# VOCATIONAL EDUCATION PLANS AND RELATED DATA FROM SELECTED VOCATIONAL AGRICULTURE STUDENTS WHO ARE ELIGIBLE ENROLLEES IN THE NORTHEASTERN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOL

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# CHAPTER I

## PURPOSE AND DESIGN OF THE STUDY

### Introduction

Because of national interest in vocational education, many things have been accomplished during this decade in terms of development of new programs and in total enrollment. But this is not the case in vocational agriculture over the country. The Annual Report of 1968 on Vocational-Technical Education (11) stated: "All occupational categories except home economics and agriculture showed increases by the senior year, ranging from 6 to 24 times the numbers in freshmen classes."

Although the number of persons employed on farms is projected to continue to decrease, the number of new occupations which require some background or training in agriculture has increased rapidly in recent years. The land-grant agricultural colleges (11) reported that 15,000 new jobs are available yearly in the agriculture professions. Agricultural Education has continually updated the curriculum to include the training for these new jobs.

Even with the number of area vocational schools increasing at a rapid rate, we are still unable to meet our student needs. Venn (10), in discussing the seriousness of this problem, said:

> At the present time only one student in ten leaving the educational system without a bachelor's degree has some specific occupational preparation. This is only a small fraction of

the real student potential for occupational preparation within the educational system.

The area vocational-technical school concept in cooperation with already established high school programs has provided the opportunity of meeting this need. May (6) contends that on the basis of present trends in due time there will be a system of vocational-technical schools covering the nation.

## Statement of the Problem

The apparent stabilization or drop in vocational agriculture enrollment even in the face of our expanded and revised curriculum to provide training in the many areas of agriculture has caused concern among persons specifically interested in this area. The author and other instructors in the transportation area of both campuses of the Northeastern Oklahoma Area Vocational-Technical School are particularly concerned due to its opening in the fall of 1973. Some other questions have also arisen as to the type of students who will enroll in the area school and which ones will remain in vocational agriculture. Therefore, a need was felt to study currently enrolled sophomore and junior vocational agriculture students who will be eligible for enrollment in the new area school in the fall of 1973. The main problem of this study was to determine the future plans of these students and to determine the impact of this enrollment on vocational agriculture in this area. Also, the author intended to compare some selected student characteristics to see what type of student enrolls in the vocational-technical program as compared to those who do not.

## Purpose of the Study

The purpose of this study was to determine the vocational education plans of the sophomore and junior vocational agriculture students in the area served by the Northeastern Oklahoma Area Vocational-Technical School for the school year 1973-1974 with reference as to whether or not they would elect to (1) remain enrolled in vocational agriculture only, (2) enroll in the area vocational-technical school and vocational agriculture, (3) enroll in the vocational-technical school only, (4) enroll in none of the vocational courses offered, (5) enroll in other vocational programs offered by the home school, (6) enroll in other vocational programs offered by the home school and vocational agriculture, or (7) be undecided about vocational education plans.

A further purpose of this study was to describe selected characteristics of students according to their future educational plans, to include (1) type of supervised training program, (2) FFA participation, (3) participation in other activities, and (4) post-high school plans. Comparisons were also made between those electing to enroll in vo-tech and those who did not.

## Limitations of the Study

The author has recognized some main limitations to this study. The main one is that the vocational agriculture teachers administered the questionnaires, which may have had some detrimental effect on how a student answered the questions. The responses may indicate how he felt the instructor wanted him to answer; however, this was alleviated to some degree by the instructions given. For example, the student was

not to sign his name to the questionnaire; and he was also instructed that the survey would not in any way affect his grade.

## Scope of the Study

This study was concerned with the vocational educational plans and selected characteristics of the sophomore and junior vocational agriculture students from Ottawa, Craig, Mayes, and Rogers counties. These students represented 13 of the 15 secondary schools in the counties that were eligible to enter the North Campus and South Campus of the Northeastern Oklahoma Area Vocational-Technical School. The schools involved were Miami, Quapaw, Fairland, Wyandotte, Vinita, Adair, Chouteau, Locust Grove, Pryor, Salina, Chelsea, Claremore, and Inola. A total of 293 students were included from these schools.

## Definition of Terms

1. Area Vocational-Technical School: A school provided for with the passage of State Question 434, May, 1968, and the Vocational Education Acts of 1963 and 1968, which made it possible for several school districts to join together to form an area school district. The voters decide whether or not their district joins with an area district, which must meet the following minimum criteria: (1) $40,000,000 net evaluation and (2) 15,000 students ages 6 - 17 years old or 50-mile radius of service area.

2. Northeastern Oklahoma Area Vocational-Technical School: This school is composed of two campuses, with administrative offices in Vinita. The North Campus is located north of Afton on U.S. 66. The South Campus is located south of Pryor. It is open to those students

enrolled in eligible schools in Ottawa, Craig, Delaware, Rogers, and Mayes counties.

3. Eligible Student: A student meeting the eligibility requirements for the specific vocational or technical program of studies in which he desires to enroll.

4. Home School: The high school in which the eligible student is regularly enrolled and which counts the student as attending a full day.

5. Vo-Ag: An abbreviation for vocational agriculture.

6. Vo-Tech: An abbreviation referring to the Northeastern Oklahoma Area Vocational-Technical School.

7. NEO: An abbreviation referring to the Northeastern Oklahoma Area Vocational-Technical School.

## Methodology

In order to accomplish the purpose of this study, a data-collection instrument, adapted from one developed by May (6), was used to gather information. The questionnaire was administered to the students by Vo-Ag instructors in the schools surveyed. These teachers were provided detailed instructions by the researcher prior to administering the instrument. The teachers were asked to obtain responses from all sophomore and junior Vo-Ag students. Thus, the population was composed of 293 Vo-Ag students eligible to enter the Vo-Tech school in the fall of 1973.

The completed questionnaires were collected by the researcher, who sorted them by types of educational choice indicated by the students. The selected characteristics were then compiled to present a summary of those characteristics surveyed. Comparisons were also made of these characteristics as to students enrolling in Vo-Tech and those who did not.

# CHAPTER II

## REVIEW OF LITERATURE

### Development of the Vocational-Technical Program

The growth of vocational-technical education has been very rapid during the last decade, primarily because of increased emphasis placed on this area of our educational system by the national government. The major beginning of this period of growth was sparked by the Vocational Education Act of 1963. This rapid expansion was pointed out in the 1968 Annual Report on Vocational and Technical Education (11) by this statement:

> Expansion of vocational and technical education included increases of 65 percent in total enrollment and of 250 percent in total expenditures over the level for fiscal year 1964.

This expansion can be dramatically demonstrated in Oklahoma with 18 schools in operation since 1963 and 2 more due to open the fall semester of 1973.

The Vocational Education Amendment of 1968 provided for increased appropriations and broadened the areas for which federally appropriated funds may be spent in vocational education. May (6) pointed out that these funds could be better used in the area school by eliminating duplication of expensive equipment.

Although vocational education enrolled over 7.5 million students in 1968, this was only 5 percent of our student body. Rhodes (8) pointed

out the seriousness of this problem when he said:

> Only one third of those students who enter the first grade will continue their education beyond high school, but our ancient system of education rejects effectively two thirds of the students.

These vocational acts and amendments are merely attempts to meet the needs of these students. Now the job is in the hands of the educators, as President Nixon pointed out to many of our leaders in May, 1970, when he challenged (1):

> By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we as a nation gain the wisdom we need to educate our young in the decade of the seventies.

In stressing this need for reform, a publication on career education (1) stated: "It is a rare high school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education."

## Agricultural Education--Still Needed in the Changing Vocational Picture

While other areas of vocational-technical education are increasing their enrollments at a fast pace, the 1968 Annual Report on Vocational and Technical Education (11) pointed out that overall enrollment in the field of vocational agriculture has declined by 6.2 percent from 1966-1968. Many people feel that this is a natural trend due to the drop in agriculture production jobs of three million between 1947 and 1962. This idea was felt by Venn (10) when he said:

> . . . With farm jobs vanishing at the rate of 250,000 a year it is estimated that there will be only a need for 975 operators to take over individually operated farms with sales of at least $20,000 from 1967-75.

This view that farming (agriculture production) and agriculture are synonomous was held by many until passage of the Vocational Act of 1963. For agriculture, Stevens (9) said the amendment stated:

> . . . Any amounts alloted (or apportioned) under such titles, Act or Acts for agriculture may be used for vocational education in any occupation involving knowledge and skills in agriculture subjects, whether or not such occupations involve work of the farm or of the farm home, and such education may be provided without directed or supervised practice on a farm. (Public Law 88-210--Eighty-Eighth Congress, 1963.)

