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ANALYSIS OF FACTORS WHICH ENCOURAGE VOCATIONAL
AGRICULTURE TEACHERS IN KANSAS TO REMAIN IN TEACHING

by

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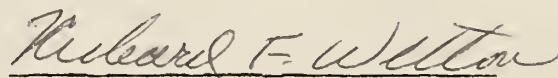
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CHAPTER I

CONTEXT OF THE PROBLEM

The shortage of vocational agriculture teachers across the United States continues to be the number one problem facing the agricultural education profession. This facet of the problem is identified each year when state supervisors and teacher educators express their concerns about the failure of qualified agricultural education graduates to enter secondary vocational agriculture teaching positions. Another facet is the rate of teacher turnover among vocational agriculture teachers. Those teachers leaving teaching often exceed the number of qualified persons available to replace them. Although vocational agriculture teacher preparatory institutions qualified a near record of 1749 graduates to teach in 1977, new graduates entering teaching totaled just 1063. Across the nation the number of vocational agriculture teacher replacements needed totaled 1308 (a turnover rate of 10.3 percent). In Kansas 30 vocational agriculture teacher replacements were needed (a turnover rate of 16.4 percent).¹ Work to decrease teacher turnover and increase the supply of needed vocational

¹David G. Craig. A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1977. VT Series, 1978, (Knoxville: University of Tennessee, Department of Vocational - Technical Education), p. 5, 13.

agricultural teachers has become a national priority for the agriculture education profession.

Five alternatives for increasing the supply of vocational agriculture teachers were discussed by Cayce Scarborough in a paper presented at the 1976 American Vocational Association Convention in Houston, Texas. Two of these alternatives; increasing the number of graduates entering the teaching field and retaining current teachers in teaching until retirement would directly attack the two largest problem areas which promote the shortage of vocational agricultural teachers. The latter alternative, retaining current teachers in the field, would seem to possess the greatest potential for increasing the teacher supply and therefore help in reducing the teacher shortage. To discover what factors tend to encourage current vocational agricultural teachers in the field to remain in teaching, and then emphasizing these factors, would be important in retaining these teachers in the field for a longer period of time. It is the purpose of this study to identify some of those factors.

Objectives

Noting that retainment of current teachers is an essential element in relieving the teacher shortage, this study was proposed with the following objectives:

1. To identify factors which encourage vocational agricultural teachers in Kansas secondary schools to remain in teaching;
2. To determine if teachers who plan to remain in the

teaching field differ from those who plan to leave the teaching field;

3. To determine if tenure of vocational agricultural teachers makes a difference on which factors may be more encouraging to those teachers to remain in teaching.

Significance of the Study

Some work in this area; notably in Ohio, Iowa, and Florida has already been completed. By identifying factors which encourage current vocational agricultural teachers in Kansas to remain in teaching, it may be possible to confirm work previously completed and generalize these findings to vocational agricultural teachers in Kansas. This work might also be generalized to other vocational areas which may encounter teacher shortages and the need to encourage retention of teachers in those areas.

From this study it is feasible that the shortage of vocational agricultural teachers could be reduced. This could be attained through the identification of factors which encourage teachers to remain in teaching and by emphasizing these factors in a positive manner throughout the profession.

Definition of Terms

Throughout this study, a list of terms were developed

to assist the reader and aid in comprehension of the work.

The following is a list of those terms:

1. Teaching Field -- Refers to opportunity for employment of a person as a vocational agriculture teacher in a secondary school.
2. Teacher -- Refers to a person who is employed in the teaching field. In this case as a teacher of vocational agriculture.
3. Non-teaching -- Graduates in agriculture education who are not presently employed as a vocational agriculture teachers in a secondary school.
4. Tenure -- Refers to the number of years teaching experience in vocational agriculture.
5. Encouragement factors -- Specific job conditions which are thought to encourage vocational agriculture teachers to remain in the secondary teaching field.
6. Response scores -- Refers to the degree to which a teacher agrees or disagrees with an encouragement factor. These are determined by placing a check mark on the rating scale line. Numerical values for these check marks are then derived by measuring the point at which the check mark occurred on the line.
7. Rating scale line -- Form of measurement used in

this study on the independent variables. Used to determine to what extent the teacher agrees with an encouragement factor. Each factor has its own rating scale line. Each of these lines were five units in length and had anchors at each end; "D" for disagree one the left end and "A" for agree on the opposite end.

8. Role stress -- Refers to a condition when the demands of a job placed on a teacher of vocational agriculture greatly exceeds the rewards that teacher receives from that job.
9. Teacher turnover rate -- Refers to the number of vocational agriculture teachers leaving their teaching positions compared to the total number of vocational agriculture teachers in that state (nation).

Limitations to the Study

The primary limitations to this study were:

1. The population for this study was drawn from vocational agriculture teachers employed at the secondary level teaching full-time during the 1978-1979 school term in Kansas.
2. Available time and geographic distribution of the teachers involved imposed a limitation in that the researcher was unable to personally visit any of

the teachers.

3. Vocational agricultural teachers were asked to fill out a questionnaire for this study at area meetings which were held in each of the seven districts in Kansas. A time lapse of ten days between the first and last meeting along with other work to be accomplished at these area meetings may impose a limitation.

CHAPTER II

PROCEDURE

Retaining teachers of vocational agriculture in teaching for an extended period of time would be beneficial in lessening the shortage of high school agriculture teachers. Therefore, factors which might encourage the retainment of vocational agriculture teachers would be of considerable importance. Identification of such factors were considered in this study in helping to relieve the teacher shortage which has persisted for a number of years. This study was undertaken to help identify the reasons why vocational agriculture teachers in Kansas remain in teaching. In explaining the methods used in researching this study, this chapter will present in sequential order the following sub-headings: population, instrumentation, procedure, and analysis of data.

Population

In selecting the population for this study, it was deemed necessary to meet the following criteria: 1) the participants should be vocational agriculture teachers in Kansas; 2) the population should be large enough to enable generalization of the findings to the state of Kansas; and 3) the participants should be selected in a manner which complied

with the individual participant confidentiality guidelines established by Kansas State University. In order to meet these criteria, this researcher chose to use all of the vocational agriculture teachers in the state as the population for this study.

The "1978-79 Kansas Agriculture Education Instructor Directory" (Appendix A) was used to identify the 188 vocational agriculture teachers employed in the 165 Kansas secondary vocational agriculture programs. All 188 teachers were requested to complete a questionnaire as their only responsibility in this study. This completion required approximately thirty minutes of the respondents' time.

Instrumentation

The development of the survey instrument began with an extensive review of literature related to this study. Factors found to enhance job satisfaction among secondary teachers, particularly vocational agriculture teachers, were gathered. One study which was especially helpful in identification of these variables was "An Analysis of Factors That Affect Job Satisfaction of Public High School Business Teachers in Ohio"² by Annell Lacy, 1968.

²Annell Lacy, An Analysis of Factors That Affect Job Satisfaction of Public High School Business Teachers in Ohio, (Doctoral Dissertation, The Ohio State University, 1968); reprint ed., University Microfilms, Inc., Ann Arbor, Michigan: Annell Lacy, 1969, pp. 243-245.

A list of research projects in progress were discovered in the December 1978 edition of the Agricultural Education Magazine. This led to correspondence with several researchers whose work was related to this study. "Why Vocational Agriculture Teachers in Ohio Enter and Remain in Teaching"³ by John Dickens in 1978 was one such study which was helpful. Several factors which Dickens found to be important in vocational agriculture teacher retention in Ohio were adapted for use in this study. Dicken's work and personal suggestions were also helpful in the layout of the instrument used in this study.

A review of numerous studies yielded an initial list of job satisfaction factors which were to be used as variables in this investigation. A list of variables along with a brief explanation of the study (Appendix B) was sent February 1st to the following: Kansas State University teacher education staff, Kansas State Department of Education staff, Kansas State University College of Agriculture Dean's staff, agricultural education graduate students at Kansas State University and selected College of Education faculty at Kansas State University. Suggestions and ideas were requested and received from all the above. These suggestions led to

³John W. Dickens, "Why Vocational Agriculture Teachers in Ohio Enter and Remain in Teaching," Paper Presented to National Agricultural Education Research meeting, Dallas, Texas, December 1, 1978, pp. 1-13.

refinement of the variables in preparation of a pilot study. Conferences with Dr. Bruno Kappes, Kansas State University, College of Education, were helpful in the design of the pilot study. Dr. Jim Lynch, Kansas State University College of Education and Kris Arheart of the Kansas State University Computing Center were also consulted on data analysis to be used.

The pilot study (Appendix C) was developed and sent once again to many of the same persons who responded to the initial list of variables. Thirteen copies of the pilot study were returned. These were scored by this researcher and taken to the Kansas State University Computing Center. (Explanation of the procedure for scoring the instrument and details of the data analysis are presented in the analysis section of this chapter.) After completion of statistical analysis, the pilot study was reviewed and again refined.

Procedure

Area vocational agriculture teacher meetings scheduled during March were selected as sites for distribution of the questionnaire. Mr. Les Olsen of the Kansas State Department of Education, was contacted and requested to distribute the questionnaires at these meetings. The area meetings were selected as an appropriate setting for the distribution of the questionnaires for the following reasons: 1) It was

hoped that distribution of the questionnaires at the area meetings would aid in obtaining a higher percentage of returns from the participants; 2) Agreement by Mr. Olsen to oversee distribution of the questionnaires would provide a setting for uniformity and elimination of researcher bias; and 3) Data collected could be analyzed at a time which would allow the writer to complete this study for graduation in August of 1979. In late February the times and places of the area vocational meetings were identified as follows:

Date	District	Town
March 19, 1979	Southwest	Garden City
March 20, 1979	South Central	Haven
March 21, 1979	Northwest	Natoma
March 22, 1979	Southeast	Fredonia
March 26, 1979	East Central	Lawrence
March 27, 1979	North Central	Ellsworth
March 28, 1979	Northeast	Centrallia

This writer met with Mr. Olsen a week prior to the first area meeting. At that time, the questionnaire and accompanying cover letters (Appendix D) were given to Mr. Olsen. His instructions were to distribute the questionnaires to all teachers attending, and as time permitted, collect those questionnaires which were completed that evening. Sufficient

copies of the questionnaires were provided to include a mailing to those teachers who did not attend their area meeting. Distribution of the questionnaire at the first vocational area meeting on March 19, 1979 was made, as planned. After the last area meeting held on March 28, Mr. Olsen returned to this writer those questionnaires which were collected at the area meetings. Other participants in this study mailed their completed questionnaires directly to this researcher. During the first week in April Mr. Olsen mailed a questionnaire to those teachers who did not attend their area vocational meeting. Instructions at that time were for those teachers to complete the questionnaire and forward to this researcher. On April 23rd a follow-up letter (Appendix E) was sent to all the vocational agriculture teachers in this state as a reminder to those who had not yet completed and returned their questionnaire.

