approved by:

James P. Key
Research Coordinator

H. Robert Terry
Department Head

May 2, 1979

Dear Fellow Agriculture Teacher:

I recently sent you a questionnaire asking you to express your opinion on the frequency of use of community relations activities within your program.

Without your help, the study will be incomplete as I now only have a 30% return out of a 100% questionnaire volume.

Enclosed you will find another copy if you have misplaced the one you received earlier.

Please take the time to fill out the questionnaire and return it today, if possible. I realize how busy agriculture teachers are and appreciate your cooperation.

Please disregard this letter if you have already sent in your questionnaire.

Sincerely,

Steve Forsythe
Graduate Assistant
Agricultural Education
Oklahoma State University

SF:ssa
Enclosure

VITA²

Steven William Forsythe

Candidate for the Degree of
Master of Science

Thesis: AN ASSESSMENT OF COMMUNITY RELATIONS ACTIVITIES USED BY
OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Killeen, Texas, October 9, 1952, the son of Mr. and Mrs. James V. Forsythe.

Education: Graduated from Killeen High School, Killeen, Texas, in 1970; received the Bachelor of Science degree from Tarleton State University, Stephenville, Texas, in December, 1973, with a major in Agricultural Education; engaged in post-graduate study toward the degree of Master of Science at Oklahoma State University, Stillwater, Oklahoma, from August, 1978 until July, 1979, at which time the requirements for that degree were completed.

Professional Experience: Teacher of Vocational Agriculture at Ysleta High School, El Paso, Texas, from January, 1974 until August, 1978. Agri-Business columnist; El Paso Times, August, 1977-August, 1978; Graduate Teaching Assistant, Agricultural Education and Agricultural Engineering Departments, August, 1978 to present.

Professional Organizations: Member of Oklahoma Vocational Agricultural Teachers' Association; Vocational Agriculture Teachers' Association of Texas; National Vocational Agricultural Teachers' Association; American Vocational Association; Former member of Texas State Teachers' Association; Texas Classroom Teachers' Association.

Leadership Activities: Alpha Chi, Alpha Zeta, Alpha Tau Alpha, Stillwater First Church of the Nazarene, and former member, Ysleta Lion's Club.