This amendment came at a time when already the availability of jobs in agriculture production and agriculture-related occupations were in reverse order to the training being emphasized in our high school Vo-Ag courses. Even as late as 1969 Mitchell (7) found that about 70 percent of all Vo-Ag students were enrolled in a production agriculture type course. Estimates show that by 1975 this figure will have shifted to a more balanced 44 percent in agriculture production courses. Mitchell further stated in a study of off-farm agriculture occupations:

> While the overall need for farm labor will be somewhat less in the years ahead, farm operators and workers will need higher levels of training. As the agricultural industry becomes more technical, more commercial, and more integrated with other segments of the national economy, the percentages of the population directly engaged in farming will level off, but the numbers engaged in off-farm agricultural occupations will increase.

## Training Needed in Agriculture

This study was developed after a thorough study of similar reports by Matthews (5), Kusel (3), and May (6). They felt that Vo-Ag would not be adversely affected by the Vo-Tech schools' programs. However, the schools should work together to insure that the students get the training they need to become productive citizens. A conclusion reached in a study by Matthews (5) was as follows: "Enrollment in Vo-Ag had not been

adversely affected by being within the boundaries of an area Vo-Tech school." However, he further recommended that additional courses be offered by the Vo-Ag departments to meet the needs of the students.

May (6) further accents this need of further training when he concluded:

> That in spite of their relative immaturity the Vo-Ag students surveyed had arrived at decisions regarding future high school education plans and that these included completing some type of vocational education offering.

He also found that the opening of the Vo-Tech schools will not substantially reduce the number of students enrolling in McClain County Vo-Ag departments.

Further need for comprehensive programs in area Vo-Tech schools and in the local Vo-Ag programs was indicated by May (6) when he stated:

> In general, students' decisions concerning educational plans were influenced to a greater extent by what the various programs offered in relation to a student's personal interests nad objectives than by with whom they associated, including parents, friends, and teachers.

This would indicate a need for increased cooperation and communication between the local schools and the Vo-Tech school in order to match this personal interest and need with course availability.

Kusel (3) pointed out this need when he concluded that "the value of Vo-Tech training has not been adequately presented to the students."

This was also pointed out by May (6) when he indicated that area schools may not be totally effective in presenting students with information about Vo-Tech offerings. Therefore, this research effort was an attempt to determine information which could lead to improvement of the planning and coordination between the local schools and the area schools.

In summary, the need for a more comprehensive program of vocational education has been pointed out by several authors, including May (6), Kusel (3), and Matthews (5). Although the number of students entering some type of vocational training is on the increase, it is felt that more students can be trained if properly informed and counseled as to the various programs offered. The number of students indicating a desire to stay in vocational agriculture proves that a continued expansion and updating of our curriculum is needed to continue to provide for the needs of our students.

# CHAPTER III

## PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of information secured from 293 sophomores and juniors enrolled in Vo-Ag who will be elegible for enrollment in the Northeastern Oklahoma Area Vocational-Technical School for the school year 1973-1974. These students are from 13 vocational agriculture departments that replied to questionnaires concerning enrollment for the fall 1973 beginning of the Vo-Tech school.

Table I lists and summarizes the educational program choice of all 293 students by school. The total enrollment for each department is shown, along with its breakdown for each area of choice. Those planning to enroll in only Vo-Ag topped the list with 156 (53.3 percent) of the 293 total students. The range was from a low of 4 (22.2 percent) to 22 (75.9 percent). The number of those planning to enroll in both Vo-Ag and Vo-Tech followed with 58 (19.8 percent). This group ranged from 0 (0.0 percent) to 12 (40.0 percent), while those planning to enroll only in Vo-Tech ranged from 1 (4.2 percent) to 8 (44.4 percent). Only nine (3.1 percent) of the students did not plan to enroll in any of the vocational courses offered, with four (1.4 percent) enrolling in some other vocational course in their home school. A somewhat larger number, 15 (5.1 percent), planned to enroll in Vo-Ag and some other vocational course in the home school. From four (16.7 percent) to none of the students indicated they were undecided about future plans.

TABLE I

STUDENT HIGH SCHOOL EDUCATIONAL PROGRAM CHOICE BY SCHOOL FOR SCHOOL YEAR 1973-74

| School | Total Students | Educational Program Choice | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Enroll Both Vo-Ag & Vo-Tech | | Enroll Vo-Ag Only | | Enroll Vo-Tech Only | | Enroll in None Vocational Courses | | Enroll in Other High School Vocational | | Enroll Both Vo-Ag and High School Vocational | | Undecided | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Adair | 18 | 4 | 22.2 | 4 | 22.2 | 8 | 44.4 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 | 1 | 5.6 |
| Chelsea | 21 | 9 | 42.9 | 7 | 33.3 | 3 | 14.3 | 2 | 9.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Chouteau | 30 | 12 | 40.0 | 9 | 30.0 | 3 | 10.0 | 2 | 6.7 | 0 | 0.0 | 0 | 0.0 | 4 | 13.3 |
| Claremore | 16 | 0 | 0.0 | 11 | 68.8 | 1 | 6.2 | 0 | 0.0 | 1 | 6.2 | 3 | 18.8 | 0 | 0.0 |
| Fairland | 29 | 2 | 6.9 | 19 | 65.6 | 5 | 17.2 | 1 | 3.4 | 2 | 6.9 | 0 | 0.0 | 0 | 0.0 |
| Inola | 29 | 4 | 13.8 | 22 | 75.9 | 3 | 10.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Locust Gr. | 21 | 3 | 14.3 | 15 | 71.5 | 2 | 9.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.7 |
| Miami | 33 | 11 | 33.3 | 14 | 42.4 | 3 | 9.1 | 2 | 6.1 | 0 | 0.0 | 2 | 6.1 | 1 | 3.0 |
| Pryor | 20 | 2 | 10.0 | 10 | 50.0 | 2 | 10.0 | 0 | 0.0 | 0 | 0.0 | 5 | 25.0 | 1 | 5.0 |
| Quapaw | 13 | 2 | 15.4 | 8 | 61.5 | 1 | 7.7 | 0 | 0.0 | 0 | 0.0 | 1 | 4.7 | 1 | 4.7 |
| Salina | 24 | 2 | 8.3 | 17 | 70.8 | 1 | 4.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 16.7 |
| Vinita | 22 | 6 | 27.4 | 9 | 40.9 | 1 | 4.5 | 0 | 0.0 | 1 | 4.5 | 4 | 18.2 | 1 | 4.5 |
| Wyandotte | 17 | 1 | 5.9 | 11 | 64.7 | 4 | 23.5 | 1 | 5.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| TOTAL | 293 | 58 | 19.8 | 156 | 53.3 | 37 | 12.6 | 9 | 3.1 | 4 | 1.4 | 15 | 5.1 | 14 | 4.7 |

Table II presents the types of vocational programs selected by the 95 students who plan to enroll in the Vo-Tech school. This included both those who indicated plans to attend both Vo-Ag and Vo-Tech or only Vo-Tech. All careers offered, with the exception of hospitality careers, were chosen by at least one student. Auto mechanics was by far the most popular selection indicated, having been selected by 23 (24.2 percent), closely followed by welding, chosen by 15 (15.8 percent); diesel mechanics, 14 (14.6 percent); and auto body, 13 (13.7 percent). A combination of the two types of air conditioning courses was selected by 15 (15.8 percent).

TABLE II

TYPE OF VOCATIONAL PROGRAM SELECTED BY THE 95 STUDENTS WHO PLAN TO ENROLL IN THE NEO AREA VO-TECH SCHOOL*

| | Courses Offered | Number | Percent |
|---|---|---|---|
| 1. | Carpentry | 2 | 2.1 |
| 2. | Welding | 15 | 51.8 |
| 3. | Auto Body | 13 | 13.7 |
| 4. | Auto Mechanics | 23 | 24.2 |
| 5. | Plumbing | 2 | 2.1 |
| 6. | Industrial Electricity | 2 | 2.1 |
| 7. | Air Conditioning/Commercial Electricity | 6 | 6.3 |
| 8. | Air Conditioning/Sheet Metal | 9 | 9.5 |
| 9. | Diesel Mechanics | 14 | 14.6 |
| 10. | Masonry | 3 | 3.2 |
| 11. | Business/Office | 1 | 1.1 |
| 12. | Health Careers | 1 | 1.1 |
| 13. | Hospitality Careers | 0 | 0.0 |
| 14. | Distributive Education | 2 | 2.1 |
| 15. | Undecided | 2 | 2.1 |
| | Totals | 95 | 100.0 |

*This includes those enrolling in both Vo-Ag and Vo-Tech and those enrolling only in Vo-Tech.

Personal data on students by educational choice is revealed in Table III. Sophomores comprised the largest number of students with 179 (61.1 percent), compared to 114 (38.9 percent) juniors. The majority of the students were in Vo-Ag II with 178 (60.8 percent), as compared to only 14 (4.8 percent) in Vo-Ag I and 101 (34.4 percent) in Vo-Ag III.

The current trend of small farm living was upheld by 192 (65.5 percent) of the students, who indicated their residence as a farm, while only 30 (10.2 percent) listed their parents' major source of income as full-time farming or ranching. However, 106 (36.2 percent) indicated that their parents' income sources was part-time farming plus off-farm jobs.