May 18th was established as the last day to receive questionnaires for inclusion in the study. Table 1 reports the number of questionnaires received at that time.

TABLE 1
PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS
RESPONDING TO QUESTIONNAIRE
(n=188)

Questionnaires	Total Number	Percent Return
Returned	90	47.3
Useable in this study	80	42.5

Analysis

Each factor which was thought to encourage retainment of Kansas vocational agriculture teachers was, in this study, an independent variable. In the research instrument, (Appendix D) a total of 41 independent variables were utilized. The respondents were asked to rate each of the encouragement factors on a rating scale where D=disagree and A=agree. The teachers were instructed to make a check (✓) anywhere on this rating scale between A and D. In order to convert these checks into numerical scores, this researcher developed rating scales at equal lengths of 5 centimeters. A metric ruler was then used to measure responses to each independent variable on a scale of 0.0-5.0 centimeters where 0.0=disagree to lowest extent and 5.0=agree to the highest extent. A column was left on the right hand side of the variables. In this space the

researcher placed a numerical score for each independent variable after measurement with the metric ruler. All measurements were given to two significant digits.

Dependent variables consisted of demographic data. The numerical values for all of the independent and dependent variables were transferred to IBM cards directly from the research instrument. This work was done by Kris Arheart of the Kansas State University Computing Center and students in that department under his direction. Statistical Analysis of the data was made on a ITEL AS5 model computer. The program used was the Statistical Package for Social Sciences, version 8.

The analyses that were made include:

1. Descriptive statistics for 41 independent and four dependent (demographic) variables;
2. Frequency counts for the four following demographic variables: teacher tenure (V1), number of schools in which the teacher has taught (V2), teacher intent (V3), and teacher experience as a high school vocational agriculture student (V4);
3. Pearson's correlations for 41 independent variables and the following demographic variables: teacher tenure (V1), number of schools in which the teacher has taught (V2), miles from teaching position to teacher's hometown (V5), and miles from teaching

- position to teacher's spouse's hometown (V6);
4. T-test for independent samples between the means of teachers planning to remain in teaching and teachers planning to leave teaching (V3), on 41 independent variables and 4 dependent (demographic) variables (V1, V2, V5, V6);
 5. Crosstabulation of teacher intent for the 1979-80 school year (V3) by teacher's experience of a high school vocational agriculture student (V4);
 6. T-test for independent samples between the means of teachers who were and were not enrolled as vocational agriculture students while in high school (V4) on 41 independent variables and four dependent variables (V1, V2, V5, V6).

CHAPTER III

A REVIEW OF RESEARCH AND RELATED LITERATURE

The perennial shortage of qualified vocational agriculture teachers has prompted a relatively abundant amount of research. This research concerns agricultural education graduates and teachers of vocational agriculture dating back more than two decades. Through the years, research emphasis regarding the vocational agriculture teacher situation has changed. In years before the ongoing shortage of teachers became evident, this research dealt primarily with why college students choose the agricultural education curriculum. Many studies also involved factors which influenced agricultural education students after graduation to pursue a career in teaching vocational agriculture. Additional and improved opportunities for advancement outside of teaching began to arise. Vocational agriculture teachers began leaving teaching to pursue other opportunities. During this period, research became centered around determining what factors were influencing teachers' decisions to leave the teaching field. When a number of graduating agricultural education students began entering fields other than teaching, studies explored their reasons for doing so. This, coupled with the tendency of vocational agricultural teachers to leave teaching after only a few years,

heightened the severity of the teacher shortage. It had now become one of the major problems facing the agricultural education profession. Work to relieve this shortage became a priority. Studies concentrated on increasing the supply of vocational agriculture teachers. One alternative identified to meet the demand of teachers was to design ways to retain current vocational agriculture teachers in the teaching field for a longer period of time.

Retainment of vocational agriculture teachers required identification of the favorable aspects of their jobs. These factors may tend to encourage teacher retention and were deemed important to this study. A search for these encouragement factors began with a review of research and related literature. The following subdivisions were outlined to aid in this review:

1. Not entering the teaching field;
2. Entering and leaving the teaching field;
3. Remaining in the teaching field.

Not Entering the Teaching Field

Supply and demand of vocational agricultural teachers across the United States has been reported annually by Ralph Woodin of The Ohio State University⁴ and later by David Craig

⁴Ralph J. Woodin, Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-67 School Year, (Columbus: The Ohio State University, Department of Agricultural Education, 1967.)

of Tennessee. Over this thirteen year span, each year on the average, no more than 60 percent of the graduates who qualified to teach vocational agriculture entered the secondary teaching field. In Kansas, a follow-up study by Welton and Reilly⁵ of the 1978 agricultural education graduates at Kansas State University indicated 64 percent of the qualified graduates there entered teaching. Although this figure is slightly higher than the national average, the fact remains that over one-third of the college graduates qualified to teach vocational agriculture choose not to.

In an attempt to determine why agricultural education graduates from Iowa State University choose to enter fields other than teaching, Froehlich in 1966⁶, surveyed over 800 non-teaching graduates who completed their degree work between 1940 and 1964. Froehlich found that freedom and independence of the job, having evenings free, and an opportunity for advancement were the factors which most frequently influenced those graduates to enter an employment area other than teaching.

⁵Richard F. Welton and Phillip W. Reilly, "A Follow-up of the 1978 Agriculture Education Graduates at Kansas State University," (Manhattan: Kansas State University, Department of Agricultural Education, 1978), p. 2.

⁶Loren H. Froehlich, Factors Related to the Tendency of Iowa State University Agricultural Education Graduates to Not Enter or to Leave the Vocational Agriculture Teaching Profession. Agricultural Education Research Publication No. 17, (Ames, Iowa: Iowa State University, 1966), p. 13.

Kansas State University graduates in agricultural education from 1955-1963 who elected not to teach vocational agriculture in Kansas were surveyed in 1966 by Severence⁷ to examine why they choose not to enter the teaching field. Factors indicated most frequently as either their first or second reason for not entering the teaching field were: salary, lack of advancement possibilities, and the fact that they had completed the agricultural education curriculum only for the training it provided.

Entering and Leaving the Teaching Field

The agricultural education graduates' decision whether or not to teach has been thought to be influenced by certain persons and job characteristics. In work completed with Oklahoma State University students and graduates, Fletcher⁸ in 1974, reported persons influential in this decision were: the local vocational agriculture teacher, parents, college instructors, and fellow college students. Fletcher also

⁷Harold G. Severence, The Occupations of Graduates in Agriculture Education Who Did Not Teach Vocation Agriculture. A Master's Thesis, Department of Agricultural Education, (Manhattan, Kansas: Kansas State University, 1966), pp. 42-43.

⁸Loyd W. Fletcher, Teacher and College Student Perceptions of Items Influential in the Decision to Teach Vocational Agriculture. A Master's Thesis, Department of Agricultural Education, (Stillwater: Oklahoma State University, 1974), cited by John W. Dickens, Why Vocational Agriculture Teachers Enter and Remain in the Teaching Profession, paper presented to National Agricultural Education Research Meeting, Dallas, Texas, December 1, 1978, p. 2.

found vocational agriculture job characteristics that ranked high were opportunities to continue work with livestock, youth, and the self-satisfaction of helping to educate students.

In surveying persons who entered the teaching field in Ohio between 1975 and 1978, Dickens⁹ reported factors influenced the graduates' decision to remain in the teaching field. Dickens found those factors which rated the highest were:

1. Having an adequate retirement plan from teaching;
2. Enjoying the variety of subject matter being taught;
3. Having a feeling of accomplishment and success from teaching;
4. Enjoying teaching high school students;
5. Enjoying working with the technical aspects of my instructional area;
6. Developing my own program as a teacher;
7. Finding each day different in my role as a teacher.

In similiar work in 1963, Mori¹⁰ found that 92 percent of former agriculture teachers choose teaching for the rewards that it would offer over the demands it would make on them.

⁹Dickens, op. cit., p. 5.

¹⁰Takako Mori, "Analysis of Motivations for Choosing the Teaching Profession." (unpublished master's thesis, Michigan State University, East Lansing, 1963), cited by John F. Thompson, "A Look at Some Who Quit Teaching," Agriculture Education Magazine, (January, 1967), p. 158.

After teachers enter the field, some find the demands of the job begin to outweigh the rewards, prompting their exit from teaching when a more rewarding situation develops outside the teaching field. Those teachers who leave the field tend to so very early in their career. In a 1977 Ohio study, Knight¹¹ found of those graduates who enter the field, nearly 50 percent leave before they have taught three years. In similar work in Iowa, Froehlich¹² found only 11 percent of the vocational agricultural teachers he surveyed, taught more than five years. This high turnover rate has prompted many studies in this area in an attempt to identify and evaluate factors which teachers list as reasons for leaving the teaching field. Knight¹³, in surveying former Ohio vocational agricultural teachers found the top factor they gave for leaving the field in rank order, frequency, and intensity was that their long range occupational goal was something other than teaching vocational agriculture. Other factors revealed in the Knight¹⁴

¹¹James A. Knight and Ralph E. Bender, Why Vocational Agriculture Teachers in Ohio Leave Teaching. Summary of Research Series No. 14, (Columbus, Ohio: The Ohio State University, 1978), p. 6.

¹²Froehlich, op. cit., p. 4.

¹³Knight, op. cit., p. 4.

¹⁴Ibid.

study were inadequate advancement opportunities, inadequate salaries, and long hours and evening responsibilities. Hoerner and Bundy¹⁵ in 1966 reported similar findings in a study of former vocational agriculture teachers in Iowa.

Mattox¹⁶ in a 1974 study of former Arizona vocational agricultural teachers, observed no single factor influenced teachers to leave teaching. Mattox suggested however, groups of factors (environmental, professional, and sociological) which lead to role stress affected tenure of vocational agriculture teachers.

