

CONTRIBUTIONS TO EXCELLENCE IN TEACHING  
PROVIDED BY OSU-AGRICULTURAL EDUCATION  
SCHOLARSHIP, INCORPORATED AS  
PERCEIVED BY SELECTED  
INDIVIDUALS

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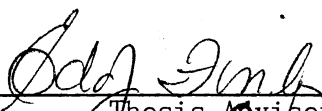
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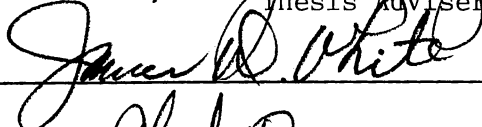
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Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
MASTER OF SCIENCE  
December, 1988

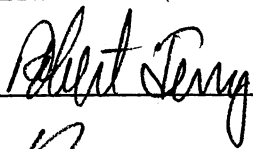
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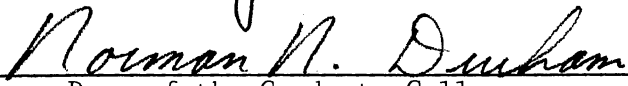
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## ACKNOWLEDGMENTS

Many individuals are responsible for making this study possible. Sincerest appreciation is expressed to Dr. Eddy Finley, the writer's thesis advisor, whose encouragement, assistance and guidance were largely responsible for the completion of this study.

Deepest appreciation is extended to Dr. H. Robert Terry and Dr. James D. White for their knowledge and wisdom while serving as members of the writer's committee. Appreciation is extended to Dr. Jack Pritchard, whose suggestions and input aided the writer in the historical portion of this study.

Additional appreciation is expressed to the remaining members of the Agricultural Education Department who showed support, interest and amicableness throughout the writer's graduate work.

A very special thanks to the vocational agriculture teachers and high school principals who participated in the study, without their input this study would not have been possible.

The writer would like to acknowledge his vocational agriculture teacher, Mr. Billy S. Scott, whose genuine interest and guidance motivated the decision to further his education.

The writer wishes to thank his family for the unconditional support throughout his college career and for helping him realize his fullest potential.

The writer is especially grateful to his wife, Amanda, for her encouragement, understanding and sacrifice throughout the study.

To the writer's mother, Karen J. Bell, whose sacrifices and love enabled her son to complete his college education, this study is dedicated.

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## CHAPTER I

### INTRODUCTION

The OSU-Agricultural Education Scholarship, Incorporated (OSU-AES,I) was established in 1978 to provide financial assistance to students enrolled in Agricultural Education who chose to pursue a teaching career in Vocational Agriculture (Vo-Ag). The suggestion for this scholarship program came from the Teacher Education Committee of the Oklahoma Vocational Agriculture Teachers Association in the summer of 1976. Almost a year later, in the spring of 1977, an independent board of directors was formed to implement the new program (Pritchard, 1982). Currently, the governing board of directors consists of carefully selected successful business people involved in agriculture and with an indepth knowledge of the Vo-Ag teaching profession (Pritchard, 1988).

The OSU-AES,I awarded the first scholarships in the fall semester of 1978. Students were selected on the basis of three (3) criteria: (1) leadership abilities and activities, (2) academic ability, and (3) need for financial assistance. Since the fall semester of 1978 over 300 scholarships have been awarded to outstanding students. Scholarships are awarded each semester at the current level of \$500. The OSU-AES,I awards approximately \$20,000 annually (Pritchard, 1988).

Although the primary purpose of the OSU-AES,I is to provide

financial assistance to Agricultural Education students who have the desire to teach Vo-Ag, there are several secondary purposes, which include: (1) replacing retiring teachers with outstanding young teachers, (2) strengthening a recruitment program at a university level, and (3) recruiting "top quality" high school graduates of Vo-Ag into the Vo-Ag teaching profession (Pritchard, 1982).

In 1978, the Board of Directors established a ten (10) year goal of \$250,000 invested in trust funds, for the scholarship program. Presently there are 37 trusts with a total of \$261,133.33 in perpetual trusts. A new goal has been established. By the year 1999, it is hoped that \$500,000 will have been solicited in the form of trusts and contributed to the OSU-AES,I Foundation (Pritchard, 1988).

#### Statement of the Problem

Although the OSU-AES,I has been credited with recruiting and the awarding of scholarships to some of the brightest and best students (whose major objective was to become teachers of Vo-Ag), is there certainty that the public schools are getting the quality teachers needed to teach Vo-Ag? To date, there has been no formal analysis of the product of the OSU-AES,I nor has there been an analysis of the OSU-AES,I.

Since the birth of the OSU-AES,I (1978), formal research on the OSU-AES,I's contribution to excellence in teaching has not been conducted; therefore, it was deemed to be essential that an analysis of this nature be conducted to determine the impact of the program upon the profession.

### Purpose of the Study

The primary purpose of this study was to analyze the OSU-AES,I's contribution to excellence in teaching as perceived by selected individuals. This analysis should provide essential information to the OSU-AES,I Board of Directors. A secondary purpose of this study was to provide base-line data for future related studies.

### Objectives of the Study

In order to accomplish the purpose of the study, the following objectives were formulated:

1. To identify the former OSU-AES,I scholarship recipients who are currently under a public school contract to teach vocational agriculture and to determine how many years they have taught vocational agriculture.
2. To identify and characterize the public school administrators who are the immediate supervisors of the aforementioned vocational agriculture teacher and to determine how many years they have been a public school administrator, as well as, to determine how many years they have supervised the former scholarship recipient.
3. To determine whether or not the OSU-AES,I has contributed to excellence in teaching as perceived by the former scholarship recipients and the public school administrators.
4. To determine the causes regarding whether or not the OSU-AES,I contributed to excellence in teaching as perceived by the former scholarship recipients and the public school administrators.
5. To solicit comments or suggestions relative to OSU-AES,I.

6. To determine the former scholarship recipients' performance (as a Vo-Ag teacher) as perceived by the former scholarship recipients and the public school administrators.

#### Scope of the Study

The population of this study included 27 vocational agriculture teachers who had received a scholarship from the OSU-AES, I. Also included in this study were the 27 public school administrators who were the current immediate supervisor (high school principal) of the aforementioned Vo-Ag teacher.

#### Assumptions

For the purpose of this study, the following assumptions were accepted:

1. The instrument (questionnaire) was designed sufficiently to accomplish the study's objectives.
2. The respondents provided sincere and honest input and fully understood the questions asked.
3. The respondents were most qualified to provide information pertinent to the study.
4. The mailed questionnaire was an acceptable method for collecting data.

#### Definitions

For the purposes of this study, the following definitions are presented:

Selected Individuals - The 27 vocational agriculture teachers

who were OSU-AES,I scholarship recipients and the 27 public school administrators, who currently supervise them.

Vocational Agriculture (Vo-Ag) - Courses taught in high schools designed to train present and prospective persons for careers in agriculture.

Vo-Ag Teacher - A person who is hired by a public school system to teach vocational agriculture.

Public School Administrator - The immediate supervisor of the Vo-Ag teacher, usually the high school principal.

Oklahoma State University Agricultural Education Scholarship, Incorporated (OSU-AES,I) - A scholarship program designed to award scholarships to outstanding students majoring in agricultural education with the intent of teaching vocational agriculture.

Public School Contract - Legal agreement between the public school system and the Vo-Ag teacher that outlines his/her responsibilities.

Scholarship - Financial assistance awarded to students based on need and/or academic achievement to further education.

Excellence in Teaching - Superiority in skills and achievement over the accepted performance of teachers in the areas of human relations, teaching and assessment, classroom management, and professionalism.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter is to present a review of selected literature related directly or indirectly to this study. The intent of this study was to analyze the OSU-Agricultural Education Scholarship, Incorporated's (OSU-AES,I) contributions to excellence in teaching as perceived by selected individuals. A secondary purpose of this study was to provide base-line data for future related studies.

The major areas included in this review were: (1) the history of the OSU-AES,I, (2) demand for quality, (3) scholarships as a recruiting tool, and (4) the teacher of tomorrow.

#### The History of the OSU-Agricultural Education Scholarship, Incorporated

Since its beginning in 1978, the primary purpose of the OSU-AES,I has been to provide financial assistance to Agricultural Education students who chose to pursue a teaching career in Vo Ag. However, there are several secondary purposes, including: (1) replacing retiring teachers with outstanding young teachers, (2) strengthening a recruitment program at a university level; (3) recruiting "top quality" high school graduates of Vocational Agriculture into the Vo Ag teaching profession (Pritchard, 1982).

Student eligibility is based on three (3) criteria: (1) leadership



abilities and activities, (2) academic ability, and (3) need for financial assistance (Pritchard, 1988).

The Teacher Education Committee of the Oklahoma Vocational Agriculture Teachers Association suggested, in the summer of 1976, that a scholarship program be started at Oklahoma State University. In the spring of 1977, an independent Board of Directors was established to implement the program (Pritchard, 1982).

The ten (10) year goal of \$250,000 was set in 1978. Currently there are 37 trusts with a total of \$261,133.33 invested in perpetual trusts. The new goal of 1999 has been established. In the next ten years, it is hoped that \$500,000 will have been secured in trusts for the OSU-AES,I Foundation (Pritchard, 1988).

According to Pritchard (1982), there are many benefits from this scholarship program. He stated that while communities became involved with the program, a solid support base was created and the scholarship activities provided a forum for promoting vocational agriculture, and agricultural education.

Currently over 300 scholarships have been awarded to Agricultural Education students that meet the requirements for the program. Before students are awarded an OSU-AES,I scholarship, an application (See Appendix A) must be completed and submitted to the Board of Directors. It is then reviewed by the board members and the decision whether or not to award a scholarship is made.

In conclusion, the OSU-AES,I continues to expand to help Agricultural Education students meet the financial demands of increasing tuition. Since 1978, the number and amount of scholarships have increased as well as the amount of involvement.

## The Demand for Quality

In today's changing world, agriculture continues to advance at a rapid rate. At the same time, society's demand for quality instruction is becoming more and more critical. If a stable and efficient agriculture is to be maintained and the well-being of our society is to continue, high quality agricultural education must continue to be a high priority (Evans, 1988).