A comparison of personal data for students enrolling in Vo-Tech and those not enrolling is contained in Table IV. The grade in school was about the same for both those enrolling--59 (62.1 percent) sophomores and 36 (37.9 percent) juniors--and for those not enrolling in Vo-Tech--120 (60.6 percent) sophomores and 78 (39.4 percent) juniors.

This comparison remained here throughout the table. Sixty (63.2 percent) of those enrolling lived on a farm, as compared with only a slightly higher percentage of 66.7 percent for those not enrolling.

It is interesting to note that 11 (11.6 percent) of those enrolling in Vo-Tech indicated their parents' income source as full-time farming or ranching. Comparing that to those not enrolling, it is noted that those not enrolling indicated that only 19 (9.6 percent) had parents who were full-time farmers or ranchers. This could be attributed to a large number of Vo-Tech enrollees also in Vo-Ag (58, or 61.1 percent).

## TABLE III

## PERSONAL DATA ON STUDENTS BY EDUCATIONAL PROGRAM CHOICE

| Student Data | Enroll Both Vo-Ag & Vo-Tech N=58 | | Enroll Vo-Ag Only N=156 | | Enroll Vo-Tech Only N=37 | | Enroll in None Vocational Courses N=9 | | Enroll in Other High School Vocational N=4 | | Enroll Both Vo-Ag and High School Vocational N=15 | | Undecided N=14 | | Total Data Category by Students N=293 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Grade in School | | | | | | | | | | | | | | | | |
| 10th | 34 | 56.9 | 93 | 59.6 | 25 | 67.6 | 6 | 66.7 | 2 | 50.0 | 14 | 93.3 | 5 | 35.7 | 179 | 61.1 |
| 11th | 24 | 43.1 | 63 | 40.4 | 12 | 32.4 | 3 | 33.3 | 2 | 50.0 | 1 | 6.7 | 9 | 64.3 | 114 | 38.9 |
| Year in Vo-Ag | | | | | | | | | | | | | | | | |
| I | 5 | 8.6 | 6 | 3.8 | 2 | 5.4 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 14 | 4.8 |
| II | 30 | 51.7 | 97 | 62.2 | 25 | 67.6 | 6 | 66.7 | 2 | 50.0 | 14 | 93.3 | 4 | 28.6 | 178 | 60.8 |
| III | 23 | 39.7 | 53 | 34.0 | 10 | 27.0 | 2 | 22.2 | 2 | 50.0 | 1 | 6.7 | 10 | 71.4 | 101 | 34.4 |
| Residence | | | | | | | | | | | | | | | | |
| Farm | 37 | 63.8 | 104 | 66.7 | 23 | 62.2 | 3 | 33.3 | 4 | 100.0 | 13 | 86.7 | 8 | 57.1 | 192 | 65.5 |
| Non-Farm | 21 | 36.2 | 52 | 33.3 | 14 | 37.8 | 6 | 66.7 | 0 | 0.0 | 2 | 13.3 | 6 | 42.9 | 101 | 34.5 |
| Parents' Income Source | | | | | | | | | | | | | | | | |
| Full-Time Farming/ Ranching | 6 | 10.3 | 17 | 10.9 | 5 | 13.5 | 1 | 11.1 | 0 | 0.0 | 1 | 6.7 | 0 | 0.0 | 30 | 10.2 |
| Part-Time Farming & Off-Farm Job | 20 | 34.5 | 58 | 37.2 | 11 | 29.7 | 0 | 0.0 | 2 | 50.0 | 11 | 73.2 | 4 | 28.6 | 106 | 36.2 |
| Other Agri. Job | 2 | 3.5 | 6 | 3.8 | 3 | 8.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 11 | 3.8 |
| Non-Agri. Job | 18 | 31.0 | 54 | 34.6 | 13 | 35.2 | 6 | 66.7 | 0 | 0.0 | 2 | 13.4 | 8 | 57.1 | 101 | 34.5 |
| Retired | 4 | 7.0 | 5 | 3.2 | 3 | 8.1 | 1 | 11.1 | 0 | 0.0 | 1 | 6.7 | 2 | 14.3 | 16 | 5.5 |
| Other | 8 | 13.7 | 16 | 10.3 | 2 | 5.4 | 1 | 11.1 | 2 | 50.0 | 0 | 0.0 | 0 | 0.0 | 29 | 9.9 |

TABLE IV

PERSONAL DATA OF STUDENTS FOR THOSE ENROLLING IN VO-TECH AS COMPARED TO THOSE NOT ENROLLING FOR SCHOOL YEAR 1973-74

| Student Data | Enrolling in Vo-Tech (N=95) | | Not Enrolling in Vo-Tech (N=198) | | Total Data Category by Student (N=293) | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Grade in School | | | | | | |
| 10th | 59 | 62.1 | 120 | 60.6 | 179 | 61.1 |
| 11th | 36 | 37.9 | 78 | 39.4 | 114 | 38.9 |
| Year in Vo-Ag | | | | | | |
| I | 7 | 7.4 | 7 | 4.6 | 14 | 4.7 |
| II | 55 | 57.9 | 123 | 61.1 | 178 | 60.8 |
| III | 33 | 34.7 | 68 | 34.3 | 101 | 34.5 |
| Residence | | | | | | |
| Farm | 60 | 63.2 | 132 | 66.7 | 192 | 65.5 |
| Non-Farm | 35 | 36.8 | 66 | 33.3 | 101 | 34.5 |
| Parents' Income Source | | | | | | |
| Full-Time Farming/Ranching | 11 | 11.6 | 19 | 9.6 | 30 | 10.2 |
| Part-Time Farming/Ranching & Off-Farm Job | 31 | 32.6 | 75 | 37.9 | 106 | 36.1 |
| Other Agriculture Job | 5 | 5.3 | 6 | 3.0 | 11 | 3.8 |
| Non-Agriculture Job | 31 | 32.6 | 70 | 36.4 | 101 | 34.5 |
| Retired | 7 | 7.4 | 9 | 4.5 | 16 | 5.5 |
| Other | 10 | 10.5 | 19 | 9.6 | 29 | 9.9 |

Table V is a presentation of data showing the supervised training programs of the Vo-Ag students by educational program choice. A much higher percentage (44.8 percent) of the students enrolling in both Vo-Ag and Vo-Tech also had both types of programs. Those students enrolling in Vo-Ag only ranged from those with no training program--5, or 3.2 percent--to those with either a supervised farming program--55, or 35.3 percent--or both supervised farm and other program--56, or 35.9 percent. Although the percentage of students in the Vo-Tech only group remained high for those with a supervised farming project--14, or 37.8 percent--it was considerably below the enroll in Vo-Ag only group, which had 55, or 35.3 percent. Both the enroll both Vo-Ag and Vo-Tech, with 26 (44.8 percent), and the Vo-Ag only, with 56 (35.9 percent), were much higher for having both types of supervised programs than the Vo-Tech only group, which had 11 students (29.8 percent) in this category.

Most of the students had some type of training program, as indicated by the fact that 283 students (96.2 percent) listed one or both of the types. The largest percentage of students without a program was in the group which did not plan to enroll in any type of vocational program. With only four students enrolling in some other vocational course in the home school, all (100.0 percent) of them had some type of supervised training program. Those enrolling in both Vo-Ag and some other vocational course in the home school rated the highest in the supervised farming programs, with a total of 14 (93.3 percent) listing this as their choice. The group stating that they were undecided as to their vocational education choice were fairly representative of the overall group, with supervised farming having 3 (21.5 percent), other type having 5 (35.7 percent), both supervised farming and other type having 5 (35.7 percent), and only one student not having a program.

TABLE V

SUPERVISED TRAINING PROGRAMS OF VO-AG STUDENTS BY EDUCATIONAL PROGRAM CHOICE

| Type Program | Enroll Both Vo-Ag & Vo-Tech (N=58) | | Enroll Vo-Ag Only (N=156) | | Enroll Vo-Tech Only (N=37) | | Enroll in No Vocational Courses (N=9) | | Enroll in Other High School Vocational (N=4) | | Enroll Both Vo-Ag and High School Vocational (N=15) | | Undecided (N=14) | | Total Data Category by Type Program (N=293) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Supervised Farming | 11 | 19.0 | 55 | 35.3 | 14 | 37.8 | 2 | 22.2 | 0 | 0.0 | 5 | 33.3 | 3 | 21.5 | 90 | 30.7 |
| Other Type Program (Home improvement, Ag. occupation, etc.) | 20 | 34.5 | 40 | 25.6 | 10 | 26.9 | 4 | 44.5 | 1 | 25.0 | 1 | 6.7 | 5 | 35.7 | 81 | 27.6 |
| Both Supervised Farming and Other | 26 | 44.8 | 56 | 35.9 | 11 | 29.8 | 1 | 11.1 | 3 | 75.0 | 9 | 60.0 | 5 | 35.7 | 111 | 37.9 |
| None | 1 | 1.7 | 5 | 3.2 | 2 | 5.5 | 2 | 22.2 | 0 | 0.0 | 0 | 0.0 | 1 | 7.1 | 11 | 3.8 |

Table VI was compiled to summarize the supervised training programs of all 293 students as to whether or not they planned to enroll in the Vo-Tech school. Those not enrolling had a somewhat higher percentage in both supervised farming programs--65 (32.8 percent)--and supervised farming in conjunction with other types of programs--74 (37.5 percent)--as compared to 25 (26.4 percent) and 37 (36.8 percent), respectively, for the ones enrolling. However, there were only three (3.2 percent) students with no training program in the Vo-Tech group, as compared to eight (4.0 percent) in the other group.