Vocational agriculture teachers who had taught five or more years and left teaching were found to be influenced by environmental factors such as: long hours, inadequate salary, and lack of advancement opportunities. Teachers who had taught less than five years and left teaching were more influenced by professional factors such as: discipline problems, disliked working with high school students and young farmer programs, and disliked teaching subject areas. Mattox also discovered sociological factors such as: personality conflicts, cooperation, and ethnic and religious factors, by themselves,

¹⁵Thomas A. Hoerner and Clarence E. Bundy, "Occupational Choice and Tenure of Agriculture Education Graduates," Agriculture Education Magazine, (December, 1966), p. 130.

¹⁶Keith E. Mattox, "Why Teachers Quit," Agriculture Education Magazine, (December, 1974), pp. 141-142.

had no influence on the teachers decision to leave the vocational agriculture teaching profession. However, Mattox found that many teachers left teaching due to a combination of environmental and sociological factors.

According to Thompson¹⁷, as vocational agriculture teachers change teaching jobs and leave teaching they tend to limit themselves in job mobility. Thompson conducted a 1966 investigation of a selected group of 71 former vocational agriculture teachers from Michigan State University. In this study it was reported nearly all of the former agriculture teachers held three or less jobs during their career (including teaching and non-teaching jobs.) Thompson also revealed the following information about this selected group: 1) after teaching one year, 23 of the former agriculture teachers (32 percent) changed jobs; 2) the peak exit rate was after four years of teaching; 3) nearly all had left by the time they had obtained six years of teaching experience and 4) sixty-six percent of the agriculture teachers had all of their experience in one school.

Remaining in the Teaching Field

The fact that there are many more teachers who remain

¹⁷John F. Thompson, "A Look at Some Who Quit Teaching," Agriculture Education Magazine, (January, 1967), p. 158.

in the teaching field than leave, suggest there are positive factors which encourage teachers to remain in teaching. Attempts to identify these factors have been the objective of several studies for the past quarter century. In interviewing elementary teachers, Lortie¹⁸ classified rewards such as salary as extrinsic, rewards such as time for travel as ancillary, and rewards such as opportunity to "reach" students as intrinsic. Lortie found that when speaking of their satisfaction, teachers referred to intrinsic rewards by a ratio of nine to one.

In surveying over 300 experienced vocational agriculture teachers in Iowa, Illinois, and Minnesota, Nelson¹⁹, in 1954, found specific job factors which gave teachers the greatest satisfaction were: working with young people, working with rural people, and the freedom and initiative possible in their work.

Dickens²⁰ in a survey of vocational agricultural teachers in Ohio in 1978 to determine which factors rated the highest

¹⁸Dan C. Lortie, "Control and Autonomy in Elementary Teaching," in The Semi-Professionals and Their Organizations, Ed. Amitai Etzioni, (New York: The Free Press, 1969), p. 31.

¹⁹Kenneth Nelson, "Interests and Job Satisfaction of Midwestern Teachers," Agriculture Education Magazine, (February, 1954), pp. 25, 178.

²⁰Dickens, op. cit., p. 9.

as influencing teachers there to remain in teaching. These findings showed one of the most influential factors was a feeling of accomplishment and success from teaching. Other factors in the same study which teachers listed as having some influence on their decision to remain in teaching were: variety of subject matter, adequate retirement plans, and enjoyment of teaching high school students.

Phelps²¹ undertook a similar study in 1969 with vocational agriculture teachers in Iowa. He found factors which influenced teachers there most were:

1. Wished to stay close to work associated with the farm;
2. Enjoyed small and rural living and associating with farm people;
3. Enjoyed contacts with other vocational agriculture teachers;
4. Enjoyed chance to work outdoors;
5. Enjoyed being able to guide and counsel young people.

²¹George F. Phelps, Factors Which Influence Iowa Vocational Agriculture Instructors to Remain in the Profession. A Master's Thesis, (Ames: Iowa State University, 1969), cited by John W. Dickens, Why Vocational Agriculture Teachers Enter and Remain in the Teaching Profession, paper presented to National Agricultural Education Research Meeting, Dallas, Texas, December 1, 1978, p. 2.

Brown²² reported the following factors as having much influence on southeastern United States vocational agricultural teachers decisions to remain in the profession:

1. Advantage of year-round employment;
2. Feeling of accomplishment and success;
3. Own home in community;
4. Family desires to stay settled;
5. Desire rural life situation;
6. Enjoy teaching high school students;
7. Enjoy Future Farmer of America activities;
8. Opportunity to develop own program;
9. Enjoy work with young and adult farmers;
10. Desirable adjustment to "changing agriculture" is challenging;
11. Proud of professional status.

Summary

Information presented in the preceding section of this chapter represents a review of research and writings which have a bearing on this study. These findings have revealed several major points:

²²Junious D. Brown, Factors Which Affect Retention of Vocational Agricultural Instructors in the Southeastern United States. (Doctoral dissertation, The University of Florida, 1973), Dissertation Abstracts International, 1974, 34 6530A. (University Microfilms No. 74-9618).

1. The vocational agriculture teacher shortage is primarily due to two factors; 1) those agricultural education graduates who fail to enter teaching and 2) those who do enter the field but leave after only teaching a few years.
2. Qualified agricultural education graduates who either fail to enter teaching or leave after just a few years seem to be more oriented towards extrinsic values such as salary, advancement opportunities, and fewer working hours and responsibilities. They also view teaching as a short run goal, a stepping stone to other jobs, or an insurance policy on which they can fall back on if all else fails.
3. Those agricultural education graduates who enter teaching and remain for an extended period of time tend to favor intrinsic values in their jobs such as: working with people, especially those associated with farming, having a feeling of success and accomplishment in their job, enjoyment of counseling and guiding high school students, and having the ability to develop their own program and work outdoors.

These items revealed through a review of related literature would seem to substantiate one of the most promising

alternatives to reducing the teacher shortage -- to further identify and emphasize those factors which encourage vocational agriculture teachers to remain in teaching.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Data presented in this chapter discloses the findings of a statewide survey of Kansas vocational agricultural teachers to determine factors that may encourage their retention in teaching.

Forty-one encouragement factors were identified in this study along with selected demographic data. The information and findings from this study are reported by subdivisions as follows:

1. Analysis of demographic data;
2. Encouragement of factors by teacher intent;
3. Identification and analysis of extreme scores by teacher intent;
4. Correlation of encouragement factors by tenure;
5. Correlation of encouragement factors and selected demographic data.

Analysis of Demographic Data

One of the demographic variables which vocational agriculture teachers were asked to report in this study was the number of years they taught vocational agriculture in Kansas. Table 2 reports this teaching experience. Inspection of this

TABLE 2
YEARS OF EXPERIENCE TEACHING
VOCATIONAL AGRICULTURE

Years Taught	Number of Responses	Percent
1-3	16	20
4-9	23	28.7
10-14	11	13.8
15-19	7	8.7
20-24	11	13.8
25 or more	12	15.0
TOTALS	80	100.0

table reveals nearly 50 percent of the respondents taught one to ten years experience. The number of years taught ranged from one to 42 years with a mean number of years taught of 13.5. Fifteen percent of those reporting taught 25 or more years. An additional 14 percent taught at least 20 years.

The findings shown in Table 2 differ from studies reported in the review of literature of this study. Froehlich²³

²³Froehlich, op. cit., p.

reported only 11 percent of the vocational agriculture teachers in Iowa had taught more than five years. In Ohio, Knight²⁴ reported of the vocational agriculture teachers who left teaching, nearly 50 percent had done so before teaching more than three years. Findings analyzed in this table seem to suggest the existence of factors in Kansas which may encourage longer retention of vocational agriculture teachers in teaching.

The number of schools in which vocational agriculture teachers have taught is summarized in Table 3. Inspection of this table shows 36 percent of the respondents have all of their experience in one school. Thirty-one percent taught in two schools. This table also reveals nine percent reported having taught in more than three schools. The mean number of schools in which the respondents taught is 2.05 schools.

These data seem to be in contrast to a Michigan study by Thompson²⁵ where 66 percent of the vocational agriculture teachers in Michigan had all of their experience in one school. The differences in the findings between these studies might be attributed to several factors. While the mean tenure for Kansas vocational agriculture teachers in this study was

²⁴Knight, op. cit., p. 5.

²⁵Thompson, op. cit., p. 158.

TABLE 3
NUMBER OF SCHOOLS IN WHICH VOCATIONAL
AGRICULTURE TEACHERS HAVE TAUGHT

Schools	Number of Responses	Percent
1	29	36.2
2	25	31.3
3	18	22.5
4	6	7.5
5	1	1.2
TOTALS	79	99a

^aData missing from one respondent accounted for one percent.

established at 13.5 years, nearly all of the participants in the Thompson study had left teaching by the time they had taught six years. Teachers remaining in teaching for a longer period of time would have a better chance of changing teaching positions. The opportunities for Kansas teachers in 1979 may be greater than the opportunities in teaching for those selected former teachers in Michigan between 1952 and 1965. Greater opportunities could enhance teacher movement to another school depending upon the individual and his/her desires.

When the opportunity exists, movement of vocational agriculture teachers within the teaching field would seem to be toward the teacher's hometown. Although this study did not encompass teacher mobility, data was collected as to the distance from teaching position to teacher's hometown and teacher's spouses' hometown.

Figure 1 shows this data in a scattergram. Inspection of this scattergram reveals 17 of the married respondents (23.6 percent) teach within 50 miles of their hometown and their spouse's hometown. Twenty-eight respondents (38.8 percent) teach within 100 miles of both hometowns. Of the single teachers in the study, five (62.5 percent) teach within 50 miles of their hometown. Six of the respondents (75 percent) teach within 100 miles of their hometown. When married and non-married respondents are totaled, the data reveal 30 respondents (41.7 percent) teach within 50 miles of their hometown and 44 (61.1 percent) teach within 100 miles of their hometown.

In comparing information disclosed in Figure 1 with a study by Knight²⁶, the latter study revealed 65 of the vocational agriculture teachers in Ohio (63.7 percent) taught within 50 miles of their hometown and 80 teachers (78 percent)

²⁶Knight, op. cit., p. 10.