If educators are going to strive for higher quality instruction in the classroom, it seems that higher quality instructors in terms of academics should be recruited. Historically, teachers of agriculture have not been drawn from that segment of students with high academic abilities (Wardlow and Miller, 1987). Studies over a 20 year period consistently showed that students preparing to be teachers were less academically able than students preparing to enter other professions (Blum, 1947; Burnett and MacMinn, 1966; Mitzel and Dubnick, 1961).

Research has shown a positive relationship between academic ability and teacher competence (Ducharme, 1970; Greaves, 1972; and Ferguson, 1977).

Schalock (1979) stated:

Whatever else teaching may be, it is an intellectual enterprise. It presumes teachers to be knowledgeable and to help others be knowledgeable. It is not surprising therefore, that intelligence and academic ability have been looked to as likely predictors of success in teaching (p. 370).

To provide quality educators for the future, we must educate quality students today. According to Hildreth (1986), ten very bright, able students may be more important to the future well-being of the agricultural industry than 20 average students.

Hamlin (1957) wrote:

When we find eventually that we must reconceive the task of a teacher of agriculture, we should give priority to his function as thinker and scholar. If this function is lost, all else that the teacher of agriculture does becomes as 'sounding brass and tinkling cymbal' (p. 60).

Lee (1988, p. 21) commented, "Vocational agriculture leaders must strive to improve the education provided. They must staunchly defend those facets of the program that contribute to quality."

Educators have a difficult task facing them in the future, but not one that cannot be achieved. The demand for quality in the Vo Ag classroom will continue to remain and increase over time. This will make the demand for quality students who plan on becoming Vo Ag teachers very high. Recruitment may offer some solution.

#### Scholarship as a Recruiting Tool and Retention

"I really want to go to college, but how can I afford the high tuition?" has probably been stated by many high school seniors through the years. According to Martin (1988), the average tuition cost at a public four-year school for the 1987-1988 school year was \$1,359.00, which is an increase of six percent from the previous year. In an article in the Phi Delta Kappan, Cronin (1986) revealed some interesting truths about tuition. Cronin stated that, on the average, more than 25 percent of entering freshman cannot afford tuition without financial help.

Goldberg and Harvey (1983) in "A Nation at Risk: The Report of the National Commission on Excellence in Education" revealed that "academically able" students are becoming less attracted to teaching.

One of the seven recommendations on teaching suggested that "incentives" such as grants or loans should be made available to attract outstanding students to the teaching profession. Goldberg and Harvey (1983) made it clear when they quoted A Nation at Risk, "Excellence costs. But in the long run mediocrity costs far more" (p. 14).

Reisch (1984) preferred to call recruiting "enrollment development" because he felt that this term better described the mission of agricultural education. Reisch (1984) stated:

Our mission is to meet the future expertise needs for our agricultural enterprise by developing our enrollments with highly capable students and retaining as many as possible through challenging and dynamic programs (p. 27).

Reisch further indicated that retention of the student begins when an interest in agriculture is first shown. The availability of scholarships and other financial aids is one factor that helps students feel welcome and comfortable in the new college environment.

During the 1966 annual summer conference in Minnesota, 300 vocational agricultural teachers discussed recruitment problems and made recommendations that were reported by Cochran and Nelson (1966). They suggested offering more opportunities to continue education in agriculture by providing more scholarships.

In the recruitment process, it is important to select the most effective methods that will attract the quality students. Green (1976) completed a study on the perceptions of the extent of use and effectiveness of selected recruitment practices and concluded that, although not used as extensively as desired, providing scholarships for agricultural education students shows much promise as an effective recruitment practice.

At Virginia Polytechnic Institute and State University, Hillison and Hagee (1982) reported 16 theorems of successful recruitment practices. These theorems were the basis for the recruitment program that had been established at Virginia Polytechnic. Theorem 10 states that a scholarship program established exclusively for agricultural education can garner a great deal of publicity.

Traditionally, scholarships have been awarded on the basis of need alone. However, a new trend may be developing. Porter (1984) in an unpublished report to the National Association of College Admissions Counselors, found that 83 percent of the institutions awarded non-need scholarships to either recognize excellence or to recruit the best and brightest students.

Rowe (1980) proposed that the availability of financial aid was one of the most important factors in the selection of a college.

According to Sanders (1980), cost and financing a college education are important factors in deciding whether or not to go to college and for deciding which school to attend. Macguire (1981) stated:

In the present economic situation, cost becomes a growing consideration for prospective students. Tuition, scholarships and grants are topics for the student to consider when deciding which school to attend (p. 9).

Tillery and Kildegaard (1973) suggested that cost is most likely an influence on whether or not the student goes to college rather than on which specific college he enters.

Davis and VanDusen (1975) found that cost was one of the most important influences in the students' decisions not to attend a particular institution or college that they preferred. Ihlanfeldt

(1980) estimated that at least 70 percent of all college students rely on financial assistance and that a large number of these students would be severely restricted in the college choice without financial aid.

Ihlanfeldt (1980) further indicated that high ability students with no financial need were more likely to consider a wider range of colleges than those less able students who needed financial aid. Low need, high ability students were the most mobile in choosing a college.

It has been shown that cost is a major factor on deciding whether or not to attend college and what college to attend. Also, it was indicated that the high academic students tended to consider a wider range of colleges to attend.

#### The Teacher of Tomorrow

The vocational agriculture teachers who do not remain current and knowledgeable of the technological advances in agriculture will find themselves in the dust of obsolescence (Pool, 1988).

Sutphin (1988, p. 22) stated "To fail to include and use new technologies in the agricultural curriculum may jeopardize and/or place teachers of agriculture at a major disadvantage in their teaching effectiveness."

Sutphin (1988) further indicated:

Vocational Agriculture programs of the future will likely increase in scope and in the technical level of subject matter. The effects of change in technology will certainly call for a change of content of agricultural courses (p. 23).

According to Conrad (1985), technological advances demand that teaching and learning processes be geared to the future. Conrad

(1985) stated:

Teachers must demonstrate that they build for tomorrow. This fosters an attitude of searching for better answers, for being somewhat dissatisfied with the status quo, and for reaching out and discovering new and better ways of doing things. Teachers must stay in the forefront of inquisitiveness, and challenge students to that same level of alertness and drive (p. 15).

Miller (1983) stated:

The teacher is the key to the quality of the vocational agriculture program. Continuous renewal is needed if our program quality is to remain high. We must continue to monitor ourselves and grow in order to prepare teachers for the ever changing agricultural industry (p. 3).

Herring and Norris (1987) examined the future of the Vo Ag teacher and wrote,

Teachers of the future must be willing to embrace the new technologies being introduced into the agricultural industry as well as education. They must be flexible in thinking, ever aware of the new innovations being introduced, and dedicated to continuing their education to keep abreast of the ever changing face of the industry (p. 20).

#### Summary

There is little, if any, doubt that the future profession of teaching vocational agriculture rests in the hands of the Agricultural Education students enrolled in colleges and universities today, according to the literature reviewed by the author. It would seem (if the future rests with the students who intend to become teachers of vocational agriculture) that it would be most important to be certain those students are among the "brightest and best". A supporting example included Hildreth's (1986, p. 11) comment, "That ten very bright, able students may be more important to the future of

agriculture than twenty average students." Thus, the author concluded that it would be of great importance to seek out and recruit the best students possible, retain them, and prepare them to become teachers of vocational agriculture.

There is even less doubt concerning how rapid technological advances are and the challenges presented to teachers of vocational agriculture are ever increasing. In general, the field of agriculture has become a very sophisticated and complex science which demands professionals who have high academic ability and teacher competence. And true, there is a direct positive correlation between academic ability and teacher competence as pointed out by Ducharme, 1970; Greaves, 1972; and Ferguson, 1977.

The review of literature further revealed an unsurprising fact--that is, to be able to recruit students into the major of Agricultural Education (with the intent to become teachers of vocational agriculture), it is especially important to offer them an incentive such as a scholarship. Just as importantly as "offering scholarships", it is imperative that students who receive them have "high academic ability". It was apparent that those scholarships be awarded, then, to the "brightest and best" and that the concern should not be whether or not the student has an economic need.

In the final analysis, it was found to be important to place high priority on recruiting, retaining, preparing for the profession, and the awarding of scholarships; however, there was no particular evidence discovered which would lead the author to conclude that awarding scholarships contributed to teacher competence. On the other hand, there was no particular evidence which refuted the possibility that a



scholarship might contribute to teacher competence in one way or another. Nevertheless, there was one certainty to surface - that was, if one intends to recruit the "brightest and best" there should be scholarship monies to award.

## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this chapter is to describe the methods and procedures used to conduct this study. The intent of this study was to analyze the OSU-Agricultural Education Scholarship, Incorporated's (OSU-AES,I) contributions to excellence in teaching as perceived by selected individuals. A secondary purpose was to provide base-line data for future related studies.

The objectives of this study were:

1. To identify the former OSU-AES,I scholarship recipients who are currently under public school contract to teach vocational agriculture and to determine how many years they have taught vocational agriculture.

2. To identify and characterize the public school administrators who are the immediate supervisors of the aforementioned vocational agriculture teacher and to determine how many years they have been a public school administrator, as well as, to determine how many years they have supervised the former scholarship recipient.

3. To determine whether or not the OSU-AES,I has contributed to excellence in teaching as perceived by the former scholarship recipients and the public school administrators.

4. To determine the causes regarding whether or not the OSU-AES,I

contributed to excellence in teaching as perceived by the former scholarship recipient and the public school administrators.

5. To solicit comments or suggestions relative to OSU-AES,I.

6. To determine the former scholarship recipients' performance (as a Vo-Ag teacher) by as perceived by former scholarship recipients and the public school administrators.

#### 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 Institutional Review Board (IRB) conduct this review in order 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.

#### The Population

The population of this study consisted of 27 vocational agriculture teachers (who received scholarships from the OSU-AES,I and are currently teaching in the State of Oklahoma) and 27 high school principals who currently supervise those Vo-Ag teachers. A list of current Vo-Ag teachers was obtained from the State Department of Vocational and Technical Education and with the assistance of Dr. Jack Pritchard, Faculty Advisor to the OSU-AES,I a list of scholarship recipients who are currently teaching Vo-Ag was developed. The teacher

list was then used to develop a list of high school principals who were the current supervisor of the Vo-Ag teacher, with the aid of the 1988-1989 Oklahoma Educational Directory. Table I indicates the frequency distribution of the Vo-Ag teachers who were former OSU-AES,I scholarship recipients and their principals who responded to the mailed questionnaire. Of the 27 Vo-Ag teachers surveyed 26 (96.30 percent) responded while one (.70 percent) did not respond. Of the 27 high school principals surveyed 24 (88.89 percent) responded while three (11.11 percent) did not respond.