TABLE VI

SUPERVISED TRAINING PROGRAMS OF VO-AG STUDENTS FOR THOSE ENROLLING IN VO-TECH AS COMPARED WITH THOSE NOT ENROLLING FOR SCHOOL YEAR 1973-74

| | Enrolling in Vo-Tech (N=95) | | Not Enrolling in Vo-Tech (N=198) | | Total Data Category by Student (N=293) | |
|---|---|---|---|---|---|---|
| Type Program | N | % | N | % | N | % |
| Supervised Farming Program | 25 | 26.4 | 65 | 32.8 | 90 | 30.7 |
| Other Type Program (Home Improvement, Agriculture Occupation, etc.) | 30 | 31.6 | 51 | 25.7 | 81 | 27.6 |
| Both Supervised Farming and Other Type | 37 | 36.8 | 74 | 37.5 | 111 | 37.9 |
| None | 3 | 3.2 | 8 | 4.0 | 11 | 3.8 |

Data presented in Table VII describes FFA participation of 58 students who plan to enroll in both Vo-Ag and Vo-Tech. Over half--31, or 53.4 percent--of the members indicated they always attend FFA meetings, while only 2 (3.4 percent) stated that they never attended. Concerning judging contests, 13 (26.4 percent) disclosed that they never participated, with 4 (6.9 percent) indicating they always participated; 17 (29.3 percent), often; and 24 (41.4 percent), seldom.

Tours and field days were attended by only 10 (17.3 percent) always and over half either seldom--14 (24.1 percent)--or never--20 (34.5 percent). Students participated in fairs and shows at about the same percentage, with 11 (19.0 percent) listing always, 11 (19.0 percent) often, 17 (29.3 percent) seldom, and 19 (32.7 percent) never. Competing with FFA meetings for the most popular activity was attendance at banquets, parties, camps, and so forth, with only six (10.3 percent) never attending.

Almost half of the students (48.5 percent) never participated in chapter meeting or speech contests, with another 15 (25.9 percent) attending only seldom. A low percentage of 10.3 percent (six students) attended always, with nine students (15.3 percent) attending often.

FFA participation for 156 students who planned to enroll only in Vo-Ag is illustrated in Table VIII. Again, a large number of students attended FFA meetings, with 122 (78.3 percent) listing always and 27 (17.2 percent) listing often, while only 3 (1.9 percent) stated seldom and 4 (2.6 percent) stated never.

Those responding to participation in judging contests ranged from 35 (22.4 percent) for always participating to 46 (29.5 percent) never participating.

TABLE VII

FFA PARTICIPATION OF 58 STUDENTS WHO PLAN TO ENROLL IN BOTH VO-AG AND VO-TECH FOR 1973-74

| | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| FFA Activity | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | 31 | 53.4 | 15 | 25.9 | 10 | 17.3 | 2 | 3.4 | 58 | 100.0 |
| Judging Contests | 4 | 6.9 | 17 | 29.3 | 24 | 41.4 | 13 | 26.4 | 58 | 100.0 |
| Tours & Field Days | 10 | 17.3 | 14 | 24.1 | 14 | 24.1 | 20 | 34.5 | 58 | 100.0 |
| Shows & Fairs | 11 | 19.0 | 11 | 19.0 | 17 | 29.3 | 19 | 32.7 | 58 | 100.0 |
| Banquets, Parties Camps, etc. | 18 | 31.0 | 18 | 31.0 | 16 | 27.7 | 6 | 10.3 | 58 | 100.0 |
| Chapter Meeting/ Speech Contests | 6 | 10.3 | 9 | 15.3 | 15 | 25.9 | 28 | 48.5 | 58 | 100.0 |

Table VIII also shows that participation in tours and field days and fairs and shows were almost the same as participation in judging contests, with about equal amounts in every degree of participation.

Table VIII further shows that over half of the students--85 (54.4 percent)--attended banquets, parties, camps, and so forth, while an almost equal number--84 (53.8 percent)--never attended chapter meeting and speech contests.

Table IX shows that the degree of participation for various FFA activities by students enrolling only in Vo-Tech continued to approximate the percentages reflected by those enrolling in both Vo-Ag and Vo-Tech and Vo-Tech only. However, it is interesting to note a much lower participation in fairs and shows (8.1 percent). The other groups had 11 (19.0 percent) and 41 (26.3 percent), respectively.

TABLE VIII

FFA PARTICIPATION OF 156 STUDENTS INDICATING PLANS TO ENROLL IN ONLY VO-AG FOR SCHOOL YEAR 1973-74

| FFA Activity | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | 122 | 78.3 | 27 | 17.2 | 3 | 1.9 | 4 | 2.6 | 156 | 100 |
| Judging Contests | 35 | 22.4 | 59 | 37.8 | 16 | 10.3 | 46 | 29.5 | 156 | 100 |
| Tours and Field Days | 43 | 27.6 | 35 | 22.4 | 29 | 18.6 | 49 | 31.4 | 156 | 100 |
| Shows and Fairs | 41 | 26.3 | 42 | 26.9 | 28 | 18.0 | 45 | 28.8 | 156 | 100 |
| Banquets, Parties, Camps, etc. | 85 | 54.5 | 28 | 18.0 | 29 | 18.6 | 14 | 8.9 | 156 | 100 |
| Chapter Meeting & Speech Contests | 32 | 20.5 | 26 | 16.7 | 14 | 8.9 | 84 | 53.8 | 156 | 100 |

TABLE IX

FFA PARTICIPATION OF 37 STUDENTS WHO PLAN TO ENROLL IN ONLY THE VO-TECH FOR SCHOOL YEAR 1973-74

| FFA Activity | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | 22 | 59.5 | 7 | 18.9 | 3 | 8.1 | 5 | 13.5 | 37 | 100 |
| Judging Contests | 4 | 10.8 | 12 | 32.4 | 8 | 21.6 | 13 | 35.2 | 37 | 100 |
| Tours and Fields Days | 4 | 10.8 | 12 | 32.4 | 9 | 24.4 | 12 | 32.4 | 37 | 100 |
| Shows and Fairs | 3 | 8.1 | 9 | 24.3 | 8 | 21.6 | 17 | 46.0 | 37 | 100 |
| Banquets, Parties, Camps, etc. | 15 | 40.5 | 8 | 21.6 | 9 | 24.4 | 5 | 13.5 | 37 | 100 |
| Chapter Meeting and Speech Contests | 8 | 21.6 | 6 | 16.2 | 4 | 10.8 | 19 | 51.4 | 37 | 100 |

Table X depicts the FFA participation of nine students who were not enrolling in any of the vocational courses offered. Their attendance was relatively high at both FFA meetings and banquets, parties, camps, and so forth, with none of the students always attending judging contests, tours and field days, shows and fairs, and chapter meeting and speech contests. The number choosing never ranges from a high of eight (88.8 percent) for chapter meeting and speech contests to a low of two (22.2 percent) for FFA meetings and banquets, parties, camps, and so forth.

The participation of students enrolling in other vocational courses in the home school (Table XI) and those enrolling in both Vo-Ag and other vocational courses in the home school (Table XII) continues this trend of high attendance at FFA meetings, banquets, parties, camps, etc. and low attendance at chapter meeting and speech contests. However, the group of students represented in Table XII shows much greater participation in judging contests, tours and field days, and fairs and shows, with none of the group in Table XI attending these functions either always or often.

In Table XIII the data lists 13 (92.9 percent) as attending FFA meetings either always or often and 10 (71.4 percent) attending banquets, parties, camps, and so forth to this degree. A majority either seldom or never attended judging contests--10 (71.4 percent)--tours and field days--8 (57.1 percent)--shows and fairs--10 (71.4 percent)--or chapter meeting and speech contests--9 (64.3 percent).