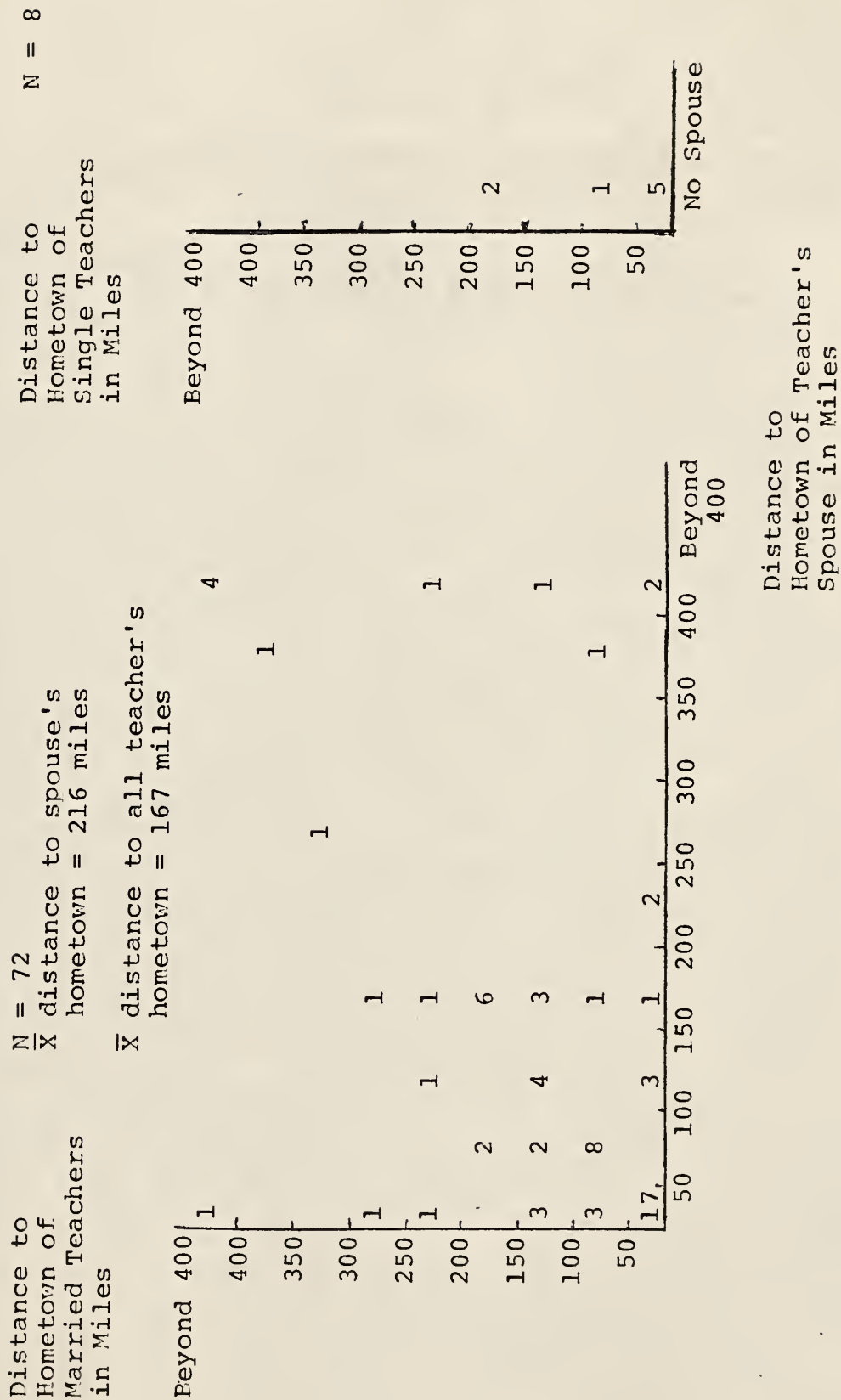


Fig. 1.--Distance from teaching position to married teacher's hometown and spouse's hometown and distance from teaching position to single teacher's hometown in miles

taught within 100 miles of their hometown. This seems to suggest teachers in Kansas might tend to be less home oriented than their counterparts in Ohio.

The finding that a higher percent of single teachers in Kansas tend to teach closer to home than married teachers, might suggest less mobility for these single teachers. They would seem to be more home oriented. This may be due to closeness of family and/or participation in the family farm.

Five respondents were teaching beyond 400 miles from their hometown. Considering the geographic size of Kansas, this would indicate these teachers were from out-of-state. This may allude to the severity of the teacher shortage problem in Kansas.

Whether or not teachers of vocational agriculture in Kansas were enrolled in vocational agriculture as a high school student is reported in Table 4. This table reveals 72.5 percent of the respondents in this study were enrolled in a high school vocational agriculture program. Over 26 percent of the respondents, however, were never enrolled in a vocational agriculture program. Initially, this figure was thought to be surprisingly high to this researcher. However, consideration of the current teacher shortage may explain part of the answer. This shortage has enhanced opportunities

TABLE 4
EXPERIENCE AS A STUDENT IN HIGH SCHOOL
VOCATIONAL AGRICULTURE

Experience in Vocational Agriculture	Number of Responses	Percent
Yes	58	72.5
No	21	26.2
TOTALS	79	99a

^aData missing from one respondent accounted for one percent.

for students in the agricultural education curriculum. This, combined with stepped-up recruiting efforts, has attracted to the curriculum several students without prior experience in vocational agriculture.

Table 5 reports the intent of Kansas vocational agriculture teachers to teach during the 1979-80 school year. Of the respondents, 72 (90 percent) reported their intent as staying in teaching. This figure includes those who plan to move to another vocational agriculture teaching position. Seven respondents (9 percent) reported their intent as leaving teaching. This figure would seem to be low. At the time

TABLE 5
INTENT TO TEACH DURING SCHOOL
YEAR, 1979-80

Teacher Intent	Number of Responses	Percent
Staying in Teaching	72	90
Leaving Teaching	7	9
TOTALS	79	99 ^a

^aData missing from one respondent accounted for one percent.

of this writing over 40 vocational agriculture teaching positions in Kansas had opened. When compared to 188 vocational agriculture teachers teaching in Kansas, this yields a 21 percent turnover of teachers. This figure would seem to be more accurate. The discrepancies here might be accounted for in a number of ways. The 21 percent figure is an estimate of teacher turnover. It measures all high school vocational agriculture teachers leaving their teaching positions and disregards the intent of these teachers for the 1979-80 year. The nine percent shown in Table 5 represents those vocational agriculture teachers who plan to leave the teaching field for

the following school year. This researcher believes the actual number of teachers leaving teaching may be higher than nine percent. However, some of these teachers who were contemplating leaving teaching were still undecided at the time the data from this survey was compiled.

The respondent's experience as a high school vocational agriculture student is compared to their intentions for the 1979-80 school year in Table 6. This table reveals of those who plan to remain in teaching (N=71), 52 respondents (73 percent) were enrolled in vocational agriculture as a high school student. Nineteen respondents (26.8 percent) were never enrolled as a vocational agriculture student. Of those respondents who plan to leave teaching (N=7), six (85.7 percent) were enrolled in vocational agriculture as high school students. One respondent (14.3 percent) was never enrolled as a vocational agriculture student. It can be seen from these data that a higher percent of those respondents who were enrolled as high school vocational agriculture, plan to leave teaching than remain in teaching (85.7 percent compared to 73.2 percent). Table 6 also reveals a higher percent of those who were not enrolled in vocational agriculture in high school, plan to remain in teaching than those who plan to leave teaching (26.8 percent compared to 14.3 percent).

TABLE 6

EXPERIENCE AS A HIGH SCHOOL VOCATIONAL AGRICULTURE
STUDENT AND INTENT TO TEACH DURING 1979-80

Experience as vocational agri- culture student	<u>Remain in Teaching</u>		<u>Leave Teaching</u>	
	Number Responses	Percent	Number Responses	Percent
Yes	52	73.2	6	85.7
No	19	26.8	1	14.3
TOTALS	71	100	7	100

Several factors may have some influence on a greater percent of past vocational agriculture students to leave teaching. One such factor might be these people may have interests in agriculture outside of teaching, such as farming. Respondents with no vocational agriculture experience as a student, who plan to remain in teaching, may do so because they find teaching vocational agriculture challenging and rewarding. Other factors affecting these data may exist. However, this researcher feels there is little difference between the groups to warrant discussion of other possible factors.

Encouragement Factors by Teacher Intent

Table 7 reveals the means and standard deviation for each encouragement factor by teacher intent. Those factors

TABLE 7

MEANS AND STANDARD DEVIATIONS OF ENCOURAGEMENT FACTORS FOR VOCATIONAL
AGRICULTURE TEACHERS BY THEIR INTENTIONS TO TEACH FOR 1979-80.

Encouragement Factor	Remaining in Teaching (N=72)		Leaving Teaching (N=7)	
	Mean	SD	Mean	SD
1. Teachers in my school are encouraged to be innovative.	3.13	1.29	2.97	.90
2. Helping students to mature and learn is satisfying to me as a teacher.	4.11	.62	3.39	.89
3. I enjoy being able to guide and counsel students.	4.04	.62	3.70	.98
4. I enjoy working on FFA activities.	3.97	.91	3.60	1.74
5. Adequate equipment and tools for effective instruction are available for the vocational agriculture department in my school.	3.20	1.37	2.87	1.51
6. I believe my salary is similar to that of other professionals with equal training and years of service.	1.48	1.51	1.52	1.79
7. I desire to develop new and imaginative approaches to teaching.	3.53	.97	3.56	1.04
8. Teaching gives me a feeling of accomplishment and success.	3.83	.88	3.33	1.44

TABLE 7--Continued

Encouragement Factor	Remaining in Teaching (N=72)		Leaving Teaching (N=7)	
	Mean	SD	Mean	SD
9. I like living in the community of the size and type in which I teach. ^a	4.08	.77	3.34	1.60
10. Most students in my school respect teachers. ^a	3.00	1.34	0.78	.88
11. The technical agriculture training I have received is adequate for my teaching.	2.96	1.29	2.17	1.26
12. I enjoy the flexibility of my teaching position.	3.84	.95	3.86	1.37
13. The rewards available in teaching vocational agriculture more than compensate for the demands the job makes on me as a teacher.	2.90	1.38	2.21	1.90
14. I can develop my own program as a teacher.	3.86	.88	3.76	.70
15. The achievements (other than FFA) of my students in the vocational agriculture department gives me satisfaction.	3.80	.87	3.60	1.01