#### Development of the Instrument

Within the population of this study there were two groups. The first group consisted of the vocational agriculture teachers who had received a scholarship from the OSU-AES,I and were currently under public school contract. The second group consisted of the current, immediate supervisors of the aforementioned Vo-Ag teachers, the high school principal. A questionnaire was developed for both groups in the population.

The teacher questionnaire (See Appendix B) used several methods of questioning including forced choice questions, open-ended questions, and a Likert-type scale to elicit responses that would satisfy the objectives of this study. There were several forced choice questions pertaining to: (1) the extent of the scholarship program's influence on the decision to major in Agricultural Education and on becoming a teacher of vocational agriculture; (2) how they became aware of the scholarship; and (3) if others offered them a scholarship. This was followed by two forced choice questions, the first pertained to the

TABLE I  
 FREQUENCY DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
 AND HIGH SCHOOL PRINCIPALS RESPONDING TO THE  
 MAILED QUESTIONNAIRE

Category	Frequency	
	N	%
<u>Vo Ag Teachers</u>		
Respondents	26	96.30
Nonrespondents	<u>1</u>	<u>3.70</u>
Total	27	100.00
 <u>Principals</u>		
Respondents	24	88.89
Nonrespondents	<u>3</u>	<u>11.11</u>
Total	27	100.00

scholarship's effects on the Vo-Ag teacher's feeling of financial security, moral support, and time devoted to studies. The second question dealt with the scholarship's effects on the Vo-Ag teacher's self-confidence, involvement in student activities, and desire to perform better academically while enrolled in Agricultural Education at Oklahoma State University. The last three forced choice questions gave the teacher the opportunity to project how long they would remain in the Vo-Ag teaching profession, how long they have taught vocational agriculture, and to perceive the level of self-concept they would have possessed had they not received the scholarship.

The Vo-Ag teacher questionnaire also included several open-ended questions relative to the OSU-AES,I scholarship program. Other questions asked what other scholarships they had applied for, their greatest incentive to perform well academically, the three highest honors they received while an undergraduate, and what careers they were contemplating should they elect to no longer teach. The last two open-ended questions elicited their suggestions to improve the OSU-AES,I and other comments concerning the OSU-AES,I scholarship program.

Also included in the Vo-Ag teacher questionnaire were questions that gave the instructor the opportunity to rate themselves (on a Likert-type scale) concerning their teaching performance as compared to other Vo-Ag teachers. The scale used the following rankings: (1) POORER THAN MOST OTHER TEACHERS with real limits specified in the range of 1.00 to 1.49; (2) ABOUT THE SAME AS MOST OTHER TEACHERS with real limits specified in the range of 1.50 to 2.49; (3) BETTER THAN MOST

OTHER TEACHERS with real limits specified in the range of 2.50 to 3.49; and (4) SUPERIOR with real limits specified in the range of 3.50 to 4.00.

The first section of the principal's questionnaire (See Appendix C) contained four forced choice questions. The first two pertained to the length of his/her supervision of the teacher and length of his/her employment as a high school principal. The last two questions were asked to determine if the principal was aware of the OSU-AES,I program, and whether or not he/she was aware that their Vo-Ag teacher was a former recipient of an OSU-AES,I scholarship. Another section contained a list of 25 categories dealing with effective teaching. These categories were organized into five areas: (a) Human Relations, (b) Teaching, (c) Class Management, (d) Professionalism, and (e) Compared to Other Vo-Ag Teachers. A Likert-type scale was developed with rankings as follows: to be classified as (1) POORER THAN MOST OTHER TEACHERS the real limits had to be in the range of 1.00 to 1.49; to be classified as (2) ABOUT THE SAME AS MOST OTHER TEACHERS the real limits had to be in the range of 1.50 to 2.49; to be classified as (3) BETTER THAN MOST OTHER TEACHERS the real limits had to be in the range of 2.50 to 3.49; and to be classified as (4) SUPERIOR the real limits had to be in the range of 3.50 to 4.00.

The author's major advisor reviewed each draft of the instrument and upon completion of each review, revisions were made. Also, Dr. Jack Pritchard, faculty advisor of OSU-AES,I, made several suggestions that aided in the revision of the instrument. Based on the reviewer's recommendation, it was determined that the instrument was ready to be administered.

The mailed questionnaire was chosen as the most effective method to collect the necessary information to meet the objectives of this study. Population size and distribution were the major factors in choosing this method.

#### Collection of the Data

In the Fall of 1988, the 27 vocational agriculture teachers and their high school principals were mailed respective questionnaires and cover letters (See Appendixes B and C). A self-addressed, stamped envelope was enclosed for the respondents to return the instrument. Due to the essence of time, a telephone follow-up was conducted to elicit data from those who had not responded to the initial questionnaire.

#### Analysis of the Data

The data were compiled and tabulated in a manner designed to express the findings related to the objectives of the study. Frequencies, percentages, mean responses and rankings were chosen as an appropriate means of describing this research, which was descriptive in nature. "The primary use of descriptive statistics is to describe information or data through the use of numbers" (Key, 1987).



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present and analyze the data collected in this study.

The population for this study was comprised of Vocational Agriculture (Vo-Ag) teachers who received scholarships from the OSU-Agricultural Education Scholarship, Incorporated (OSU-AES,I) and their high school principals. The 50 respondents (26 Vo-Ag teachers and 24 high school principals) to the mailed questionnaire comprised 92.59 percent of the total of 54 that were surveyed.

The major areas included in the presentation and analysis of data are presented as follows: (1) responses of the former OSU-AES,I scholarship recipients who are currently under contract to teach vocational agriculture, and (2) responses of the public school administrators who are the current immediate supervisors of the former OSU-AES,I scholarship recipients.

#### Responses of the Former OSU-AES,I Scholarship Recipients

In Table II the frequency distribution on the extent of the influence the scholarship program had on the former OSU-AES,I scholarship recipient's decision to major in Agricultural Education at Oklahoma State University is presented. Of the 26 respondents, five

TABLE II

FREQUENCY DISTRIBUTION ON THE EXTENT OF INFLUENCE THE  
SCHOLARSHIP PROGRAM HAD ON THE DECISION TO MAJOR  
IN AGRICULTURAL EDUCATION AT OSU

Extent of Influence	Frequency	
	N	%
High	5	19.23
Moderate	7	26.92
Low	<u>14</u>	<u>53.85</u>
Total	26	100.00

(19.23 percent) indicated the scholarship program had a high influence on their decision, seven (26.92 percent) indicated there was a moderate influence, while 14 (53.85 percent) indicated a low level of influence from the scholarship program.

Table III reports the extent of influence the scholarship program had on the recipient's decision to become a teacher in the profession. Five (19.23 percent) indicated the scholarship program had a high influence on their decision, eight (30.77 percent) indicated a moderate influence, while 13 (50.00 percent) respondents answered in the low category.

The methods in which the former OSU-AES,I scholarship recipients became aware of the scholarship are shown in Table IV. Twelve (46.17 percent) respondents became aware of the scholarship from their Vo-Ag teacher, none of the respondents became aware of the scholarship through the media, nine (34.62 percent) learned of the scholarship from the university (faculty, student), and five (19.23 percent) listed other, those being friend, past recipient, junior college, brother, and poster.

Other scholarships the former OSU-AES,I scholarship recipients applied for while an undergraduate at Oklahoma State University are presented in Table V. Seven applied for the College of Agriculture scholarship while two each applied for the Alpha Tau Alpha scholarship, the Collegiate FFA Scholarship, the OVATA scholarship, the General Agriculture scholarship, and the Animal Science scholarship. The other scholarships, applied for by one, were, the Brunswick Foundation, Ag Journalism, Madrigal (Horticulture), University, Transfer Student, Sante Fe, President's Leadership Council, Tuition Fee-Waiver, and

TABLE III

FREQUENCY DISTRIBUTION ON THE EXTENT OF INFLUENCE THE  
SCHOLARSHIP PROGRAM HAD ON THE DECISION TO BECOME  
A TEACHER IN THE PROFESSION

Extent of Influence	Frequency	
	N	%
High	5	19.23
Moderate	8	30.77
Low	<u>13</u>	<u>50.00</u>
Total	26	100.00

TABLE IV

DISTRIBUTION OF METHODS THE FORMER OSU-AES, I SCHOLARSHIP  
RECIPIENTS BECAME AWARE OF THE SCHOLARSHIP AVAILABLE

Methods	Frequency	
	N	%
Vo Ag Teacher	12	46.15
Media (Newspaper, Magazine)		
University (Faculty, Student)	9	34.62
Other	<u>5</u>	<u>19.23</u>
Total	26	100.00

TABLE V

DISTRIBUTION OF OTHER SCHOLARSHIPS THE FORMER OSU-AES, I SCHOLARSHIP  
 RECIPIENTS APPLIED FOR WHILE AN UNDERGRADUATE AT  
 OKLAHOMA STATE UNIVERSITY

Type of Scholarships	Frequency
College of Agriculture	7
Alpha Tau Alpha	2
Collegiate FFA	2
Brunswick Foundation	1
Ag Journalism	1
OVATA	2
Madrigal (Horticulture)	1
University	1
Transfer Student	1
General Agriculture	2
Fraternity	1
Animal Science	2
Tuition Fee Waiver	1
President's Leadership Council	1
Santa Fe	1

Fraternity.

Table VI reports the frequency distribution relating to whether or not other scholarships were offered to them while they were an undergraduate at Oklahoma State University. Fifteen (57.69 percent) indicated that "yes" they had been offered other scholarships while 11 (42.31 percent) indicated "no" they had not been offered other scholarships.