TABLE X

FFA PARTICIPATION OF NINE STUDENTS WHO PLAN TO ENROLL IN NO VOCATIONAL COURSES OFFERED FOR SCHOOL YEAR 1973-74

| FFA Activity | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | 4 | 44.4 | 1 | 11.2 | 2 | 22.2 | 2 | 22.2 | 9 | 100 |
| Judging Contests | 0 | 0.0 | 1 | 11.2 | 4 | 44.4 | 4 | 44.4 | 9 | 100 |
| Tours and Field Days | 0 | 0.0 | 1 | 11.2 | 3 | 33.3 | 5 | 55.5 | 9 | 100 |
| Shows and Fairs | 0 | 0.0 | 0 | 0.0 | 2 | 22.2 | 7 | 77.8 | 9 | 100 |
| Banquets, Parties, Camps, etc. | 3 | 33.3 | 3 | 33.3 | 1 | 11.2 | 2 | 22.2 | 9 | 100 |
| Chapter Meeting and Speech Contests | 0 | 0.0 | 0 | 0.0 | 1 | 11.2 | 8 | 88.8 | 9 | 100 |

TABLE XI

FFA PARTICIPATION OF FOUR STUDENTS WHO PLAN TO ENROLL IN OTHER HIGH SCHOOL VOCATIONAL COURSES FOR SCHOOL YEAR 1973-74

| FFA Activity | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | 2 | 50.0 | 1 | 25.0 | 0 | 0.0 | 1 | 25.0 | 4 | 100 |
| Judging Contests | 0 | 0.0 | 0 | 0.0 | 1 | 25.0 | 3 | 75.0 | 4 | 100 |
| Tours and Field Days | 0 | 0.0 | 0 | 0.0 | 2 | 50.0 | 2 | 50.0 | 4 | 100 |
| Shows and Fairs | 0 | 0.0 | 1 | 25.0 | 0 | 0.0 | 3 | 75.0 | 4 | 100 |
| Banquets, Parties, Camps, etc. | 2 | 50.0 | 1 | 25.0 | 0 | 0.0 | 1 | 25.0 | 4 | 100 |
| Chapter Meeting and Speech Contests | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 100.0 | 4 | 100 |

TABLE XII

FFA PARTICIPATION OF 15 STUDENTS WHO PLAN TO ENROLL IN BOTH VO-AG AND OTHER HIGH SCHOOL VOCATIONAL COURSES FOR SCHOOL YEAR 1973-74

| FFA Activity | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | 10 | 66.6 | 3 | 20.0 | 1 | 6.7 | 1 | 6.7 | 15 | 100 |
| Judging Contests | 3 | 20.0 | 5 | 33.3 | 6 | 40.0 | 1 | 6.7 | 15 | 100 |
| Tours and Field Days | 4 | 26.7 | 7 | 46.7 | 2 | 13.3 | 2 | 13.3 | 15 | 100 |
| Shows and Fairs | 5 | 33.3 | 8 | 53.4 | 0 | 0.0 | 2 | 13.3 | 15 | 100 |
| Banquets, Parties, Camps, etc. | 9 | 60.0 | 4 | 26.5 | 1 | 6.7 | 1 | 6.7 | 15 | 100 |
| Chapter Meetings and Speech Contests | 0 | 0.0 | 1 | 6.7 | 2 | 13.3 | 12 | 80.0 | 15 | 100 |

TABLE XIII

FFA PARTICIPATION OF 14 STUDENTS WHO ARE UNDECIDED AS TO VOCATIONAL EDUCATION PLANS FOR SCHOOL YEAR 1973-74

| FFA Activity | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | 6 | 42.9 | 7 | 50.0 | 1 | 7.1 | 0 | 0.0 | 14 | 100 |
| Judging Contests | 2 | 14.3 | 1 | 7.1 | 3 | 21.4 | 7 | 50.0 | 14 | 100 |
| Tours and Field Days | 3 | 21.4 | 4 | 28.6 | 3 | 21.4 | 5 | 35.7 | 14 | 100 |
| Shows and Fairs | 1 | 7.1 | 3 | 21.4 | 5 | 35.7 | 5 | 35.7 | 14 | 100 |
| Banquets, Parties, Camps, etc. | 2 | 14.3 | 8 | 57.1 | 0 | 0.0 | 3 | 21.4 | 14 | 100 |
| Chapter Meeting and Speech Contests | 4 | 28.6 | 1 | 7.1 | 2 | 14.3 | 7 | 50.0 | 14 | 100 |

Table XIV was compiled to compare the degree of FFA participation of those who planned to enroll in Vo-Tech and those who did not. The number of Vo-Tech enrollees who attended FFA meetings ranged from 53 (55.7 percent) always attending to 7 (7.4 percent) never attending. This is compared to the non-enrollee group's high of 144 (72.8 percent) always attending and low of 8 (4.0 percent) never attending.

It is surprising to note that although a much larger percentage of non-enrollees always participated in judging contests--41 (20.7 percent) compared to 8 (8.4 percent)--61 (35.8 percent) of this first group stated that they never participated while only 26 (27.4 percent) of the Vo-Tech group made this statement.

Over half of both groups either seldom or never attended tours and field days or fairs and shows. However, excellent attendance is noted at banquets, parties, camps, and so forth by both groups, with 59 (62.1 percent) of the Vo-Tech enrollees participating always or often and 146 (73.7 percent) of the non-enrollees so stating.

The poorest attended activity by either group was chapter meeting and speech contests, with only 14 (14.7 percent) of the Vo-Tech students and 36 (18.2 percent) of the non Vo-Tech students always attending, while 47 (49.5 percent) of the Vo-Tech students and 115 (58.1 percent) of the non Vo-Tech students never attended.

Table XV analyzes the nature and extent of student participation in school activities other than FFA activities. The students that were undecided about their educational plans had the largest number of class officers--7 (50.0 percent). Those enrolling in Vo-Ag only had the next

TABLE XIV

FFA PARTICIPATION OF THOSE WHO PLAN TO ENROLL IN THE VO-TECH SCHOOL AS COMPARED TO THOSE WHO DO NOT FOR SCHOOL YEAR 1973-74

| FFA Activity | Vo-Tech | Always | | Often | | Seldom | | Never | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % |
| FFA Meetings | Yes | 53 | 55.7 | 22 | 23.2 | 13 | 13.7 | 7 | 7.4 | 95 | 100 |
| | No | 144 | 72.8 | 39 | 19.7 | 7 | 3.5 | 8 | 4.0 | 198 | 100 |
| Judging Contests | Yes | 8 | 8.4 | 29 | 30.5 | 32 | 33.7 | 26 | 27.4 | 95 | 100 |
| | No | 41 | 20.7 | 56 | 28.3 | 30 | 15.2 | 61 | 35.8 | 198 | 100 |
| Tours and Field Days | Yes | 14 | 14.7 | 26 | 27.4 | 23 | 24.7 | 32 | 33.2 | 95 | 100 |
| | No | 49 | 24.6 | 47 | 23.7 | 39 | 19.7 | 63 | 34.0 | 198 | 100 |
| Shows and Fairs | Yes | 14 | 14.7 | 20 | 21.1 | 25 | 26.3 | 36 | 37.9 | 95 | 100 |
| | No | 47 | 23.7 | 60 | 30.3 | 35 | 14.7 | 62 | 31.3 | 198 | 100 |
| Banquets, Parties, Camps, etc. | Yes | 33 | 34.7 | 26 | 27.4 | 25 | 26.3 | 11 | 11.6 | 95 | 100 |
| | No | 102 | 51.5 | 44 | 22.2 | 31 | 16.4 | 21 | 9.9 | 198 | 100 |
| Chapter Meeting and Speech Contests | Yes | 14 | 14.7 | 15 | 15.8 | 19 | 20.0 | 47 | 49.5 | 95 | 100 |
| | No | 36 | 18.2 | 28 | 14.1 | 19 | 9.6 | 115 | 58.1 | 198 | 100 |

highest percentage with 31 (19.9 percent), followed by those enrolling in both Vo-Ag and Vo-Tech--9 (15.5 percent)--Vo-Tech only--5 (13.5 percent)--none of the vocational courses offered--0 (0.0 percent)--other vocational courses offered in home school--1 (25.0 percent)--and both Vo-Ag and other vocational courses offered in the home school--1 (6.7 percent).

Athletics was the most popular school activity, as can be seen in Table XV, with the percentage and number of students listed in order for each category as follows: Enroll in none of the vocational courses, 6 (66.6 percent); undecided, 9 (64.3 percent); enroll in only Vo-Ag, 100 (64.1 percent); enroll in only Vo-Tech, 20 (53.5 percent); enroll in both Vo-Ag and Vo-Tech, 25 (44.6 percent); enroll both Vo-Ag and other vocational course in home school, 5 (33.3 percent); and other vocational courses in home school, 1 (25.0 percent).

Only two groups have had members on the student council, with 14 (9.0 percent) from Vo-Ag only and 2 (14.2 percent) from those students undecided. A relatively low percentage of Vo-Ag students (6.1 percent) was listed with the National Honor Society, as only 15 (9.6 percent) from the Vo-Ag only group, 1 (11.1 percent) from those not enrolling in vocational courses, and 1 (1.17 percent) for those enrolling in both Vo-Ag and Vo-Tech were shown. Several students have made the honor roll, ranging from 51 (32.7 percent) of the Vo-Ag only group to 1 (6.7 percent) of the both Vo-Ag and other vocational course in the home school group.

Class plays were participated in more often by those undecided about their plans--6 (42.8 percent)--and those enrolled only in Vo-Ag--26 (16.7 percent).