TABLE 7--Continued

Encouragement Factor	Remaining in Teaching (N=72)		Leaving Teaching (N=7)	
	Mean	SD	Mean	SD
16. The community in which I teach is supportive of the vocational agriculture program.	3.77	1.04	3.81	.97
17. The administration in my school is interested in improving the vocational agriculture department.	3.16	1.42	2.83	1.65
18. I enjoy working with rural people.	4.28	.46	4.13	.62
19. The number of students I have in class is conducive to effective teaching.	3.31	1.42	2.21	1.57
20. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service.	1.66	1.42	1.24	1.59
21. The help I receive from student aides makes my job less demanding.	2.02	1.66	1.49	1.39
22. I enjoy being close to work associated with the farm.	4.24	.57	4.19	.59

TABLE 7--Continued

Encouragement Factor	Remaining in Teaching (N=72)		Leaving Teaching (N=7)	
	Mean	SD	Mean	SD
23. The professional education training I have received is adequate for my teaching.	3.10	1.43	2.24	1.22
24. I spend an excessive amount of time on required record keeping and paperwork.	3.49	1.16	3.21	1.54
25. Opportunities for advancement are important to me.	3.08	1.38	3.07	1.71
26. Too many duties outside of my department are expected of me.	2.83	1.57	2.53	1.38
27. Students in my class are enthusiastic about learning.	2.64	1.35	1.87	1.71
28. I enjoy the chance to work outdoors.	4.20	.67	4.03	.57
29. My use of resource persons in the community makes my job less demanding.	3.09	1.21	3.16	1.20
30. I receive adequate compensation for the extra hours and evenings I work.	1.11	1.15	1.13	1.13

TABLE 7--Continued

Encouragement Factor	Remaining in Teaching (N=72)		Leaving Teaching (N=7)	
	Mean	SD	Mean	SD
31. I enjoy the variety of subject matter taught in vocational agriculture.	4.11	.76	3.90	.72
32. Discipline problems in my school are insignificant.	2.53	1.59	1.67	1.92
33. Having the ability to motivate students is a satisfying part of my job.	3.44	1.12	3.21	1.42
34. The achievements of my students in FFA competition more than compensate me for the extra hours I spend training them. ^a	3.27	1.24	2.20	1.90
35. I enjoy working with other vocational agriculture teachers.	4.12	.81	3.74	.81
36. Teachers in my school are accepted as belonging to the community.	3.53	1.34	3.19	1.11
37. The vocational agriculture program in my school receives backing from the administration..	3.47	1.40	2.87	1.21
38. Adequate financial support for the vocational agriculture department is provided by my school.	3.42	1.31	2.44	1.79

TABLE 7--Continued

Encouragement Factor	Remaining in Teaching (N=72)		Leaving Teaching (N=7)	
	Mean	SD	Mean	SD
39. Teachers in my school usually receive recognition for a job well done.	2.73	1.54	1.80	1.55
40. I enjoy working with young people.	4.22	.60	3.67	1.33
41. I enjoy being close to work associated with agribusiness firms.	3.89	.82	3.94	.56

^aSignificant at the .05 level of significance.

with higher mean (4.0 and above) may be thought to encourage teachers to remain in teaching. Those factors with lower means, (1.5 and below) may be thought to be reasons teachers leave the profession.

For those respondents who plan to remain in teaching, the highest mean for an encouragement factor was 4.28 (I enjoy working with rural people) and the low mean was 1.11 (I receive adequate compensation for the extra hours and evenings I work). For those respondents who plan to leave teaching in 1979-80, the highest mean on an encouragement factor was 4.19 (I enjoy being close to work associated with the farm) and the lowest mean was .78 (most students in my school respect teachers.) The average mean for those who plan to remain in teaching was 3.328 while the average mean for those who plan to leave teaching was 2.886.

A T-test for independent samples was used to analyze the difference between the means of those teachers planning to remain in teaching and those planning to leave teaching. A significant difference in the means at the .05 level was determined on four factors. Those factors are:

1. Helping students to mature and learn is satisfying to me as a teacher;
2. I like living in the community of the size and type in which I teach;

3. Most students in my school respect teachers; and,
4. The achievements of my students in FFA competition more than compensate me for the extra hours I spend training them.

In noting that the first factor (helping students to mature and learn) is statistically significant is not surprising. Those teachers who plan to remain in teaching might be encouraged by intrinsic factors such as this one higher than those teacher who plan to leave teaching.

It would seem that to those teachers who plan to remain in teaching, the community in which they live is also important. The significant difference in means between those teachers remaining and leaving may suggest that teachers planning to leave dislike their community. This may be attributed to the size of community, type of people living there, or the unlikeness of this community to their home town. This last speculation by the researcher is based on the finding that a large percent of Kansas vocational agriculture teachers live near their hometown (see Figure 1).

Respect of the teachers by students in a school would also seem to be important to vocational agriculture teachers. Those teachers who plan to leave teaching may do so due to lack of student respect for teachers in their school.

The achievements of students in FFA activities would

seem to be rewarding to vocational agriculture teachers for the extra time that teacher spends with his/her students. Those teachers who plan to leave may find less reward in their work and therefore little monetary compensation for extra time spent with students.

On several factors, both the teachers planning to remain in teaching and those planning to leave, rated the factors fairly high (3.9 and above). Some of these factors include: enjoy working with rural people, enjoy being close to work associated the farm, enjoy chance to work associated the farm, enjoy chance to work outdoors, and, enjoy variety of subject matter. Those teachers who plan to leave teaching rated these factors almost as high as their counterparts who planned to stay in teaching. This may be partly due to their interest in agriculture as a whole, its background, and lifestyle.

Close inspection of Table 7 reveals that on five encouragement factors, teachers planning to leave teaching rated these factors higher than teachers planning to remain in teaching. These factors are: 1) desire to develop new and imaginative approaches to teaching; 2) enjoy flexibility of the teaching position; 3) community in which I teach is supportive of the vocational agriculture program; 4) my use of resource persons in the community makes my job less demanding;

and 5) enjoy being close to work associated with agribusiness firms. The finding that teachers leaving rated these factors higher than those teachers remaining indicates to this researcher they are not reasons influencing the teacher to leave. If anything, these factors would seem to be the ones which should encourage teachers leaving the field to stay. However, since these teachers have indicated plans to leave, this may imply that those factors which do influence them to leave may have a fairly strong influence on them.

Other factors not already mentioned which may be of some interest are: 1) opportunities for advancement are important to me; and, 2) I receive adequate compensation for the extra hours and evenings I work. The mean score for the first factor by teachers planning to remain and planning to leave respectively, are 3.08 and 3.07. This may indicate that both groups of teachers, regardless of their intent for teaching, feel fairly strong about advancement opportunities. Both groups of teachers also rated the latter factor close (1.11 and 1.13, respectively). This may indicate that both teachers planning to remain in teaching and those planning to leave teaching feel the compensation they receive for their extra work is low.

Identification and Analyses of Extreme Scores by
Teacher Intent

Table 8 reports those encouragement factors with the highest mean scores for teachers planning to remain in teaching, and their standard deviations. The factors listed in Table 8 would therefore seem to be those which would tend to encourage retention of vocational agriculture teachers in teaching.

Of the ten factors with the highest means, five (numbers 1, 3, 5, 7 and 9) directly involve working with people. Four of the factors (numbers 2, 4, 6 and 10) deal with the teaching situation of the vocational agriculture teacher and one (number 8) deals with the community environment.

This would tend to suggest that teachers who plan to remain in teaching in Kansas are people and work oriented. Dickens²⁷ revealed similar findings with Ohio vocational agriculture teachers. Of the ten factors which teachers rated highest as influencing their decision to remain in teaching, six dealt with the teaching situation and one dealt with persons. In a similar study in Iowa, Phelps²⁸ found of the five factors with the highest overall means, two dealt with the teaching situation and two dealt with people. Comparing

²⁷Dickens, op. cit., p. 9.

²⁸Phelps, op. cit., p. 2.

TABLE 8

ENCOURAGEMENT FACTORS WITH HIGHEST MEAN FOR VOCATIONAL
AGRICULTURAL TEACHERS PLANNING TO REMAIN IN TEACHING

Encouragement Factor	Mean	SD
1. I enjoy working with rural people.	4.28	.46
2. I enjoy being close to work associated with the farm.	4.24	.57
3. I enjoy working with young people.	4.22	.60
4. I enjoy the chance to work outdoors.	4.20	.67
5. I enjoy working with other vocational agricultural teachers.	4.12	.81
6. I enjoy the variety of subject matter taught in vocational agricultural.	4.11	.76
7. Helping students to mature and learn is satisfying to me as a teacher.	4.11	.62
8. I like living in the community of the size and type in which I teach.	4.08	.72
9. I enjoy being able to guide and counsel students.	4.04	.62
10. I enjoy working on FFA activities.	3.97	.91

the findings of this study with those in Ohio and Iowa would tend to suggest Kansas vocational agriculture teachers may be more people oriented than their counterparts in the upper midwest.

The ten factors with the highest means in this study

were also ten of the twelve factors with the lowest standard deviations. This would suggest that the respondents not only rated these factors higher but also varied less from the mean.

Table 9 reveals those encouragement factors which teachers planning to leave teaching rated lowest. The low means of these six factors might suggest these factors may influence the respondents plans to leave teaching. Of these six factors three dealt with salary and other compensation, (numbers 2, 3, and 5), two dealt with students (number 1 and 6) and one dealt with teacher workload (number 4). Froehlich²⁹ asked vocational agriculture teachers in Iowa to rate factors which influenced their decision to leave teaching. Of the seven most influential factors, three dealt with teacher workload, and one each dealt with salary and students. Knight³⁰ conducted a similar study in Ohio. Of the five most influential factors one each dealt with workload and salary.

Comparison of the studies seems to indicate concerns of all vocational agriculture teachers on salary and workload. Kansas teachers may tend to be influenced by student related

²⁹Froehlich, op. cit., p. 19.

³⁰Knight, op. cit., p. 4.

TABLE 9
ENCOURAGEMENT FACTORS WITH LOWEST MEAN FOR
VOCATIONAL AGRICULTURAL TEACHERS PLANNING
TO LEAVE TEACHING

Encouragement Factor	Mean	SD
1. Most students in my school respect teachers.	0.78	.98
2. I receive adequate compensation for the extra hours and evenings I work.	1.13	1.13
3. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service.	1.24	1.59
4. The help I receive from student aides makes my job less demanding.	1.48	1.39
5. I believe my salary is similar to that of other professionals with equal training and years of service.	1.53	1.79
6. Discipline problems in my school are insignificant.	1.67	1.92

factors such as respect and discipline.