The scholarship's effects on the former OSU-AES,I scholarship recipients in various categories is shown in Table VII. When asked if the scholarship provided a feeling of financial security, 22 (84.62 percent) indicated that "yes" it had and four (15.38 percent) indicated "no" it had not. When asked if the scholarship provided moral support, 24 (92.31 percent) responded "yes" it had, while two (7.69 percent) responded "no" it had not. When asked if the scholarship had provided an opportunity to devote more time to studies, 19 (73.07 percent) indicated that "yes" it had and seven (26.92 percent) indicated "no" it had not. When asked if the scholarship had increased self-confidence, 23 (88.46 percent) indicated "yes" it had while three (11.54 percent) indicated "no" it had not. When asked if the scholarship had increased involvement in student activities, 20 (76.92 percent) responded "yes" it had, while six (23.08 percent) responded "no" it had not. And when asked if the scholarship had increased the desire to perform better academically, 22 (84.62 percent) indicated that "yes" it had and four (15.38 percent) indicated "no" it had not.

The frequency distribution of the perceived impact on self-concept levels had respondents not received the scholarship is presented in Table VIII. Ten (38.47 percent) indicated they would have maintained a

TABLE VI

DISTRIBUTION OF FORMER OSU-AES,I SCHOLARSHIP RECIPIENTS' RESPONSE  
RELATING TO WHETHER OR NOT OTHER SCHOLARSHIPS WERE OFFERED  
WHILE AN UNDERGRADUATE AT OKLAHOMA STATE UNIVERSITY

Response Category	Frequency	Percent
Yes	15	57.69
No	<u>11</u>	<u>42.31</u>
Total	26	100.00

TABLE VII

DISTRIBUTION AS TO THE SCHOLARSHIP'S EFFECTS ON THE FORMER  
OSU-AES,I SCHOLARSHIP RECIPIENTS

Type of Effect	Distribution of Response				Total	
	Yes	%	No	%	N	%
Feeling of Financial Security	22	84.62	4	15.38	26	100.00
Moral Support	24	92.31	2	7.69	26	100.00
Opportunity to Devote More Time to Studies	19	73.07	7	26.92	26	100.00
Increase Self-Confidence	23	88.46	3	11.54	26	100.00
Increase Involvement in Student Activities	20	76.92	6	23.08	26	100.00
Increase Desire to Perform Better Academically	22	84.62	4	15.38	26	100.00

TABLE VIII

DISTRIBUTION OF PERCEIVED SELF-CONCEPT LEVELS OF THE FORMER  
 OSU-AES, I SCHOLARSHIP RECIPIENTS IF THE SCHOLARSHIP  
 HAD NOT BEEN RECEIVED

Perceived Self Concept Level	Frequency	
	Number	Percent
High	10	38.47
Moderate	15	57.69
Low	<u>1</u>	<u>3.84</u>
Total	26	100.00



high self-concept level, 15 (57.69 percent) indicated they would have had a moderate self-concept level, and one (3.84 percent) indicated not receiving the scholarship would have resulted in a low self-concept level.

Presented in Table IX is the frequency distribution of the one greatest incentive to perform well academically while the former OSU-AES,I scholarship recipients were undergraduates at Oklahoma State University. Five respondents listed job security or self-motivation as the greatest incentive, two listed either self-pride, family, personal goal, or graduate, while one listed either self-determination, grades, personal satisfaction, examples set by others in profession, or the OSU-AES,I scholarship. (Two respondents did not respond to the open-ended question.)

Table X is a presentation of the frequency distribution of the three highest honors received by the former OSU-AES,I scholarship recipients while an undergraduate in Agricultural Education. The honors are categorized into four sections: (1) Organizations, (2) Offices, (3) Awards, and (4) Other Scholarships. Two responses could not be categorized in the aforementioned sections, those being Editor of Ag Forum and the OSU-AES,I scholarship. Eight respondents listed the OSU-AES,I scholarship as one of the three highest honors, while one respondent listed Editor of Ag Forum. In the Organizations section, two respondents listed Omicron Delta Kappa; two respondents listed Alpha Tau Alpha; one respondent listed Blue Key; three respondents listed Phi Kappa Phi; one respondent listed the OSU Livestock Judging Team; one respondent listed Golden Key; and one respondent listed Alpha Zeta. In the Offices section, three respondents listed Collegiate FFA

TABLE IX  
 DISTRIBUTION OF THE ONE GREATEST INCENTIVE TO PERFORM WELL  
 ACADEMICALLY WHILE THE FORMER OSU-AES, I SCHOLARSHIP  
 RECIPIENT WAS AN UNDERGRADUATE AT  
 OKLAHOMA STATE UNIVERSITY\*

Incentives	Frequency
Job Security	5
Self-Motivation	5
Self-Determination	1
Self-Pride	2
Family	2
Grades	1
Personal Satisfaction	1
Desire to Do Well	1
Personal Goal	2
Graduate	2
Examples Set by Others in Profession	1
Agricultural Education Scholarship	<u>1</u>
Total	24

\*Two respondents did not respond to the open-ended question.

TABLE XI

FREQUENCY DISTRIBUTION OF THE THREE HIGHEST HONORS RECEIVED BY  
FORMER OSU-AES, I SCHOLARSHIP RECIPIENTS WHILE AN  
UNDERGRADUATE IN AGRICULTURAL EDUCATION

Honors Category	Frequency
<u>Organizations</u>	
Omicron Delta Kappa	2
Alpha Tau Alpha	2
Blue Key	1
Phi Kappa Phi	3
OSU Livestock Judging Team	1
Golden Key	1
Alpha Zeta	1
<u>Offices</u>	
Collegiate FFA President	3
Alpha Tau Alpha President	3
State FFA President	1
Aggie Club President	1
Collegiate FFA Vice President	1
Fraternity Vice President	1
Alpha Tau Alpha Officer	1
Ag Council Vice President	1
<u>Awards</u>	
Top 5 Agricultural Education Graduates	1
District Star Farmer	1
Little "I" Showmanship Winner	1
American Farmer Degree	1
Collegiate FFA Top 10	3
Top 10 Senior - College of Agriculture	2
Collegiate FFA Outstanding Student Teacher	4
Outstanding Agricultural Education Senior	2
President's Honor Roll	1
Outstanding Collegiate FFA Member	2
Dean's Honor Roll	2
Top 10 Agricultural Education Student	2
Outstanding Alpha Tau Alpha Member	2
<u>Other Scholarships</u>	
Animal Science	1
OVATA	1
College of Agriculture	1
OSU-AES, I Scholarship	8
Editor of Ag Forum	1

President as one of the three highest honors; three respondents listed Alpha Tau Alpha President; one respondent listed State FFA President; one respondent listed Aggie Club President; one respondent listed Collegiate FFA Vice-President; one respondent listed Fraternity Vice-President; one respondent listed Alpha Tau Alpha Officer; and one respondent listed Ag Council Vice President. In the Awards section, one respondent listed Top Five Agricultural Education graduate as one of the three highest honors; one respondent listed District Star Farmer; one respondent listed Little "I" Showmanship winner; one respondent listed American Farmer Degree; three respondents listed Collegiate FFA Top 10; two respondents listed Top 10 Senior - College of Agriculture; four respondents listed Collegiate FFA Outstanding Student Teacher; two respondents listed Outstanding Agricultural Education Senior; one respondent listed President's Honor Roll; two respondents listed Outstanding Collegiate FFA member; two respondents listed Dean's Honor Roll; two respondents listed Top 10 Agricultural Education student; and two respondents listed Outstanding Alpha Tau Alpha member. In the final section of Other Scholarships, one respondent listed Animal Science, one respondent listed OVATA and one respondent listed College of Agriculture.

Table XI summarizes the number of years the former OSU-AES, I scholarship recipient projected he/she would remain in the Vo-Ag teaching profession. Eight (30.77 percent) respondents projected they would teach vocational agriculture for one to 10 years; four (15.38 percent) projected they would remain in the profession for 11 to 20 years; nine (34.62 percent) projected they would teach vocational agriculture for 21 to 30 years while five (19.23 percent) projected

TABLE XI

DISTRIBUTION OF YEARS THE FORMER OSU-AES, I SCHOLARSHIP RECIPIENT  
PROJECTS HE/SHE WILL TEACH VOCATIONAL AGRICULTURE

Category	Frequency	
	N	%
1 - 10 Years	8	30.77
11 - 20 Years	4	15.38
21 - 30 Years	9	34.62
30 or More Years	<u>5</u>	<u>19.23</u>
Total	26	100.00

they would remain in the Vo-Ag teaching profession for 31 years or more.

Table XII presents the frequency distribution of other careers the former OSU-AES,I scholarship recipient is contemplating after teaching. Two respondents listed Administration (secondary) as a career they are contemplating; three respondents listed Administration (university); three respondents listed Banking; one respondent listed Back to School; one respondent listed Finance; one respondent listed Government (Agriculture); one respondent listed Industry; one respondent listed Politics; five respondents listed Farming; two respondents listed Sales; two respondents listed Self-employment; one respondent listed Marketing, one respondent listed Business; one respondent listed Insurance; and one respondent listed Horticulture.

The former OSU-AES,I scholarship recipients were asked to rate their performance as compared to other Vo-Ag teachers. Table XIII presents the mean responses of their self-assessment. With the Compared to Other Vo-Ag teachers, the Vo-Ag teachers rated themselves "Better Than Most Other Vo-Ag Teachers" in the overall classroom teaching (mean response of 2.87); advisement to the FFA (mean response of 2.31); and conduct of SOEP (mean response of 2.77). The Vo-Ag teachers rated themselves "About the Same as Most Other Teachers" in Shop Management (mean response of 2.31) and Conduct of Adult Education Program or Young Farmer group (mean response of 1.96). The mean of the mean responses in the Compared to Other Vo-Ag teachers area was 2.57 (Better Than Most Other Vo-Ag Teachers).