TABLE XV

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES OTHER THAN FFA BY EDUCATIONAL PROGRAM CHOICE

| | Enroll Both Vo-Ag & Vo-Tech (N=58) | | Enroll Vo-Ag Only (N=156) | | Enroll Vo-Tech Only (N=37) | | Enroll in No Vocational Courses (N=9) | | Enroll in Other High School Vocational (N=4) | | Enroll Both Vo-Ag and High School Vocational (N=15) | | Undecided (N=14) | | Total Data Category by Activity (N=293) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activity | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Class Officer | 9 | 15.5 | 31 | 19.9 | 5 | 13.5 | 0 | 0.0 | 1 | 25.0 | 1 | 6.7 | 7 | 50.0 | 54 | 18.4 |
| Athletics | 25 | 44.6 | 100 | 64.1 | 20 | 53.5 | 6 | 66.6 | 1 | 25.0 | 5 | 33.3 | 9 | 64.3 | 166 | 56.7 |
| Student Council | 0 | 0.0 | 14 | 9.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 14.2 | 16 | 5.5 |
| National Honor Society | 1 | 1.7 | 15 | 9.6 | 1 | 2.7 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 18 | 6.1 |
| Honor Roll | 12 | 20.7 | 51 | 32.7 | 6 | 16.2 | 1 | 11.1 | 1 | 25.0 | 1 | 6.7 | 3 | 21.4 | 76 | 25.9 |
| Class Plays | 5 | 8.6 | 26 | 16.7 | 2 | 5.4 | 0 | 0.0 | 0 | 0.0 | 2 | 13.3 | 6 | 42.8 | 41 | 13.9 |
| Music (Band, Glee Club, etc.) | 8 | 13.8 | 23 | 14.7 | 8 | 21.6 | 2 | 22.2 | 0 | 0.0 | 1 | 6.7 | 5 | 35.7 | 47 | 16.0 |

Music activities were participated in by a fairly large group, totaling 47 (16.0 percent), with the majority of these students in four groups, as shown in Table XV: undecided, 5 (35.7 percent); enroll Vo-Tech only, 8 (21.6 percent); enroll Vo-Ag only, 23 (14.7 percent); and enroll both Vo-Ag and Vo-Tech, 8 (13.8 percent).

Data presented in Table XVI compares the students' participation in school activities other than FFA activities between those enrolling in Vo-Tech and those not enrolling. Those not enrolling in Vo-Tech were much more active in all school activities except music, in which the Vo-Tech students were somewhat higher (16.8 percent compared to 15.7 percent). This greater participation by the non-Vo-Tech students was especially noted in athletics (61.1 percent compared to 47.4 percent), student council (8.1 percent compared to 0.0 percent), honor roll (29.3 percent compared to 18.9 percent), and class plays (17.2 percent compared to 7.4 percent).

Findings reported in Table XVII depict post-high school plans by educational program choice for all Vo-Ag students. Ninety-five (32.4 percent) of the students planned to go to college, with 78 (26.6 percent) undecided as to post-high school plans.

The majority of the students enrolling in both Vo-Ag and Vo-Tech were either going to college --13 (22.4 percent)--seeking advanced vocational or technical training--14 (24.1 percent)--or going directly to work--14 (24.1 percent). Those enrolling in Vo-Ag only were primarily going to college--66 (42.3 percent)--or as yet were undecided as to their plans--45 (28.9 percent). The largest number of those enrolled only in Vo-Tech were undecided (12, or 32.4 percent), closely followed by those going directly to work (11, or 29.8 percent).

TABLE XVI

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES OTHER THAN FFA BY THOSE WHO PLAN TO ENROLL IN VO-TECH COMPARED TO THOSE WHO DO NOT FOR SCHOOL YEAR 1973-74

| Activity | Enroll Vo-Tech (N=95) | | Did Not Enroll (N=198) | | Total (N=293) | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Class officer | 14 | 14.7 | 40 | 20.2 | 54 | 18.4 |
| Athletics | 45 | 47.4 | 121 | 61.1 | 166 | 56.7 |
| Student Council | 0 | 0.0 | 16 | 8.1 | 16 | 5.5 |
| National Honor Society | 2 | 2.1 | 16 | 8.1 | 18 | 6.1 |
| Honor Roll | 18 | 18.9 | 58 | 29.3 | 76 | 25.9 |
| Class plays | 7 | 7.4 | 34 | 17.2 | 41 | 13.9 |
| Music (Glee club, band, etc.) | 16 | 16.8 | 31 | 15.7 | 47 | 16.0 |

Table XVII further shows that only three of the choices were picked by students who were not enrolling in any of the vocational courses offered. They were as follow: go to college, 4 (44.5 percent); enlist in military, 3 (33.3 percent); or undecided, 2 (22.2 percent).

Two (50.0 percent) of the students enrolling in other vocational courses in the home school were going directly to work, with 2 (50.0 percent) undecided.

TABLE XVII

STUDENT POST-HIGH SCHOOL PLANS BY EDUCATIONAL PROGRAM CHOICE

| | Enroll Both Vo-Ag & Vo-Tech (N=58) | | Enroll Vo-Ag Only (N=156) | | Enroll Vo-Tech Only (N=37) | | Enroll in No Vocational Courses (N=9) | | Enroll in Other High School Vocational (N=4) | | Enroll Both Vo-Ag and High School Vocational (N=15) | | Undecided (N=14) | | Total Data Category by Type of Plan (N=293) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Post-High School Plans | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Go to college | 13 | 22.4 | 66 | 42.3 | 3 | 8.1 | 4 | 44.5 | 0 | 0.0 | 3 | 20.0 | 6 | 42.8 | 95 | 32.4 |
| Seek advanced vocational or technical training | 14 | 24.1 | 8 | 5.1 | 6 | 16.2 | 0 | 0.0 | 0 | 0.0 | 2 | 13.3 | 0 | 0.0 | 30 | 10.2 |
| Go directly to work | 14 | 24.1 | 17 | 10.9 | 11 | 29.8 | 0 | 0.0 | 2 | 50.0 | 3 | 20.0 | 3 | 21.4 | 50 | 17.1 |
| Enlist in military | 4 | 6.9 | 7 | 4.5 | 4 | 10.8 | 3 | 33.3 | 0 | 0.0 | 0 | 0.0 | 1 | 7.2 | 19 | 6.5 |
| Full-time farming/ranching | 3 | 5.2 | 13 | 8.3 | 1 | 2.7 | 0 | 0.0 | 0 | 0.0 | 3 | 20.0 | 1 | 7.2 | 21 | 7.2 |
| Undecided | 10 | 17.3 | 45 | 28.9 | 12 | 32.4 | 2 | 22.2 | 2 | 50.0 | 4 | 26.7 | 3 | 21.4 | 78 | 26.6 |

Table XVII further shows that students enrolling in both Vo-Ag and some other vocational course in the home school were chiefly undecided, 4 (26.7 percent), followed by going to college, 3 (20.0 percent), going directly to work, 3 (20.0 percent), and full-time farming or ranching, 3 (20.0 percent).

Going to college was picked by six of the students undecided about their educational program choice (42.8 percent), with an equal number--3, or 21.4 percent--choosing going directly to work and undecided.

Table XVIII is an analysis of the data concerning the students' post-high school plans as compared between those planning to enroll in Vo-Tech and those who were not.

Over twice as many students not enrolling in Vo-Tech planned to go to college (39.8 percent compared to 16.8 percent). However, the opposite is true in regard to seeking advanced vocational or technical training (21.1 percent of those enrolling to 5.0 percent of those not enrolling) and in going directly to work (26.3 percent of those enrolling to 13.0 percent of those not enrolling).

A larger number of the Vo-Tech enrollees, eight or 8.4 percent, planned to enlist in the military, as compared to 11 (5.5 percent) of those not enrolling. Seventeen (8.5 percent) of those not enrolling planned to enter full-time farming or ranching, while only 4 (4.2 percent) of those enrolling in Vo-Tech chose this plan.

A somewhat larger percentage of students not enrolling were undecided (56, or 28.2 percent), with only 22 (23.2 percent) of the Vo-Tech enrollees still undecided.

TABLE XVIII

STUDENTS' POST-HIGH PLANS COMPARED FOR THOSE WHO PLAN TO ENROLL IN VO-TECH AND FOR THOSE WHO DO NOT FOR SCHOOL YEAR 1973-74

| Post-High Plans | Enroll Vo-Tech (N=95) | | Did Not Enroll (N=198) | | Total (N=293) | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Go to college | 16 | 16.8 | 79 | 39.8 | 95 | 32.4 |
| Seek advanced vocational or technical training | 20 | 21.1 | 10 | 5.0 | 30 | 10.2 |
| Go directly to work | 25 | 26.3 | 25 | 13.0 | 50 | 17.1 |
| Enlist in the military | 8 | 8.4 | 11 | 5.5 | 19 | 6.5 |
| Full-time farming/ranching | 4 | 4.2 | 17 | 8.5 | 21 | 7.2 |
| Undecided | 22 | 23.2 | 56 | 28.2 | 78 | 26.6 |

Table XIX presents an overall summary of the relative amount of influence selected factors had on the decision of 95 students to enroll in the Vo-Tech program. The responses by degree of influence are presented for each factor, along with a cumulative and average rating for each individual factor. These averages were computed by assigning values to each degree of influence category as follows: Great = 3; Moderate - 2; Little = 1; and None = 0. Then by multiplying the number of responses per category, summing the products and dividing by the total number of responses, the average rating was obtained.