Correlation of Encouragement Factors by Tenure

Table 10 presents the correlations among 41 encouragement factors and tenure of the respondents. Tenure of these

TABLE 10

CORRELATION OF ENCOURAGEMENT FACTORS AND
TENURE OF VOCATIONAL AGRICULTURE TEACHERS

Encouragement Factor	Teacher Tenure	
	Teachers Planning to stay in teaching (N=72)	Teachers Planning to leave teaching (N=7)
1. Teachers in my school are encouraged to be innovative.	.1822	.5384
2. Helping students to mature and learn is satisfying to me as a teacher.	.2941 ^a	.3194
3. I enjoy being able to guide and counsel students.	.3316 ^a	.0681
4. I enjoy working on FFA activities.	.0117	-.1135
5. Adequate equipment and tools for effective instruction are available for the vocational agriculture department in my school.	.0496	-.0942
6. I believe my salary is similar to that of other professionals with equal training and years of service.	.1523	-.4134
7. I desire to develop new and imaginative approaches to teaching.	.0491	.1144
8. Teaching gives me a feeling of accomplishment and success.	.2120 ^a	.1501

TABLE 10---Continued

Encouragement Factor	Teacher Tenure	
	Teachers Planning to stay in teaching (N=72)	Teachers Planning to leave teaching (N=7)
9. I like living in the community of the size and type in which I teach. ^a	.2253 ^a	.5717
10. Most students in my school respect teachers. ^a	.2436 ^a	-.3401
11. The technical agriculture training I have received is adequate for my teaching.	.2259 ^a	-.3689
12. I enjoy the flexibility of my teaching position.	-.0218	.3313
13. The rewards available in teaching voca- tional agriculture more than compensate for the demands the job makes on me as a teacher.	.2102 ^a	.2194
14. I can develop my own program as a teacher.	.0811	-.0133
15. The achievements (other than FFA) of my students in the vocational agriculture department gives me satisfaction.	.1185	.2556

TABLE 10--Continued

Encouragement Factor	Teacher Tenure	
	Teachers Planning to stay in teaching (N=72)	Teachers Planning to leave teaching (N=72)
16. The community in which I teach is supportive of the vocational agriculture program.	.1335	-.0091
17. The administration in my school is interested in improving the vocational agriculture department.	.2195 ^a	.0817
18. I enjoy working with rural people.	.1143	.3916
19. The number of students I have in class is conducive to effective teaching.	-.1456	-.7756
20. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service.	.0688	-.4347
21. The help I receive from student aides makes my job less demanding.	-.1211	-.5196
22. I enjoy being close to work associated with the farm.	.1188	.5962

TABLE 10--Continued

Encouragement Factor	Teacher Tenure	
	Teachers Planning to stay in teaching (N=72)	Teachers Planning to leave teaching (N=7)
23. The professional education training I have received is adequate for my teaching.	.3150 ^a	.4523
24. I spend an excessive amount of time on required record keeping and paperwork.	.0264	.0927
25. Opportunities for advancement are important to me.	-.3078 ^a	-.9195 ^a
26. Too many duties outside of my department are expected of me.	.1597 ^a	.2932
27. Students in my class are enthusiastic about learning.	-.0460	.3766
28. I enjoy the chance to work outdoors.	.0341	.5142
29. My use of resource persons in the com- munity makes my job less demanding.	-.0548	-.0129
30. I receive adequate compensation for the extra hours and evenings I work.	.1577	-.4622

TABLE 10--Continued

Encouragement Factor	Teacher Tenure	
	Teachers Planning to stay in teaching (N=72)	Teachers Planning to leave teaching (N=7)
31. I enjoy the variety of subject matter taught in vocational agriculture.	.0745	.6550
32. Discipline problems in my school are insignificant.	.2082 ^a	.3758
33. Having the ability to motivate students is a satisfying part of my job.	.2320 ^a	-.0973
34. The achievements of my students in FFA competition more than compensate me for the extra hours I spend training them. ^a	.1363	-.6817 ^a
35. I enjoy working with other vocational agriculture teachers.	.1990 ^a	.0326
36. Teachers in my school are accepted as belonging to the community.	.0269	.0266
37. The vocational agriculture program in my school receives backing from the administration.	.1226	.2016
38. Adequate financial support for the vocational agriculture department is provided by my school.	.1257	-.6776

TABLE 10--Continued

Encouragement Factor	Teacher Tenure	
	Teachers Planning to stay in teaching (N=72)	Teachers Planning to leave teaching (N=7)
39. Teachers in my school usually receive recognition for a job well done.	.0676	.4982
40. I enjoy working with young people.	.0197	.1525
41. I enjoy being close to work associated with agribusiness firms.	.1753	-.0009

^aSignificant at the .05 level of significance.

respondents is further analyzed by their intent to remain in or leave teaching for the 1979-80 school year. Those correlations with the subscript "a" were found to be significant at the .05 level of significance. This writer shall analyze the significant correlations of the encouragement factors in sequential order using the following subheadings: 1) teachers planning to remain in teaching; 2) teachers planning to leave teaching; and, 3) non-significant correlations.

Teachers Planning to Remain in Teaching

"Helping students to mature and learn" (.2941) and "enjoying being able to guide and counsel students" (.3316) are two encouragement factors which have significant correlations. Note that tenure of teachers planning to remain in teaching is positively related to these encouragement factors. This would seem to suggest that these teachers, as their tenure increases, may receive more satisfaction and enjoyment from helping and guiding students. This would seem to reinforce suggestions from findings revealed in earlier tables that Kansas vocational agriculture teachers are perhaps student oriented.

Noting a significant correlation on factor number eight "teaching gives a feeling of accomplishment and success" (.2120) may also suggest support for this idea. The correlation would indicate a slight tendency for this feeling of accomplishment

and success to increase as the teachers tenure increases.

A correlation for teacher tenure and those teachers "liking their community size and type" (.2253) was also found to be significant. Earlier in this study it was revealed that the mean for the number of schools in which teachers taught was 2.05 (see Table 3). With this in mind, the correlation on this factor may suggest that as teachers remain in a teaching position, they may have a tendency to increase a liking for their community. It might be that this liking could be stronger for those teachers who have taught in fewer schools.

"Respect that the students have for teachers in a school" (.2436) showed a significant correlation with tenure of teaching. These data may suggest that of teachers planning to remain in teaching, as tenure increases, the feeling of respect may increase also.

Another encouragement factor which had a significant correlation with tenure of teachers planning to remain in teaching was the "technical agricultural training those teachers have received" (.2259). This would seem to indicate that teachers feel more adequate with their technical training as their years of experience increase. This may be due to the teachers confidence in themselves and that they learn as they teach.

Another encouragement factor which yielded a significant

correlation was "rewards available in teaching outweigh demands of the teaching position" (.2102). This may seem to suggest that as teachers increase in tenure they find more rewards available in teaching and fewer demands on them as a teacher. This may be due to better organization by the teacher as he/she gains experience.

One significant correlation, "administrators seem more interested in improving the vocational agriculture departments" (.2195) suggests this interest increases as teachers in those departments rise in tenure. Experienced teachers, who plan to remain in teaching, may warrant this interest by administrators through a job well done. With the shortage of vocational agriculture teachers it also may be that administrators may realize improving the vocational agriculture department would be a means of retaining the current teacher or attracting a new teacher.

One of the strongest correlations found to be significant is that "teachers feel the professional training they have received is adequate" (.3150). This attitude toward their professional training would seem to increase as they gained experience. This finding seems to speak favorably of the combined teacher training efforts of the Agricultural Education Department at Kansas State University and the Kansas

State Department of Education.

A fairly strong negative correlation was found to exist between tenure of teachers remaining in teaching and their opportunities for advancement. This may be an indication that as teacher tenure increases, the teachers opportunities for advancement decrease. Recall from Table 2 the mean number of years teaching respondents in this study was 13.5 years teaching. This would put many teachers near the upper end of their salary schedule and lower their advancement opportunities.

"Duties expected of the vocational agriculture teacher outside of the teacher's department" (.1597) was significantly correlated with tenure of the teacher. This might seem to indicate that as the teacher gains tenure more is expected of that teacher by the administration.

Teachers with more experience would seem to have fewer discipline problems. This is indicated by a significant correlation (.2082) between teacher tenure and the factor "discipline problems in my school are insignificant."

One significant correlation that is interesting and possibly expected of teachers remaining in teaching is the "ability to motivate students" (.2320). This seems to increase as tenure increased and may be attributed to experience,

confidence in the job, and probably enthusiasm of the teacher.

The last encouragement factor which was found to have a significant correlation with tenure was "enjoy working with other vocational agriculture teachers" (.1990). As tenure increases for those teachers who plan to remain in teaching, the enjoyment of working with one's counterparts in vocational agriculture would seem to have a tendency to increase. This could be attributed to association with other teachers at the many district and state events.

Teachers Planning to Leave

Three encouragement factors were found to have significant correlations with tenure of those teachers planning to leave teaching. The strongest correlation in this table was a negative correlation between "opportunities for advancement are important" and tenure of teacher planning to leave (-.9195). This may suggest a strong tendency for those teachers who deem advancement opportunities as important, to leave teaching. As tenure increases, the importance of these advancement opportunities would seem to increase also.

The second strongest significant correlation was found to be between "achievement of students in FFA competition" and tenure (-.6817). The negative correlation here may indicate that teachers leaving the field may have students who

fail to excel in FFA competition. Extra hours spent working on FFA related events may not be rewarding to the teacher who does not win.

"Adequate financial support for the vocational agriculture department" was found to have a negative significant correlation with tenure of teachers leaving ($-.6776$). This would suggest that lack of financial support for the program may influence the vocational agriculture teacher to leave teaching.

Non-significant correlations

Other correlations which failed to be statistically significant but seem pertinent in this study are analyzed in this section. On several encouragement factors all correlations with tenure were negative despite differences in teacher intent. One such factor was; "The number of students in class is conducive to effective teaching". Correlations were ($-.1456$) for teachers remaining and ($-.7756$) for teachers leaving. These suggest that as teachers increase in tenure, their attitude towards this decreases. This may suggest that teachers with more experience are not concerned with the number of students in class, whereas, teachers with less experience may be.

"Use of resource persons in making a job less demanding" also yielded negative correlations by both teachers planning to remain in teaching ($-.0548$), and teachers planning to leave

teaching (-.0129). This may suggest that as tenure increases fewer resource persons are used in teaching vocational agriculture. The same may be true with use of student aides. Correlations (-.1211 and -.5196 for teachers remaining and leaving, respectively) suggest that as tenure increase less use is made of student help. These last three encouragement factors cannot be seen by this writer as influencing teachers to remain in or leave teaching. These negative correlations suggest younger, less tenured teachers are making use of this "extra" help while more experienced teachers are not. This may express a need for encouragement of all teachers to use all their resources in their teaching position.