Table XIV reports the frequency distribution of years of the former OSU-AES,I scholarship recipient has taught vocational

TABLE XII

FREQUENCY DISTRIBUTION OF OTHER CAREERS THE FORMER OSU-AES, I  
SCHOLARSHIP RECIPIENT IS CONTEMPLATING AFTER TEACHING

Career	Frequency
Administration (Secondary)	2
Administration (University)	3
Banking	3
Back to School	1
Finance	1
Government (Agriculture)	1
Industry	1
Politics	1
Farming	5
Sales	2
Self-employment	2
Marketing	1
Business	1
Insurance	1
Horticulture	<u>1</u>
Total	26

TABLE XIII

THE FORMER OSU-AES, I SCHOLARSHIP RECIPIENT'S PERCEPTION OF THEIR  
LEVEL OF PERFORMANCE AS COMPARED TO OTHER VO AG TEACHERS

Areas of Performance	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Overall Classroom Teaching			5	19.23	20	76.92	1	3.85	26	2.87	Better Than Most Other Teachers
Shop Management			19	73.07	6	23.08	1	3.85	26	2.31	About the Same As Most Other Teachers
Advisement to the FFA			6	23.08	15	57.69	5	19.23	26	2.96	Better Than Most Teachers
Conduct of SOEP	1	3.85	5	19.23	15	57.69	5	19.23	26	2.77	Better Than Most Other Teachers
Conduct of Adult Educa- tion Program or Young Farmer Group	4	15.40	16	61.54	5	19.23			26	<u>1.96</u>	About the Same as Most Other Teachers
										$\bar{X} = 2.57$	

$\bar{X}$  = Better Than Most Other Teachers



TABLE XIV

FREQUENCY DISTRIBUTION OF YEARS THE FORMER OSU-AES, I SCHOLARSHIP  
RECIPIENT HAS TAUGHT VOCATIONAL AGRICULTURE

Years Taught	Frequency	
	N	%
1 - 3	12	46.15
4 - 6	10	38.46
7 - 9	4	15.40
10 or More	—	—
Total	26	100.00

agriculture. Twelve (46.15 percent) respondents have been teaching for one to three years, ten (38.46 percent) respondents have taught four to six years, four (15.40 percent) respondents have been teaching for seven to nine years. None of the 26 respondents checked 10 or more years.

When asked "What suggestions would you make to improve the OSU-Agricultural Education Scholarship Program" and "Other Comments Concerning the OSU-Agricultural Education Scholarship", the following responses were received:

- "Outstanding program"
- "Increase amount of individual scholarships"
- "Encourage former recipients to donate back to program"
- "Make program more visible to students"
- "Student teachers on block need money, too."
- "Board of Directors very supportive of students"
- "More emphasis on student performance"
- "Set guidelines for grade requirements"
- "Inform transfer students about scholarship"

#### Responses of the Public School

##### Administrators

The frequency distribution indicating whether or not the high school principals were aware that their Vo-Ag teachers were recipients of the OSU-AES,I scholarship is reported in Table XV. Eight (33.33 percent) indicated that "yes" they were aware that their Vo-Ag teacher was a recipient of the OSU-AES,I, while 16 (66.67 percent) indicated that "no" they were not aware.

TABLE XV

FREQUENCY DISTRIBUTION OF PRINCIPALS' AWARENESS OF THEIR VO AG  
TEACHERS BEING SCHOLARSHIP RECIPIENTS OF THE OSU-AES, I

Response	Frequency	
	N	%
Yes	8	33.33
No	<u>16</u>	<u>66.67</u>
Total	24	100.00

Table XVI presents the frequency distribution relating to the high school principals' awareness of the OSU-AES,I program. Twelve (50.00 percent) indicated that "yes" they were aware of the OSU-AES,I program, while the remaining 12 (50.00 percent) indicated that "no" they were not aware.

Table XVII, the frequency distribution of years the respondents have been employed as high school principals, is presented. Six (25.00 percent) were employed from one to three years, none of the respondents were employed from four to six years, four (16.67) percent were employed from seven to nine years, and 14 (58.33 percent) were employed 10 or more years as a high school principal.

Table XVIII presents the frequency distribution of years the high school principals have supervised the former OSU-AES,I scholarship recipients. Seventeen (70.83 percent) listed that they had supervised the Vo-Ag teacher from one to three years, four (16.67 percent) listed four to six years as the length of supervision, two (8.83 percent) listed seven to nine years as the length of supervision, while one (4.17 percent) listed 10 or more years.

The high school principals were asked to rate the performance of their Vo-Ag teachers as compared to other classroom teachers in the following areas: (1) Human Relations, (2) Teaching and Assessment, (3) Class Management, (4) Professionalism, and (5) Compared to Other Vo-Ag Teachers.

Table XIX presents the mean responses in the area of Human Relations. Within the Human Relations area, the principals rated their vocational agriculture teacher as "Better Than Most Other Teachers" in all categories. The categories included: communicates well with

TABLE XVI

FREQUENCY DISTRIBUTION OF PRINCIPALS' AWARENESS OF THE  
OSU-AGRICULTURAL EDUCATION SCHOLARSHIP,  
INCORPORATED PROGRAM

Response	Frequency	
	N	%
Yes	12	50.00
No	<u>12</u>	<u>50.00</u>
Total	24	100.00

TABLE XVII

FREQUENCY DISTRIBUTION OF YEARS OF EMPLOYMENT AS A  
HIGH SCHOOL PRINCIPAL

Number of Years	Frequency	
	N	%
1 - 3 Years	6	25.00
4 - 6 Years	4	16.67
7 - 9 Years		
10 or More Years	<u>14</u>	<u>58.33</u>
Total	24	100.00

TABLE XVIII

FREQUENCY DISTRIBUTION OF NUMBER OF YEARS THE HIGH SCHOOL  
PRINCIPALS HAVE SUPERVISED THE FORMER OSU-AES, I  
SCHOLARSHIP RECIPIENT

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Number of Years	Frequency	
	N	%
1 - 3 Years	17	70.83
4 - 6 Years	4	16.67
7 - 9 Years	2	8.83
10 or More Years	<u>1</u>	<u>4.17</u>
Total	24	100.00

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TABLE XIX

PRINCIPAL'S RATINGS OF PERFORMANCE OF THE FORMER OSU-AES, I SCHOLARSHIP RECIPIENTS  
IN THE AREA OF HUMAN RELATIONS AS COMPARED TO OTHER CLASSROOM TEACHERS

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Communicates well with parents and staff			4	16.67	14	58.33	6	25.00	24	2.75	Better Than Most Other Teachers
Exhibits a sense of humor			10	41.67	8	33.33	6	25.00	24	2.83	Better Than Most Other Teachers
Attempts to include all students in class activities			5	20.83	10	41.67	9	37.50	24	3.17	Better Than Most Other Teachers
Presents positive attitude toward students			5	20.83	7	29.16	12	50.00	24	3.29	Better Than Most Other Teachers

TABLE XIX (Continued)

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Understands the needs of students			6	25.00	12	50.00	6	25.00	24	<u>3.00</u>	Better Than Most Other Teachers
										$\bar{X} = 3.00$	

$\bar{X}$  = Better Than Most Other Teachers



parents and staff (mean response of 2.75); exhibits a sense of humor (mean response of 2.83); attempts to include all students in class activities (mean response of 3.17); presents positive attitude toward students (mean response of 3.29); and understands the needs of students (mean response of 3.00). The mean of the mean responses, in the area of Human Relations, was 3.00 (Better Than Most Other Teachers).

Table XX presents the mean responses in the area of Teaching and Assessment. Within the Teaching and Assessment area, the principals rated their vocational agriculture teachers "Better Than Most Other Teachers" in all categories. The categories included: organizes time, resources, and materials effectively (mean response of 2.96); exhibits enthusiasm about subject matter (mean response of 3.33); implements a variety of teaching methods to motivate students (mean response of 2.88); demonstrates initiative and responsibility in changing situations (mean response of 2.96); and has high expectations from students (mean response 3.08). The mean of the mean responses, in the area of Teaching and Assessment was 3.04 (Better Than Most Other Teachers).

Table XXI presents the mean responses in the area of Class Management. Within the Class Management area, the principals rated their vocational agriculture teachers "Better Than Most Other Teachers" in all categories. The categories included: provides environment conducive to learning (mean response of 3.13); maintains classroom discipline (mean response of 3.17); gives clear explicit directions to students (mean response of 2.96); treats students fairly (mean response of 3.13); and teacher and student have access to learning materials (mean response of 3.04). The mean of the mean responses, in the area

TABLE XX

PRINCIPAL'S RATINGS OF PERFORMANCE OF THE FORMER OSU-AES, I SCHOLARSHIP RECIPIENTS IN THE  
AREA OF TEACHING AND ASSESSMENT AS COMPARED TO OTHER CLASSROOM TEACHERS

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Organizes time, resources and materials effectively			7	29.17	12	50.00	6	25.00	24	2.96	Better Than Most Other Teachers
Exhibits enthusiasm about subject matter			4	16.67	8	33.33	12	50.00	24	3.33	Better Than Most Other Teachers
Implements a variety of teaching methods to motivate students			7	29.17	13	54.17	4	16.67	24	2.88	Better Than Most Other Teachers

Table XX (Continued)

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Demonstrates initiative and responsibility in changing situations			7	29.17	11	45.83	6	25.00	24	2.96	Better Than Most Other Teachers
Has high expectations from students			7	29.17	8	33.33	9	37.50	24	<u>3.08</u>	Better Than Most Other Teachers
										$\bar{X} = 3.04$	

$\bar{X}$  = Better Than Most Other Teachers

TABLE XXI

PRINCIPAL'S RATINGS OF PERFORMANCE OF THE FORMER OSU-AES, I SCHOLARSHIP RECIPIENTS IN THE AREA OF CLASSROOM MANAGEMENT AS COMPARED TO OTHER CLASSROOM TEACHERS

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Provides environment conducive to learning			5	20.83	12	50.00	7	29.17	24	3.13	Better Than Most Other Teachers
Maintains classroom discipline			6	25.00	8	33.33	10	41.67	24	3.17	Better Than Most Other Teachers
Gives clear explicit directions to students			7	29.17	11	45.83	6	25.00	24	2.96	Better Than Most Other Teachers
Treats student fairly			6	25.00	9	37.50	9	37.50	24	3.13	Better Than Most Other Teachers

TABLE XXI (Continued)

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Teacher and student have access to learning materials			8	33.33	7	29.17	9	37.50	24	$\bar{X} = \frac{3.04}{3.09}$	Better Than Most Other Teachers

$\bar{X}$  = Better Than Most Other Teachers

of Class Management, was 3.09 (Better Than Most Other Teachers).

In Table XXII the mean responses in the area of Professionalism are presented. Within the Professionalism area, the principals rated their vocational agriculture teachers "Better Than Most Other Teachers" in all categories. The categories included: uses current educational theories and practices (mean response of 2.88); expresses self effectively in written and verbal communication (mean response of 2.75); maintains a friendly, cooperative relationship with other employees (mean response of 2.92); works effectively as a member of an educational team (mean response of 2.96); and exhibits leadership (mean response of 3.00). The mean of the mean responses, in the area of Professionalism, was 2.90 (Better Than Most Other Teachers).