TABLE XIX

STUDENT RATING OF FACTORS INFLUENCING THE DECISION OF 95 STUDENTS WHO PLANNED TO ENROLL IN VO-TECH FOR SCHOOL YEAR 1973-74*

| Factors | Great | | Moderate | | Little | | None | | Totals | | Total Cumulative Rating | Average Cumulative Rating |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | |
| Training offered in occupation wanted | 35 | 36.8 | 32 | 33.7 | 8 | 8.4 | 20 | 21.1 | 95 | 100.0 | 177 | 1.86 |
| Enrollment recommended by superintendent, principal, counselor | 7 | 7.4 | 18 | 18.9 | 13 | 13.7 | 56 | 60.0 | 95 | 100.0 | 70 | .74 |
| Enrollment recommended by Vo-Ag teacher | 11 | 11.7 | 18 | 18.9 | 13 | 13.7 | 53 | 55.8 | 95 | 100.0 | 82 | .86 |
| Have trouble with academic subjects | 2 | 2.1 | 10 | 10.5 | 17 | 17.9 | 66 | 69.5 | 95 | 100.0 | 43 | .45 |
| Parents' desire | 22 | 23.2 | 20 | 21.1 | 16 | 16.8 | 37 | 38.9 | 95 | 100.0 | 122 | 1.28 |
| Friends and classmates | 5 | 5.3 | 16 | 16.8 | 26 | 27.4 | 48 | 50.5 | 95 | 100.0 | 103 | 1.08 |
| Vo-Tech better equipped | 43 | 45.3 | 21 | 22.1 | 5 | 5.3 | 26 | 27.4 | 95 | 100.0 | 186 | 1.96 |

*Includes those students that selected both Vo-Ag and Vo-Tech.

Based on this calculation, the last factor on the list, "Vo-Tech better equipped," with an average rating of 1.96 had the most influence on a student's decision to enroll in the Vo-Tech program. Training offered in occupation wanted, rated 1.86, was next on the list. Both of these factors had moderate amounts of influence. Those factors having slightly more than little influence included parents' desire and friends and classmates. Those having less than a little influence were enrollment recommended by Vo-Ag teacher, enrollment recommended by superintendent, principal, or counselor, and have trouble with academic subjects.

The relative amounts of influence of selected factors upon the decision of 198 students who chose not to enroll in the Vo-Tech school are summarized in Table XX. The same procedure used to compute the average cumulative ratings in Table XIX was used, thus providing a basis for comparison.

With an average rating of 1.36 (slightly more than little influence), FFA activities was the most influential factor, followed by "received desired training in Vo-Ag" with an average rating of 1.30. The only other factors having a little influence were "training not offered in occupation wanted" (1.05 average) and "Vo-Ag better equipped" (0.96 average). All the others had none or less than a little influence and ranked in the following order: "Interested in professional field (0.88); "Athletics" (0.80); "Received desired training in other vocational course in home school" (0.69); "Scheduling problems" (0.65); "Parents' desire" (0.57); "Friends and classmates" (0.49); "Transportation problems" (0.24); "Was advised against enrollment by Vo-Ag teacher" (0.17); and "Was advised against enrollment by superintendent, principal, or counselor" (0.13).

TABLE XX

STUDENT RATING OF FACTORS INFLUENCING THE DECISION OF 198 STUDENTS WHO DID NOT PLAN TO ENROLL IN VO-TECH FOR SCHOOL YEAR 1973-74

| Factors | Great | | Moderate | | Little | | None | | Totals | | Total Cumulative Rating | Average Cumulative Rating |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | |
| Training not offered in occupation wanted | 55 | 27.8 | 9 | 4.5 | 15 | 7.6 | 119 | 60.1 | 198 | 100 | 208 | 1.05 |
| Received desired training in vocational agriculture | 67 | 33.8 | 20 | 10.1 | 16 | 8.1 | 95 | 48.0 | 198 | 100 | 257 | 1.30 |
| Vo-Ag better equipped | 35 | 17.7 | 35 | 17.7 | 16 | 8.1 | 112 | 56.5 | 198 | 100 | 191 | .96 |
| Received training desired in other high school vocational courses | 27 | 13.6 | 19 | 9.6 | 18 | 9.1 | 134 | 67.7 | 198 | 100 | 137 | .69 |
| Was advised against enrollment by superintendent, principal, counselor | 4 | 2.0 | 4 | 2.0 | 5 | 2.5 | 185 | 93.5 | 198 | 100 | 25 | .13 |
| Was advised against enrollment by Vo-Ag instructor | 5 | 2.5 | 5 | 2.5 | 10 | 5.0 | 178 | 90.0 | 198 | 100 | 35 | .17 |
| Transportation problem | 10 | 5.0 | 5 | 2.5 | 7 | 3.5 | 176 | 89.0 | 198 | 100 | 47 | .24 |
| Scheduling problem | 31 | 15.7 | 10 | 5.0 | 16 | 8.1 | 141 | 71.2 | 198 | 100 | 129 | .65 |
| Athletics | 42 | 21.2 | 13 | 6.6 | 7 | 3.5 | 136 | 68.7 | 198 | 100 | 159 | .80 |
| Interested in professional field | 45 | 22.7 | 15 | 7.6 | 10 | 5.0 | 128 | 64.7 | 198 | 100 | 175 | .88 |
| Parents' desire | 21 | 10.6 | 18 | 9.1 | 13 | 6.6 | 146 | 73.7 | 198 | 100 | 112 | .57 |
| Friends and classmates | 18 | 9.1 | 14 | 7.0 | 20 | 10.0 | 146 | 73.7 | 198 | 100 | 96 | .49 |
| FFA activities | 73 | 36.9 | 18 | 9.1 | 14 | 7.0 | 93 | 47.0 | 198 | 100 | 269 | 1.36 |

Overall, responses contained in Table XX seem to indicate that a variety of factors influenced the students' decisions with no single outstanding factors.

# CHAPTER IV

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Summary

This study has endeavored to identify the vocational educational plans for the school year 1973-74 of selected vocational agriculture students in 13 departments that will be eligible to attend the Northeastern Oklahoma Area Vocational-Technical School. Also, selected characteristics were described according to educational program choice and then compared in groups of whether or not the students were attending the Vo-Tech school. The characteristics described were (1) type of supervised training program, (2) FFA participation, (3) participation in other school activities, and (4) post-high school plans.

A further effort was made to identify selected factors and their degree of influence upon the student's decision to enroll or not to enroll in the Vo-Tech school.

The study determined that, for the school year 1973-74, the vocational educational plans and number of students in each category were as follow: (1) Enroll in both Vo-Ag and Vo-Tech--58 students; (2) Enroll in only Vo-Ag--156 students; (3) Enroll in Vo-Tech only--37 students; (4) Enroll in none of the vocational courses offered--9 students; (5) Enroll in other vocational course offered in the home school--4 students; (6) Enroll in both Vo-Ag and other vocational course offered by the home school--15 students; (7) Undecided--14 students.

A total of 95 students were planning to attend the area vocational-technical school.

Regarding the selected characteristics of students which were surveyed, the researcher elected to first arrange them by educational program choice and then make various comparisons between the two major categories: those that are enrolling in the area Vo-Tech school and those that are not enrolling. The following is a summary of the findings by educational program choice.

1. Enroll in Both Vo-Ag and Vo-Tech. This group of students had one of the largest percentages of total supervised training programs; however, they participated in relatively fewer FFA and other school activities than did the Vo-Ag only and Vo-Tech only groups. This group planned to attend college, seek advanced vocational or technical training, or go directly to work in about equal numbers.

2. Enroll in Vo-Ag Only. This group of students ranked third following the groups enrolling in both Vo-Ag and Vo-Tech and other vocational course offered by the home school in both total supervised training programs and supervised farming programs. They ranked second on both FFA and school activities. The majority of the group planned on attending college upon graduation.

3. Enroll in Vo-Tech Only. Those students indicating plans to enroll in Vo-Tech only were about average in supervised training programs in both the farming and other type training areas. Their FFA participation was somewhat lower than those in both Vo-Ag and other vocational course offered in the home school, Vo-Ag only, and undecided categories; however, they were above average in school participation, ranking third. Most in this category were still undecided as to their

post-high school plans, with going directly to work a second major choice.

4. Enroll in None of the Vocational Courses Offered. This group of students ranked the highest with other types of supervised training programs but the lowest in total program and supervised farming. They also ranked last in FFA participation, while they ranked above average in other school activities. The largest percentage of this group planned to attend college.