Correlation of Encouragement Factors and Selected Demographic Data

Table 11 presents a list of correlations among 41 encouragement factors and three demographic variables. These variables are: 1) number of schools in which the respondents have taught; 2) distance of teaching position from teacher's hometowns; and 3) distance of teaching position from teacher's spouse's hometowns. Several of these correlations were found to be at the .05 level of significance. An analysis and discussion of these significant correlations and other correlations pertinent to this study are presented in the following:

TABLE 11

CORRELATION OF ENCOURAGEMENT FACTORS WITH NUMBER OF SCHOOLS TAUGHT,
DISTANCE OF TEACHING POSITION FROM TEACHER'S HOMETOWN, AND
DISTANCE OF TEACHING POSITION FROM TEACHER'S
SPOUSE'S HOMETOWN

Encouragement Factor	Number of Schools	Distance from Teacher's Hometown	Distance from Spouse's Hometown
1. Teachers in my school are encouraged to be innovative.	-.0618	-.1681	-.1073
2. Helping students to mature and learn is satisfying to me as a teacher.	.1341	.0455	.0116
3. I enjoy being able to guide and counsel students.	.1974 ^a	-.0173	-.1317
4. I enjoy working on FFA activities.	-.0048	.1868	.0314
5. Adequate equipment and tools for effective instruction are available for the vocational agriculture department in my school.	-.2879 ^a	.0989	.0553
6. I believe my salary is similar to that of other professionals with equal training and years of service.	-.0326	.0592	-.0959

TABLE 11-Continued

Encouragement Factor	Number of Schools	Distance from Teacher's Hometown	Distance from Spouses' Hometown
7. I desire to develop new and imaginative approaches to teaching.	.0100	-.1944	-.1356
8. Teaching gives me a feeling of accomplishment and success.	.0512	-.0960	-.1087
9. I like living in the community of the size and type in which I teach. ^a	.1267	-.4392 ^a	-.1244
10. Most students in my school respect teachers. ^a	.0295	-.1263	-.0727
11. The technical agriculture training I have received is adequate for my teaching.	.1630	-.0282	.0095
12. I enjoy the flexibility of my teaching position.	.0002	-.1094	-.1557
13. The rewards available in teaching vocational agriculture more than compensate for the demands the job makes on me as a teacher.	-.0822	-.0341	-.0901

TABLE 11--Continued

Encouragement Factor	Number of Schools	Distance from Teacher's Hometown	Distance from Spouses' Hometown
14. I can develop my own program as a teacher.	-.0697	.0127	-.0028
15. The achievements (other than FFA) of my students in the vocational agriculture department gives me satisfaction.	-.0050	-.2197 ^a	-.0081
16. The community in which I teach is supportive of the vocational agriculture program.	.1055	-.0669	.1067
17. The administration in my school is interested in improving the vocational agriculture department.	.0876	-.0568	.0626
18. I enjoy working with rural people.	-.0210	-.1732	.0657
19. The number of students I have in class is conducive to effective teaching.	-.1655	-.0860	-.1015
20. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service.	-.0616	-.0478	-.1142

TABLE 11--Continued

Encouragement Factor	Number of Schools	Distance from Teacher's Hometown	Distance from Spouses' Hometown
21. The help I receive from student aides makes my job less demanding.	-.1993 ^a	-.0144	.2166 ^a
22. I enjoy being close to work associated with the farm.	.1119	.1093	.0884
23. The professional education training I have received is adequate for my teaching.	.1248	.0510	-.0446
24. I spend an excessive amount of time on required record keeping and paperwork.	-.0310	-.0064	-.2036
25. Opportunities for advancement are important to me.	-.1869	-.0043	-.0787
26. Too many duties outside of my department are expected of me.	.0733	-.1349	-.3333 ^a
27. Students in my class are enthusiastic about learning.	-.1917 ^a	-.0235	-.0351
28. I enjoy the chance to work outdoors.	-.0616	-.1988 ^a	.1588
29. My use of resource persons in the community makes my job less demanding.	-.0890	.0467	.0001

TABLE 11--Continued

Encouragement Factor	Number of Schools	Distance from Teacher's Hometown	Distance from Spouses' Hometown
30. I receive adequate compensation for the extra hours and evenings I work.	-.0770	.0391	.1397
31. I enjoy the variety of subject matter taught in vocational agriculture.	.1119	.0134	.1575
32. Discipline problems in my school are insignificant.	.0931	-.1110	-.0797
33. Having the ability to motivate students is a satisfying part of my job.	.0429	.0117	-.1876
34. The achievements of my students in FFA competition more than compensate me for the extra hours I spend training them. ^a	.0258	.1728	.0860
35. I enjoy working with other vocational agriculture teachers.	.0519	.2004 ^a	-.0151
36. Teachers in my school are accepted as belonging to the community.	-.0593	-.1458	-.0225
37. The vocational agriculture program in my school receives backing from the administration.	.0324	.0069	.0134

TABLE 11--Continued

Encouragement Factor	Number of Schools	Distance from Teacher's Hometown	Distance from Spouses' Hometown
38. Adequate financial support for the vocational agriculture department is provided by my school.	-.0279	.1851	.1057
39. Teachers in my school usually receive recognition for a job well done.	-.0697	-.0128	.0058
40. I enjoy working with young people.	-.0484	.1589	-.0214
41. I enjoy being close to work associated with agribusiness firms.	.0396	.0246	-.0903

^aSignificant at the .05 level of significance.

Number of Schools in Which Respondents Taught

Over one-half of the correlations between the 41 encouragement factors and this demographic variable were negative. This would tend to suggest that as these factors are actually encouraging to teachers, those teachers tend to teach in fewer schools. The stronger the negative correlation, then, the less of a tendency for a teacher to change schools. The strongest of these correlations was "adequate equipment and tools for effective instruction are available for the vocational agriculture department in my school" ($-.2879$). Noting the strength and sign of this correlation, suggests that when teachers feel they have adequate equipment and supplies there may be a tendency for those teachers to remain teaching in the school where they are employed. One might speculate that steps by school administrators to provide adequate equipment and tools for vocational agriculture departments may help to lessen teacher turnover and thus relieve the shortage of vocational agriculture teachers.

"Help from student aides in relieving demands of the job" was the encouragement factor with the second strongest correlation ($-.1993$) with the number of schools. This might suggest that those teachers who receive help from student aides may tend to teach in fewer schools.

"Enjoying being able to guide and counsel students" is the only encouragement factor found to be statistically significant with a positive correlation of .1974. This would tend to suggest enjoyment of guiding and counseling students may increase as the number of schools taught in increases. This finding might be attributed to the thought that a teacher who has taught in a greater number of schools may have been exposed to a greater number of students. Therefore the teacher might have a greater chance to counsel and guide more students.

The last encouragement factor under this heading with a significant correlation was "students are enthusiastic about learning." Correlation of this factor with the number of schools yields the third strongest correlation (-.1917), which is also negative. This may suggest that teachers who have students who are enthusiastic about learning will tend to teach in fewer schools.

Distance of Teaching Position from Teacher's Hometown

Once again many of the correlations developed with encouragement factors and demographic data are negative. In this case, negative correlations with distance from home would tend to suggest, the closer to home, the more encouraging are these factors. The strongest of these correlations is

"liking the community of the size and type in which the teacher lives" ($-.4392$). The significance of the correlation would suggest that as a teacher moves closer to home the more he/she will like the community in which they teach. This would seem to be an expected situation. Most people like the area near their hometown so it stands to reason that the closer to this area a teacher can get, the more that teacher may have a tendency to like the community.

The second strongest correlation is with "The achievements (other than FFA) of vocational agriculture students give the teacher satisfaction" ($-.2197$).

This may be due to an increased pressure on the vocational agriculture teacher who lives closer to home to do a good job. As students of that teacher achieve goals, the teacher receives satisfaction in his job.

A "chance to work outdoors" is another factor with a correlation found to be statistically significant ($-.1988$). Inspection of this correlation suggests that as teachers are closer to their hometown the more they may enjoy working outdoors. This could be due to some teachers participating in the family farm at home.

The only encouragement factor which yielded a positive significant correlation with distance from teachers hometown

was the "enjoyment of working with other vocational agriculture teachers" (.2004). This might tend to suggest that teachers enjoy working with teachers more as they increase their distance from home.

Distance of Teaching Position From Spouse's Hometown

Only two encouragement factors were found to yield statistically significant correlations, one negative and one positive. Once again the majority of the correlations were negative. This supports the tendency for encouragement factors to have more influence on teachers as they take a position closer to their spouse's hometown. Part of this may be attributed to the possibility of a teacher working part-time with the spouse's parents such as farming.

"Too many duties expected of the teacher outside the vocational agriculture department" is the factor with the strongest correlation ($-.3333$) in this area. This would suggest that as teachers take positions closer to their spouse's hometown, they may feel more is expected of them outside the vocational agriculture department. If a teacher was closer in distance to his/her family, expectations to do a good job could be a factor.

The only significant positive correlation with distance from spouse's hometown is with the factor; "help from student

aides makes teaching job less demanding" (.2166). This may suggest that as distance from spouse's hometown increases, there is a tendency to receive more help from student aides.

Summary

Data provided by 80 vocational agriculture teachers in Kansas were analyzed in this chapter. This section provides a summary of the findings derived from these data.

Respondents in this study reported a range of one to 42 years experience in teaching vocational agriculture. The mean number of years taught by the respondents was 13.5 years. Over one-half of the respondents were found to have taught over ten years.

The number of schools in which teachers have been employed ranged from one to five with a mean of 2.05. Over two-thirds of the respondents reported having taught in just one or two schools.

Seventeen respondents (23.6 percent) live within 50 miles of their hometown and their spouse's hometown. Twenty-eight (38.8 percent) live within 100 miles of both hometowns. Of those respondents who were single, 62.5 percent live within 50 miles and 75 percent live within 100 miles of their hometowns.

Over 26 percent of the respondents reported they were

never enrolled as a vocational agriculture student in high school.