In Table XXIII the mean responses in the area of Compared to Other Vo-Ag Teachers are presented. Within the Compared to Other Vo-Ag Teachers area, the principals rated their vocational agriculture teachers "Better Than Most Other Teachers" in all categories. The categories included: overall classroom teaching (mean response of 3.30); shop management (mean response of 3.00); advisement to the FFA (mean response of 3.30); conduct of SOEP (mean response of 3.00); and conduct of Adult Education or Young Farmer groups (mean response of 2.77). The mean of the mean responses, in the Compared to Other Vo-Ag Teachers, was 3.08 (Better Than Most Other Teachers).

TABLE XXII

PRINCIPAL'S RATINGS OF PERFORMANCE OF THE FORMER OSU-AES, I SCHOLARSHIP RECIPIENTS IN THE AREA OF PROFESSIONALISM AS COMPARED TO OTHER CLASSROOM TEACHERS

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Uses current theories and practices			7	29.17	13	54.17	4	16.67	24	2.88	Better Than Most Other Teachers
Expresses self effectively in written and verbal communication			9	37.50	12	50.00	3	12.50	24	2.75	Better Than Most Other Teachers
Maintains a friendly and cooperative relationship with other employees			8	33.33	10	41.67	6	25.00	24	2.92	Better Than Most Other Teachers

TABLE XXII (Continued)

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Works effectively as a member of an educational team			7	29.17	11	45.83	6	25.00	24	2.96	Better Than Most Other Teachers
Exhibits leadership			6	25.00	12	50.00	6	25.00	24	<u>3.00</u>	Better Than Most Other Teachers
										$\bar{X} = 2.90$	

$\bar{X}$  = Better Than Most Other Teachers



TABLE XXIII

PRINCIPAL'S RATINGS OF PERFORMANCE OF THE FORMER OSU-AES, I SCHOLARSHIP RECIPIENTS  
AS COMPARED TO OTHER VO AG TEACHERS

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Overall classroom teaching			1	4.34	14	60.87	8	34.78	23	3.30	Better Than Most Other Teachers
Shop management			4	17.39	11	47.83	8	34.78	23	3.00	Better Than Most Other Teachers
Advisement to the FFA			2	8.69	12	52.17	9	39.13	23	3.30	Better Than Most Other Teachers
Conduct of SOEP			4	18.18	14	63.64	4	18.18	22	3.00	Better Than Most Other Teachers

TABLE XXIII (Continued)

Performance Factor	1 Poorer Than Most Other Teachers		2 About the Same As Most Teachers		3 Better Than Most Other Teachers		4 Superior		Total	Mean Response	Interpretation of Mean Response
	N	%	N	%	N	%	N	%			
Conduct of Adult Educa- tion Program or Young Farmer Group			7	31.81	10	45.45	4	18.18	22	$\frac{2.77}{\bar{X} = 2.08}$	Better Than Most Other Teachers

$\bar{X}$  = Better Than Most Other Teachers

## CHAPTER V

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The intent of this chapter is to present a review and summary of this study. Findings, conclusions and recommendations based on an analysis of the data will also be presented.

#### Purpose of the Study

The primary purpose of this study was to analyze the OSU-AES,I contributions to excellence in teaching as perceived by selected individuals. This analysis should provide essential information to the OSU-AES,I Board of Directors. A secondary purpose of this study was to provide base-line data for future related studies.

#### Objectives of the Study

In order to accomplish the purpose of the study, the following objectives were formulated:

1. To identify the former OSU-AES,I scholarship recipients who are currently under a public school contract to teach vocational agriculture and to determine how many years they have taught vocational agriculture.

2. To identify the public school administrators who are the immediate supervisors of the aforementioned vocational agriculture teacher and to determine how many years they have been a public school

administrator, as well as, to determine how many years they have supervised the former scholarship recipient.

3. To determine whether or not the OSU-AES,I has contributed to excellence in teaching as perceived by the former scholarship recipient and the public school administrators.

4. To determine the causes regarding whether or not the OSU-AES,I contributed to excellence in teaching as perceived by the former scholarship recipients and the public school administrators.

5. To solicit comments or suggestions relative to OSU-AES,I.

6. To determine the former scholarship recipients' performance (as a Vo-Ag teacher) as perceived by the former scholarship recipients and the public school administrators.

#### Major Findings of the Study

The major findings of this study were divided into three sections. These findings are as follows:

1. Response to questions asked of the vocational agriculture teachers who were former OSU-AES,I scholarship recipients
2. Response to questions asked of the principals
3. Comparison of the vocational agriculture teachers' and principals' response

#### Responses to Questions Asked of the Vocational Agriculture Teachers Who Were Former OSU-AES,I Scholarship Recipients

A summary of the findings relative to the analysis of the former OSU-AES,I scholarship recipients' responses are reported in

## Table XXIV.

When asked the extent of the influence the scholarship program had on their decision to major in Agricultural Education at OSU, more than one-half (or 53.85 percent) of the respondents indicated the scholarship program had a "low" extent of influence on their decision to teach in the profession. However, as indicated by the remaining respondents, the scholarship program had moderate to high influence relative to their decision to major in Agricultural Education at OSU and to teach in the profession.

When asked how they first became aware of the scholarships available, most of the respondents indicated they were informed by a vocational agriculture teacher (46.15 percent) or by the university (34.62 percent).

When asked whether or not others offered them a scholarship, more than one-half (57.69 percent) of the respondents indicated that "yes" they had been offered other scholarships.

There was a particularly notable finding in that, by having received the scholarship, a large majority of the respondents had a feeling of financial security, moral support and an opportunity to devote more time to their studies. Also, a large majority of the respondents indicated that by having received the scholarship, their self-confidence, involvement in student activities and their desire to perform better academically increased.

It was apparent, as indicated by the respondents, that had they not received the scholarship, they would have had a moderate to high level of self-concept. Only one respondent (3.84 percent) indicated that he would have had a low self-concept.

TABLE XXIV

SUMMARY OF THE FINDING RELATIVE TO THE ANALYSIS OF THE FORMER OSU-AES, I  
SCHOLARSHIP RECIPIENTS' RESPONSES

Questions	<u>Frequency Distribution of Responses</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Extent of Scholarship Influence on Decision</u> <u>to Major in Ag Ed</u>				
High	5	19.23	26	100.00
Moderate	7	26.92		
Low	14	53.85		
<u>Extent of Scholarship Influence on Decision</u> <u>to Teach Vo Ag</u>				
High	5	19.23	26	100.00
Moderate	8	30.77		
Low	13	50.00		
<u>How Vo Ag Teachers Become Aware of Scholarship</u>				
Vo Ag Teacher	12	46.15	26	100.00
Media	9	34.62		
University				
Other	5	19.23		

TABLE XXIV (Continued)

Questions	Frequency Distribution of Responses		Total	
	N	%	N	%
<u>Were Other Scholarships Offered</u>				
Yes	15	57.69	26	100.00
No	11	42.31		
<u>Receiving the Scholarship Provided:</u>				
<u>Financial Security</u>				
Yes	22	84.62	26	100.00
No	4	15.38		
<u>Moral Support</u>				
Yes	24	92.31	26	100.00
No	2	7.69		
<u>Time to Study</u>				
Yes	19	73.07	26	100.00
No	7	26.92		

Table XXIV (Continued)

Questions	Frequency Distribution of Responses		Total	
	N	%	N	%
<u>Receiving the Scholarship Increased:</u>				
<u>Self Confidence</u>				
Yes	23	88.46	26	100.00
No	3	11.54		
<u>Involvement</u>				
Yes	20	76.92	26	100.00
No	6	23.08		
<u>Desire to Perform</u>				
Yes	22	84.62	26	100.00
No	4	15.38		
<u>Perceived Self-Concept Without a Scholarship</u>				
High	10	38.47	26	100.00
Moderate	15	57.69		
Low	1	3.84		



TABLE XXIV (Continued)

Questions	<u>Frequency Distribution of Responses</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Plan to Remain in Profession How Long</u>				
1-10 Years	8	30.77		
11-20 Years	4	15.38		
21-30 Years	9	34.62		
31+ Years	5	19.23		
			26	100.00
<u>Years of Experience to Date</u>				
1-3 Years	12	46.15		
4-6 Years	10	38.46		
7-9 Years	4	15.40		
10+ Years				
			26	100.00

When asked how long they projected they would remain in the teaching profession, the respondents reported varying projections as follows: 10 years or less, eight or 30.77 percent; 20 years or less, four or 15.38 percent; 30 years or less, nine or 34.62 percent; and 31 years or more, five or 15.23 percent.

Finally, when they reported how long they had been a vocational agriculture teacher, a large proportion (more than 80.00 percent) had taught six years or less.

#### Other Findings

Several open-ended questions were asked of the former OSU-AES, I scholarship recipients who are currently teaching vocational agriculture and the responses to those questions could not be readily or easily grouped into a summary tally. However, some of the major findings are presented as follows:

1. When asked what other scholarships they had applied for, it was apparent that there were many (Refer to Chapter IV, Table V); however, the predominant scholarship applied for was the "College of Agriculture" scholarship.

2. When asked what their greatest incentive was to perform well, it was apparent that there were many incentives (Refer to Chapter IV, Table IX); however, "job security" and "self-motivation" were the predominate responses.

3. When asked what other careers they might contemplate at the end of their teaching profession, once again it was apparent that their responses were varied (Refer to Chapter IV, Table XII); however, farming, administration and banking seemed to be the most appealing.

4. When asked what their highest three honors were that they received as an undergraduate, the author decided to refer the reader to Chapter IV, Table X in order that the reader could review the complete list. The responses were of such variety and quality that the author did not want to do an injustice to the respondents' responses.

5. And finally, the suggestions for improving the scholarship program (as indicated by the respondents) is summarized as follows: "Increase the amount of monies awarded per scholarship"; "Keep up the good work"; and "It's a good program."

#### Responses to Questions Asked of the Principals

A summary of the findings relative to the analysis of the principal's responses are reported in Table XXV.