5. Enroll in Other Vocational Course Offered by the Home School. Only four students picked this category, but they were tied for first in total supervised programs, with 100 percent participation. They participated in very few FFA or other school activities. Two planned to go to work, and two were still undecided as to their post-high school plans.

6. Enroll in Both Vo-Ag and Other Vocational Course Offered by the Home School. This group tied for the highest rating in total supervised training programs, with all of the students having at least one type. They were also the top-ranked group in reference to their participation in FFA activities; however, they were below average in other school activities. The most common choice of these students was undecided, with about an equal number going to college or to work.

7. Undecided. Those students that were undecided were below average in supervised training programs, about average in FFA participation, and most active in other school activities. The most common plan for the group was to go to college.

In comparing the two major categories (those enrolling in Vo-Tech and those not enrolling) the author found the following information:

1. About the same percentages lived on a farm.

2. Approximately the same parental income sources were discovered.
3. The group enrolling in Vo-Tech had a slightly higher number of supervised training programs, but those not enrolling had a somewhat larger number of supervised farming programs.
4. FFA participation was greatest among those not enrolling in Vo-Tech.
5. Also, those enrolling in Vo-Tech participated less in other school activities.
6. The greatest number of those not enrolling planned to attend college (39.8 percent) upon graduation with another 28 percent undecided.
7. The largest percentage of those enrolling in Vo-Tech planned to go directly to work (26.3 percent) with many still undecided (23.2 percent) or seeking advanced vocational and technical training (21.1 percent).
8. Over four times as great a percentage of those enrolling planned to seek advanced vocational or technical training.

The degree of influence selected factors had upon the decision of 95 students who planned to enroll in the Vo-Tech school for school year 1973-74 was determined. Average cumulative ratings were computed for each influence factor in an effort to establish a relative order of importance for them. For this group, the order of the selected factors was found to be as follows: (1) Vo-Tech better equipped; (2) training offered in occupation wanted; (3) parents' desire; (4) friends and classmates; (5) enrollment recommended by the Vo-Ag teacher; (6) enrollment recommended by the superintendent, principal, or counselor; and (7) have trouble with academic subjects.

The degree of influence for selected factors was also determined in the same manner for 198 students not enrolling in Vo-Tech. The order of importance of these factors for this group were as follow: (1) FFA activities; (2) received desired training in Vo-Ag; (3) training not offered in occupation wanted; (4) Vo-Ag better equipped; (5) interested in a professional field; (6) athletics; (7) received desired training in other vocational course offered in home school; (8) scheduling problem; (9) parents' desire; (10) friends and classmates; (11) transportation; (12) advised against enrollment by Vo-Ag teacher; (13) advised against enrollment by superintendent, principal, or counselor.

## Conclusions

Based upon the analysis of the data collected, the investigator feels justified in concluding:

1. That the opening of the Northeastern Oklahoma Area Vocational-Technical School will not substantially reduce the number of students enrolling in most of the 13 chapters surveyed.
2. That, in general, the Vo-Ag departments will retain the student who is more active in FFA and other school activities, while the less active students will enroll in Vo-Tech.
3. That the students' decisions to enroll in Vo-Tech are based primarily on the programs offered and the training received and not to any great degree by other persons.
4. That the low number of students undecided as to their educational plans indicated a thorough orientation program by the area school and local high school administrators and counselors.

5. That very few students take an active part in FFA leadership activities such as chapter meeting and speech contests.
6. That FFA activities such as meetings, banquets, parties, camps, and so forth were very popular with all categories of students.

## Recommendations

After making the study, the author would like to present the following recommendations:

1. Since a large percentage of Vo-Ag students indicated a desire to maintain enrollment in both Vo-Ag and Vo-Tech, there must be increased cooperation and communication between the local and area school to develop relatively uniform schedules so that this is possible.

2. FFA activities must continue to be a major part of the total vocational agriculture program, with increased emphasis on chapter meetings, speech contests, and other leadership activities.

3. A larger percentage of our members should be exposed to the experiences provided by judging contests and fairs and shows. This could be accomplished by having more <u>local</u> field days and judging schools.

4. There should be continued emphasis on updating Vo-Ag department curriculum, facilities, and equipment to insure that they are kept current.

5. Continued emphasis on vocational offerings must be given by Vo-Ag teachers, counselors, and administrators.

6. Due to the large number of students living in town, a greater emphasis should be placed on expanding other types of supervised training programs, such as agriculture occupations, agriculture machines,

home improvement, horticulture, and so forth.

7. The high interest in the mechanical areas by most students enrolling in Vo-Tech indicates a need for a continued emphasis in this area of Vo-Ag, with emphasis on job placement after training.

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# APPENDIX

Student Questionnaire School_____

1. How are you classified this year? (Circle one) Sophomore Junior

2. What year is this for you in Vo-Ag? (Circle one) 1st 2nd 3rd

3. Do you live on a farm? Yes_____ No_____

4. What is your parent's major source of income? (Check one)

   a. _____Full-time farming or ranching

   b. _____Part-time farming or ranching plus off-farm job

   c. _____Other type of agricultural job

   d. _____Non-agricultural job

   e. _____Retired

   f. _____Other

5. What does your supervised training program consist of? (Check one or more)

   a. _____Livestock
   b. _____Crops
   c. _____Agriculture occupation
   d. _____Agriculture mechanics
   e. _____Home improvement
   f. _____Skill development
   g. _____Other
   h. _____None

6. Indicate below the types of FFA functions you participate in and how frequently you participate.

| Activity | Frequency (Check one for each activity) | | | |
|---|---|---|---|---|
| | Always | Often | Seldom | Never |
| A. FFA Meetings | | | | |
| B. Judging Contests | | | | |
| C. Tours and Field Days | | | | |
| D. Shows and Fairs | | | | |
| E. Banquets, Parties, Camps, etc. | | | | |
| F. Chapter Meeting and Speech Contests | | | | |

7. Indicate below the school and/or class activities you have participated in.

a. ____Class officer

b. ____Athletics

c. ____Student Council

d. ____National Honor Society

e. ____Honor roll

f. ____Class plays

g. ____Music activities (band, chorus, etc.)

h. ____Other school organizations

8. In the fall of 1973 (your junior or senior year) do you plan to:

a. ____Enroll in Vo-Ag and Vo-Tech?

b. ____Remain enrolled only in Vo-Ag?

c. ____Enroll in Vo-Tech School?

d. ____Enroll in other vocational course offered in home school?

e. ____Enroll in none of the vocational courses offered?

f. ____Undecided about vocational educational plans?

9. If you indicated in Question 8 that you planned to enroll in Vo-Tech, in what field do you plan to enroll?

a. ____Carpentry

b. ____Welding

c. ____Auto Body

d. ____Auto Mechanics

e. ____Plumbing

f. ____Industrial Electricity

g. ____Air Conditioning/SM

h. ____Air Conditioning/ Commerical Electricity

i. ____Diesel Mechanics

j. ____Masonry

k. ____Business/Office

l. ____Health Careers

m. ____Hospitality Careers

n. ____Distributive Education

10. Please indicate the amount of influence the following factors had on your decision.

| Factors | Amount of Influence (Check one) | | | |
|---|---|---|---|---|
| | Great | Moderate | Little | None |
| A. Training was offered in occupation wanted | | | | |
| B. Enrollment recommended by supt., principal, counselor | | | | |
| C. Enrollment recommended by Vo-Ag instructor | | | | |
| D. Have trouble with academics | | | | |
| E. Parents' desire | | | | |
| F. Friends and classmates | | | | |
| G. Vo-Tech better equipped | | | | |

11. If you did not check Question 8a or 8c, indicate the amount of influence the following factors had on your decision not to enroll in Vo-Tech.

| Factors | Amount of Influence (Check one) | | | |
|---|---|---|---|---|
| | Great | Moderate | Little | None |
| A. Training not offered in occupation of choice | | | | |
| B. Received desired training in Vo-Ag | | | | |
| C. Vo-Ag better equipped | | | | |
| D. Received desired training in other vocational course | | | | |
| E. Was advised against enrollment by supt., prin., coun. | | | | |
| F. Was advised against enrollment by Vo-Ag instructor | | | | |
| G. Transportation problem | | | | |
| H. Scheduling problem | | | | |
| I. Participation in athletics | | | | |
| J. Interested in professional field not offered | | | | |
| K. Parents' desire | | | | |
| L. Friends and classmates | | | | |
| M. Participation in FFA activities | | | | |

12. After completing your high school education, what are your plans?

a. ____Go to college

b. ____Seek advanced vocational or technical training

c. ____Go directly to work

d. ____Enlist in military service

e. ____Go into full-time farming or ranching

f. ____Undecided about plans after high school

g. ____Other--specify _____

# VITA

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Master of Science

Thesis: VOCATIONAL EDUCATION PLANS AND RELATED DATA FROM SELECTED VOCATIONAL AGRICULTURE STUDENTS WHO ARE ELIGIBLE ENROLLEES IN THE NORTHEASTERN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOL

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