When asked whether or not they were aware that their vocational agriculture teacher had received an OSU-AES,I scholarship, an overwhelming majority (16 or 66.67 percent) were not aware. When asked whether or not they were aware of the OSU-AES,I scholarship program, 12 (or 50.00 percent) indicated "yes" and the exact same number indicated "no". When asked how long they had been a principal, six (25.00 percent) had served three years or less, four (16.67 percent) had served nine years or less and 14 (58.33 percent) had served 10 years or more. The respondents indicated that they had supervised the vocational agriculture, for the most part, six years or less (21 or 87.50 percent).

When the principals were asked to rate their vocational agriculture teacher's performance (as compared to other classroom

TABLE XXV

## SUMMARY OF THE FINDINGS RELATIVE TO THE ANALYSIS OF THE HIGH SCHOOL PRINCIPAL'S RESPONSES

Questions	Frequency Distribution of Responses		Total	
	N	%	N	%
<u>Aware Teacher Was a Recipient</u>				
Yes	8	33.33	24	100.00
No	16	66.67		
<u>Aware of the OSU-AES, I</u>				
Yes	12	50.00	24	100.00
No	12	50.00		
<u>How Long a Principal</u>				
1-3 Years	6	25.00	24	100.00
4-6 Years				
7-9 Years	4	16.67		
10+ Years	14	58.33		
<u>How Long Supervised the Vo Ag Teacher</u>				
1-3 Years	17	70.83	24	100.00
4-6 Years	4	16.67		
7-9 Years	2	8.83		
10+ Years	1	4.17		

teachers), the principals indicated that their vocational agriculture teachers were "Better Than Most Other Teachers" in the areas of Human Relations, Classroom Management, Teaching and Assessment, and Professionalism (See Table XXVI).

Although a summary of the high school principal's assessment of the former OSU-AES,I scholarship recipients' performance by areas of responsibility as compared to other classroom teachers was presented in Table XXVI, a summary of other particularly notable findings are presented as follows:

1. Of all the performance factors considered by principals, there were no categories in which the principals perceived the former OSU-AES,I scholarships recipients to be "poorer than most other teachers."

2. One-half or (50.0 percent) of the principals perceived the OSU-AES,I scholarship recipients to be "superior", when compared to other classroom teachers, as far as "presenting positive attitudes toward students" is concerned.

3. One-half or (50.0 percent) of the principals perceived the OSU-AES,I scholarship recipients to be "superior", when compared to other classroom teachers, as far as "exhibits, enthusiasm about the subject matter is concerned.

4. A high percentage of the principals perceived the OSU-AES,I scholarship recipients to be "superior", when compared to other classroom teachers, as far as "maintaining classroom discipline is concerned."

5. The following performance factors listed are those performance factors in which at least three fourths or 75.0 percent of the

TABLE XXVI

SUMMARY OF HIGH SCHOOL PRINCIPAL'S ASSESSMENT OF THE FORMER OSU-AES, I  
 SCHOLARSHIP RECIPIENT'S PERFORMANCE BY AREAS OF RESPONSIBILITY  
 AS COMPARED TO OTHER CLASSROOM TEACHERS

Performance Area	High School Principals	
	Mean	Mean Interpretation
Human Relations	3.00	Better Than Most Other Teachers
Classroom Management	3.09	Better Than Most Other Teachers
Teaching and Assessment	3.07	Better Than Most Other Teachers
Professionalism	2.50	Better Than Most Other Teachers

principals believed the former OSU-AES,I scholarship recipient was either "Better Than Most Other Classroom Teachers" or "superior" when compared to other classroom teachers:

- Communicating with parents and staff
- Attempting to include all students in class activities
- Presenting a positive attitude toward students
- Organizing time and resources
- Exhibiting enthusiasm about the subject matter
- Demonstrating initiative and responsibility
- Has high expectations of students
- Provides environment conducive to learning
- Maintaining classroom discipline
- Gives clear explicit direction to the students
- Treats the students fairly
- Exhibiting leadership

#### Comparison of the Vocational Agriculture

#### Teacher's and Principal's Responses

A summary of the former OSU-AES,I scholarship recipients' self-assessment and the principal's assessment of the vocational agriculture teacher as compared to other vocational agriculture teachers is presented in Table XXVII.

The former OSU-AES,I scholarship recipients (based on the mean response) believed their level of performance was "Better Than Most Other Vocational Agriculture Teachers" in the categories of Overall Classroom Teaching, Advisement to FFA and Conduct of SOEP; however, in the categories of Shop Management and Conduct of Adult Education, they

TABLE XXVII

SUMMARY OF FORMER OSU-AES, I SCHOLARSHIP RECIPIENT'S SELF-ASSESSMENT AND THE PRINCIPAL'S ASSESSMENT  
OF THE VOCATIONAL AGRICULTURE TEACHER AS COMPARED TO OTHER VOCATIONAL  
AGRICULTURE TEACHERS

Categories	Vocational Agriculture Teachers		Principals	
	Mean	Interpretation	Mean	Interpretation
Overall Classroom Teaching	2.87	Better Than Most	3.30	Better Than Most
Shop Management	2.31	About The Same	3.00	Better Than Most
Advisement to FFA	2.56	Better Than Most	3.30	Better Than Most
Conduct of SOEP	2.77	Better Than Most	3.00	Better Than Most
Conduct of Adult Education	1.96	About The Same	2.77	Better Than Most
Mean of Means	$\bar{X} = 2.57$	Better Than Most	$\bar{X} = 3.07$	Better Than Most



considered themselves "About the Same as Most Other Vocational Agriculture Teachers". In every category the principals rated their vocational agriculture teacher as "Better Than Most Other Vocational Agriculture Teachers." Also, the principal's mean responses were higher than the mean responses of the vocational agriculture teacher.

In the final analysis, it is important to note that for all categories combined, both the former OSU-AES, I scholarship recipients and principals believed they were "Better Than Most Other Vocational Agriculture Teachers."

### Conclusions

The analysis of the data and subsequent findings were the basis for the following conclusions:

1. Based upon the finding that receiving a scholarship did not particularly influence the respondent's decision to major in Agricultural Education at OSU, it was concluded that there must have been other influences which caused the respondents to reach their decision.
2. Based upon the finding that receiving a scholarship did not particularly influence the respondent's decision to teach vocational agriculture, it was concluded that there must have been other influences which caused the respondents to want to teach.
3. Since almost one-half of the respondents became aware of the scholarship through a vocational agriculture teacher, it was concluded that vocational agriculture teachers are an excellent source of providing information.
4. Based upon a large majority of like responses, it was further

concluded that the awarding of scholarship does provide financial security, moral support and time to study.

5. Furthermore, based upon a larger majority of like responses, it was concluded that awarding scholarships increased self confidence, involvement in activities, and a desire to perform well academically.

6. It was further concluded that a large percentage of the vocational agriculture teachers plan to remain in the profession 10 or more years.

7. Based upon the responses, it was concluded that the respondents had received high levels of recognition and honors while undergraduates and, it was further concluded that they were "the cream of the crop."

8. It was also concluded, based upon the responses, that the amount of scholarship monies awarded should be increased (for each scholarship).

9. Based upon the findings, it was concluded that very few principals were aware of the OSU-AES,I.

10. Based upon the findings that none of the principals considered the former OSU-AES,I scholarship recipient to be "poorer than other classroom teachers" within the performance factors considered, it was concluded that all of the former OSU-AES,I scholarship recipients had performed at an acceptable level of expectation as a vocational agriculture teacher.

11. It was further concluded that the former OSU-AES,I scholarship recipients are "superior" to other classroom teachers as far as having a positive attitude, exhibiting enthusiasm about the subject matter, and maintain classroom disciplines is concerned.

12. Based upon the review of literature and the findings within that review, it was concluded that some monies need to be awarded based upon need and, regardless of whether or not there is a need, scholarships are an excellent recruiting tool.

13. And finally, based upon the mean responses, it was concluded that the former OSU-AES,I scholarship recipients were "Better Than Most Other Teachers and Better Than Most Other Vocational Agriculture Teachers."

### Recommendations

As a result of the conclusions drawn from the analysis and interpretation of data, the following recommendations were made:

1. It is strongly recommended that scholarships continue to be awarded, not just for the tangible benefit (monies) to the student, but for all the intangible benefits, as well. There is no doubt that the scholarship provides for opportunities for the student to achieve a higher level of self-concept, self-confidence, a better feeling of moral support, et cetera. It would seem apparent then, that because of all the good the scholarship does for the student (besides provide a source of financial support), there is ample reason to believe their pride is increased. Perhaps, too, that some pride, feeling of self-confidence, or whatever, is carried directly to the classroom when he/she becomes a teacher of vocational agriculture which may have contributed to the "Better Than Most" conclusion.

2. Due to the fact that scholarships are excellent means for the recruitment of "the brightest and the best" students, it is highly recommended that the OSU-AES,I exert a greater effort to inform more

people, particularly high school principals, of the availability of the scholarship.

3. Since most of the vocational agriculture teachers indicated that they anticipate teaching 10 years or more, perhaps consideration should be given to expanding the scholarship program to include financial assistance (based on merit) for outstanding teachers to pursue advanced degree studies in Agricultural Education at OSU.

#### Recommendations for Additional Research

1. Based upon the fact that this study was the "first" research conducted which analyzed (to some extent) the OSU-AES,I and served as a "base-line study", it is recommended that additional, more in-depth, related research be conducted.

2. Specifically, additional research should be conducted on the intangible benefits provided by the OSU-AES,I.

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APPENDIXES



APPENDIX A

OSU-AES, I SCHOLARSHIP APPLICATION



PLEASE STATE YOUR GOALS AND OBJECTIVES UPON GRADUATION FROM OSU. \_\_\_\_\_

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HIGH SCHOOL FFA ACCOMPLISHMENTS AND AWARDS. (List each activity only once.)

Awards: (Year Achieved) \_\_\_\_\_

---

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Leadership Activities: (Year Achieved) \_\_\_\_\_

---

---

Judging Activities: (Year Achieved) \_\_\_\_\_

---

---

Showing Activities: (Year Achieved) \_\_\_\_\_

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OTHER HIGH SCHOOL ACCOMPLISHMENTS AND AWARDS. \_\_\_\_\_

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STATEMENT OF NEED BY THE APPLICANT: \_\_\_\_\_

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RECOMMENDATION BY LOCAL FFA ADVISOR. (Note: If your FFA Advisor is still in the community, you must have his recommendation in order for the application to be acceptable. If not, secure the alternate statement below.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

RECOMMENDATION BY SCHOOL ADMINISTRATOR OR PREVIOUS EMPLOYER.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

COLLEGE/UNIVERSITY ACTIVITIES.

Institution                      Years                      Hours Earned                      GPA

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COLLEGIATE FFA PARTICIPATION. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

OTHER COLLEGIATE ACTIVITIES (include other clubs, organizations, etc.). \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

OTHER ACTIVITIES (outside of Collegiate Activities). \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please attach an official transcript.

\_\_\_\_\_

APPENDIX B

VO-AG TEACHER QUESTIONNAIRE AND  
COVER LETTER

## QUESTIONNAIRE (Teacher)

1. What was the extent of the influence the scholarship program had on your decision to major in Agricultural Education at OSU?

\_\_\_ HIGH  
 \_\_\_ MODERATE  
 \_\_\_ LOW

2. What was the extent of the influence the scholarship program had on your decision to become a teacher in the profession?

\_\_\_ HIGH  
 \_\_\_ MODERATE  
 \_\_\_ LOW

3. How did you first become aware of scholarship available?

\_\_\_ Vo-ag teacher  
 \_\_\_ Media (Newspaper, T.V., Magazine)  
 \_\_\_ University (Faculty, Student)  
 \_\_\_ Other \_\_\_\_\_

4. What other scholarships did you apply for?

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5. Were there others who offered you a scholarship?

YES \_\_\_  
 NO \_\_\_

6. Did receiving a scholarship provide you:

a) a feeling of financial security	YES ___	NO ___
b) moral support	YES ___	NO ___
c) an opportunity to devote more time to studies	YES ___	NO ___

7. Did receiving a scholarship increase your:

- a) self-confidence YES \_\_\_\_\_ NO \_\_\_\_\_
- b) involvement in student activities YES \_\_\_\_\_ NO \_\_\_\_\_
- c) desire to perform better academically YES \_\_\_\_\_ NO \_\_\_\_\_

8. Had you not have received the scholarship what perceived level of self concept would you have had?

- \_\_\_\_\_ HIGH
- \_\_\_\_\_ MODERATE
- \_\_\_\_\_ LOW

9. As an undergraduate Agricultural Education major what was the greatest incentive to perform well academically?

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10. What were the highest three honors received while an undergraduate major in Agricultural Education?

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11. How long do you project that you will remain in the profession?

- \_\_\_\_\_ 1-10 years
- \_\_\_\_\_ 11-20 years
- \_\_\_\_\_ 21-30 years
- \_\_\_\_\_ 31 years or more

12. What other careers are you contemplating at the end of the teaching profession.

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13. Please rate yourself concerning your teaching performance as compared to other vocational agriculture teachers. ( Indicate your perception by circling the appropriate response.)

	POORER THAN MOST OTHER TEACHERS	ABOUT THE SAME AS MOST OTHER TEACHERS	BETTER THAN MOST OTHER TEACHERS	SUPERIOR
1. Overall classroom teaching	1	2	3	4
2. Shop Management	1	2	3	4
3. Advisement to the FFA	1	2	3	4
4. Conduct of SOEP	1	2	3	4
5. Conduct of Adult programs or Young Farmer group	1	2	3	4

14. How many years have you taught vocational agriculture?

- \_\_\_ 1-3 years
- \_\_\_ 4-6 years
- \_\_\_ 7-9 years
- \_\_\_ 10 years or more

15. What suggestions would you make to improve the OSU-Agriculture Education Scholarship program?

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16. Other comments concerning the OSU-Agriculture Education Scholarship.

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*Oklahoma State University*

DEPARTMENT OF AGRICULTURAL EDUCATION  
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078  
AGRICULTURAL HALL 448  
405-624-5129

October 12, 1988

Dear Vocational Agriculture Teacher  
(and former scholarship recipient),

A primary reason for sending you a questionnaire (which contains questions pertaining to the Oklahoma State University Agricultural Education Scholarship, Incorporated program) is to establish base-line data concerning the program; therefore, it is of extreme importance that you hopefully will take time to complete it and return it in the post-paid envelope! Since the implementation of the scholarship program approximately 10 years ago, there has been no formal research conducted which would permit an analysis of the program.

A secondary purpose of this research is to allow me the opportunity to fulfill partial requirements of my Master of Science Degree in Agricultural Education. The questionnaire should only take a few minutes of your time and we would appreciate having it returned within the week.

Please be assured that your participation in this research and the responses you provide will remain anonymous; therefore, please be as honest with your responses as you can.

Thanking you in advance for your immediate attention to our request for assistance, we remain,

Sincerely,

*Mike Carter*

Mike Carter, Graduate Assistant

and

*Eddy Finley*

Dr. Eddy Finley, Associate Professor  
448 Ag Hall, OSU, Stillwater, Ok.  
(405) 744-8139



APPENDIX C

HIGH SCHOOL PRINCIPAL QUESTIONNAIRE  
AND COVER LETTER

## QUESTIONNAIRE (Principal)

PLEASE CHECK THE APPROPRIATE RESPONSE

1. Are you aware that your vocational agriculture teacher was a scholarship recipient of this program?

YES \_\_\_\_\_

NO \_\_\_\_\_

2. Are you aware of the OSU-Agricultural Education Scholarship, Incorporated program?

YES \_\_\_\_\_

NO \_\_\_\_\_

3. How long have you been a principal?

\_\_\_\_\_ 1-3 years

\_\_\_\_\_ 4-6 years

\_\_\_\_\_ 7-9 years

\_\_\_\_\_ 10 years or more

4. How long have you supervised the teacher in question?

\_\_\_\_\_ 1-3 years

\_\_\_\_\_ 4-6 years

\_\_\_\_\_ 7-9 years

\_\_\_\_\_ 10 years or more

Instructions: Please rate the performance of your vocational agriculture teacher as you believe him/her to be as compared to other classroom teachers with whom you are familiar. Please indicate your perception as to whether or not the vocational agriculture teacher was either (1) POORER THAN MOST OTHER TEACHERS (2) ABOUT THE SAME AS MOST OTHER TEACHERS (3) BETTER THAN MOST OTHER TEACHERS or (4) SUPERIOR. PLEASE CIRCLE ONLY ONE RESPONSE PER CATEGORY.

<u>COMPARED TO ALL CLASSROOM TEACHERS</u>	POORER THAN MOST OTHER TEACHERS	ABOUT THE SAME AS MOST OTHER TEACHERS	BETTER THAN MOST OTHER TEACHERS	SUPERIOR
<u>Human Relations</u>				
1. Communicates well with parents and staff.	1	2	3	4
2. Exhibits a sense of humor	1	2	3	4
3. Attempts to include all students in class activities	1	2	3	4
4. Presents positive attitude toward students	1	2	3	4
5. Understands the needs of students	1	2	3	4
<u>Teaching and Assessment</u>				
1. Organizes time, resources, and materials effectively	1	2	3	4
2. Exhibits enthusiasm about subject matter	1	2	3	4
3. Implements a variety of teaching methods to motivate students	1	2	3	4
4. Demonstrates initiative and responsibility in changing situations	1	2	3	4
5. Has high expectations from students	1	2	3	4

	POORER THAN MOST OTHER TEACHERS	ABOUT THE SAME AS MOST OTHER TEACHERS	BETTER THAN MOST OTHER TEACHERS	SUPERIOR
<u>Class Management</u>				
1. Provides environment conducive to learning	1	2	3	4
2. Maintains classroom discipline	1	2	3	4
3. Gives clear, explicit directions to students	1	2	3	4
4. Treats students fairly	1	2	3	4
5. Teacher and student have access to learning materials	1	2	3	4

Professionalism

1. Uses current educational theories and practices	1	2	3	4
2. Expresses self effectively in written and verbal communication	1	2	3	4
3. Maintains a friendly and cooperative relationship with other employees	1	2	3	4
4. Works effectively as a member of an educational team	1	2	3	4
5. Exhibits leadership	1	2	3	4

Instructions: Please rate the performance of your vocational agriculture teacher as you believe him/her to be compared to other vocational agriculture teachers with whom you are familiar.

COMPARED TO OTHER VO-AG TEACHERS

1. Overall classroom teaching	1	2	3	4
2. Shop management	1	2	3	4
3. Advisement to the FFA	1	2	3	4
4. Conduct of SOEP	1	2	3	4
5. Conduct of Adult Education program or Young Farmer group	1	2	3	4



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION  
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078  
AGRICULTURAL HALL 448  
405-624-5129

October 12, 1988

Dear High School Principal,

A primary reason for sending you a questionnaire (which contains questions pertaining to the Oklahoma State University Agricultural Education Scholarship, Incorporated program) is to establish base-line data concerning the program (especially since your Vocational Agriculture Teacher is a former scholarship recipient); therefore, it is of extreme importance that you hopefully will take time to complete it and return it in the post-paid envelope! Since the implementation of the scholarship program approximately 10 years ago, there has been no formal research conducted which would permit an analysis of the program.

A secondary purpose of this research is to allow me the opportunity to fulfill partial requirements of my Master of Science Degree in Agricultural Education. The questionnaire should only take a few minutes of your time and we would appreciate having it returned within the week.

Please be assured that your participation in this research and the responses you provide will remain anonymous; therefore, please be as honest with your responses as you can.

Thanking you in advance for your immediate attention to our request for assistance, we remain,

Sincerely,

*Mike Carter*

Mike Carter, Graduate Assistant

and

*Eddy Finley*

Dr. Eddy Finley, Associate Professor  
448 Ag Hall, OSU, Stillwater, Ok.  
(405) 744-8139



VITA ↗

Jay Michael Carter Jr.

Candidate for the Degree of  
Master of Science

Thesis: CONTRIBUTIONS TO EXCELLENCE IN TEACHING PROVIDED BY THE  
OSU-AGRICULTURAL EDUCATION SCHOLARSHIP, INCORPORATED AS  
PERCEIVED BY SELECTED INDIVIDUALS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Ada, Oklahoma, August 5, 1965, the son of  
Jay M. Carter Sr. and Karen J. Bell.

Education: Graduated from Amber-Pocasset High School, Amber,  
Oklahoma in May 1983; received a Bachelor of Science in  
Animal Science, Oklahoma State University in May, 1988;  
completed requirements for the Master of Science degree at  
Oklahoma State University in December, 1988.