Ninety percent of the teachers involved in the study reported they plan to teach during the 1979-80 school year. Nine percent of the respondents reported they plan to leave teaching. Of those that plan to remain in teaching, 73.2 percent were enrolled in vocational agriculture as a high school student while 26.8 percent were not. Of those planning to leave teaching 85.7 percent were vocational agriculture students in high school while 14.3 percent were not.

The two groups of respondents (those remaining in teaching and those leaving) were asked to rate 41 encouragement factors. The means for these factors were determined and compared by teacher intent. A significant difference between the means of the two groups of respondents was found on the four following encouragement factors:

1. Helping students to mature and learn is satisfying to me as a teacher;
2. I like living in the community of the size and type in which I teach;
3. Most students in my school respect teachers;
4. The achievements of my students in FFA competition more than compensate me for the extra hours I spend training them.

Both groups of respondents rated several factors (3.9 and above on a 0 - 5 scale). These factors included: enjoy working with rural people, enjoy being close to work associated with the farm, enjoy chance to work outdoors, and enjoy variety of subject matter.

Opportunities for advancement and adequate compensation for the hours worked were two factors on which respondents have very similar ratings regardless of their intent for teaching the following year. Teachers planning to remain in teaching and those planning to leave teaching rated the first factor 3.08 and 3.07, respectively. They rated the latter factor 1.13 and 1.11, respectively.

On five factors the mean for those teaching to leave was found to be higher than the mean for those teachers staying. These factors are: 1) desire to develop new and imaginative approaches to teaching; 2) enjoy flexibility of teaching position; 3) community in which I teach is supportive of the vocational agriculture program; 4) my use of resource persons in the community makes my job less demanding; and 5) I enjoy being close to work associated with agribusiness firms.

The ten encouragement factors with the highest means were determined for those respondents who plan to remain in teaching. Following is a list of those factors:

1. I enjoy working with rural people;
2. I enjoy being close to work associated with the farm;
3. I enjoy working with young people;
4. I enjoy the chance to work outdoors;
5. I enjoy working with other vocational agriculture teachers;
6. I enjoy the variety of subject matter taught in vocational agriculture;
7. Helping students to mature and learn is satisfying to me as a teacher;
8. I like living in the community of the size and type in which I teach;
9. I enjoy being able to guide and counsel students;
10. I enjoy working on FFA activities.

Five of these factors deal with people, four with the teaching situation, and one with the community. The six factors with the lowest means were determined for those teachers planning to leave teaching. They are:

1. Most students in my school respect teachers;
2. I receive adequate compensation for the extra hours and evenings I work;

3. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service;
4. The help I receive from student aides makes my job less demanding;
5. I believe my salary is similar to that of other professionals with equal training and years of service; and,
6. Discipline problems in my school are insignificant.

Of these six factors, three dealt with salary and other compensation, two dealt with students, and one with teacher workload.

The ratings of all 41 encouragement factors were correlated with selected demographic variables. One variable, teacher tenure, was stratified by teacher intent to remain in or leave teaching. Fourteen correlations were found to be significant at the .05 level of significance for those teachers planning to remain in teaching. The strongest correlation was .3316 on the factor "I enjoy being able to guide and counsel students." The second strongest correlation was .3150 on the factor "The professional education training I receive is adequate for my teaching." The third strongest correlation was negative. The correlation was $-.3278$ on the factor

"Opportunities for advancement are important to me."

Three correlations on these encouragement factors were found to be significant for those respondents planning on leaving teaching. All three were negative correlations. The strongest was $-.9195$ on the factor "Opportunities for advancement are important to me."

Other demographic variables which were correlated against the encouragement factors were: 1) the number of schools in which the respondents have taught; 2) the distance from the respondent's teaching position to his/her hometown; and 3) the distance from teaching position to teacher's spouse's hometown. Four correlations were found to be significant with the number of schools. The strongest of these correlations was $-.2879$ on the factor "Adequate equipment and tools for effective instruction are available for the vocational agriculture department in my school."

Four correlations were also found to be significant with distance from teacher's hometown. All four correlations were negative. The strongest was $-.4392$ on the factor "I like living in the community of the size and type in which I teach."

Only two factors were found to be significantly correlated with distance from teacher's spouse's hometown. One

negative and one positive. The strongest was $-.3333$ on the factor "Too many duties outside my department are expected of me." The second strongest correlation was $.2166$ on the factor "The help I receive from student aides makes my job less demanding."

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is a summary of the study. Included is a review of the purpose, objectives of this investigation, methods, and procedures employed. On the basis of the findings and conclusions, recommendations for further action are also presented.

Summary of the Study

Purpose

The major purpose of this study was to identify and examine factors which encourage vocational agriculture teachers in Kansas to remain in teaching.

Objectives

Three specific objectives were identified to guide in the development and the evaluation of this study:

1. To identify factors which encourage vocational agriculture teachers in Kansas to remain in teaching;
2. To determine if teachers who plan to remain in teaching differ from those who plan to leave the teaching field;

3. To determine if tenure of these teachers has an affect on their ratings of these encouragement factors.

Methodology

Following the development of the purpose and objectives of this study, it became evident that data from a state-wide sampling of Kansas would be the most useful method of gathering data. One hundred eighty-eight vocational agriculture teachers in Kansas were identified in the "1978-79 Kansas Agricultural Education Instructors Directory" (Appendix A) as the target population.

A survey instrument was developed to gather data from these teachers. These data included the respondent's rating of their 41 encouragement factors and selected demographic data. A total of 80 vocational agricultural teachers returned useable questionnaires. The data on the questionnaire were coded by the writer and relayed to the Kansas State University Computer Center. Here the information was transferred to data processing cards. The computing center's ITEL AS5 model computer was utilized in analyzing the data.

Major Findings

The findings of this study are summarized in the following

subdivisions; 1) analysis of demographic data; 2) encouragement factors by teacher intent; 3) identification of extreme encouragement factor mean scores by teacher intent; 4) correlation of encouragement factors and tenure; and 5) correlation of encouragement factors and selected demographic variables.

Analysis of demographic data

Years of experience teaching vocational agriculture.--

Twenty percent of the respondents had taught one to three years. An additional 28.7 percent had taught four to nine years. Over one-half of the respondents reported more than ten years experience teaching vocational agriculture. The range was from one to 42 years. The mean number of years taught was 13.5.

Number of schools in which vocational agriculture teachers taught.--Over 36 percent of the respondents had taught in only one school. An additional 31 percent had taught in two schools. Only nine percent of the respondents had taught in more than three schools. The mean number of schools in which the teachers taught was 2.05.

Distance from teaching position to teacher's hometown and teacher's spouse's hometown.--Seventeen married respondents (23.6 percent) were employed within 50 miles of their hometown

and their spouse's hometown. Twenty-eight (28.8 percent) of the respondents were employed within 100 miles of both hometowns. Of the single teachers in this study, five (62.5 percent) taught within 50 miles of their hometown and six (75 percent) taught within 100 miles of their hometown. When married and single respondents are totaled, 30 respondents (41.7 percent) teach within 50 miles of their hometown and five respondents (6.3 percent) taught beyond 400 miles from their hometown.

Experience as a student in high school vocational agriculture.--Fifty-eight respondents (72.5 percent) reported at least some experience as a high school student in vocational agriculture. Twenty-one respondents (26.2 percent) reported no such experience.

Intent to teach during 1979-80 school year.--Seventy-two respondents (90 percent) reported plans to remain in teaching during the 1979-80 school year. Seven respondents (9 percent) planned to leave teaching.

Experience as a high school vocational agricultural student and intent to teach during 1979-80.--Of the teachers who planned to remain in teaching during 1979-80 school year, 53 (73.2 percent) had experience as a high school vocational agriculture student while 19 (26.8 percent) did not. Of those

respondents who planned to leave teaching, six (85.7 percent) had experience as a high school vocational agriculture student while one (14.3 percent) did not.

Encouragement factors by teacher intent

Remaining in teaching.--The total mean for teachers remaining in teaching on all encouragement factors was 3.328. The means for individual factors ranged from 4.28 (I enjoy working with rural people) to 1.11 (I receive adequate compensation for the extra hours and evenings I work).

Leaving teaching.--The total mean for all encouragement factors in this group of respondents was 2.886. The means for individual factors ranged from 4.19 (I enjoy being close to work associated with the farm) to 0.78 (Most students in my school respect students.)

Difference between the means of the two groups on each factor.--A significant difference between the means of the respondents remaining and leaving was found on the following four factors:

1. Helping students to mature and learn is satisfying to me as a teacher;
2. I like living in the community of the size and type in which I'm living;
3. Most students in my school respect teachers;

4. The achievement of my students in FFA competition more than compensate me for the extra hours I spend training them.

On a number of encouragement factors both groups of teachers rated the factors high (above 3.9). These include: 1) enjoy working with rural people; 2) enjoy being close to work associated with the farm; 3) enjoy chance to work outdoors; and 4) enjoy variety of subject matter.

Factors on which means of teacher leaving were higher than teacher remaining.--Five encouragement factors with means higher for teachers leaving than remaining were found to exist. They were: 1) desire to develop new and imaginative approaches to teaching; 2) enjoy flexibility of teaching position; 3) community in which I teach is supportive of the vocational agriculture program; 4) my use of resource persons in the community makes my job less demanding; and 5) I enjoy being close to work associated with agribusiness firms.

Identification of extreme scores by teacher intent

Teachers planning to remain in teaching.--The ten encouragement factors with highest means for teachers remaining in teaching were:

1. I enjoy working with people;
2. I enjoy being close to work associated with the farm;

3. I enjoy working with young people;
4. I enjoy the chance to work outdoors;
5. I enjoy working with other vocational agricultural teachers;
6. I enjoy the variety of subject matter taught in vocational agriculture;
7. Helping students to mature and learn is satisfying to me as a teacher;
8. I like living in the community of the size and type in which I live;
9. I enjoy being able to guide and counsel students;
10. I enjoy working on FFA activities.

Teachers leaving teaching.--The six factors with the lowest mean scores are:

1. Most students in my school respect teachers;
2. I receive adequate compensation for the extra hours and evenings I work;
3. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service;
4. The help I receive from student aids makes my job less demanding;
5. I believe my salary is similar to that of other professionals with equal training and years of service;

6. Discipline problems in my school are insignificant.

Correlations of encouragement factors by tenure

Tenure of teacher planning to remain in teaching.--

Fourteen of the 41 encouragement factors were found to have significant correlations with tenure of teachers remaining in teaching. The strengths of these significant correlations ranged from .1547 to .3316. The strongest correlation was on the encouragement factor "I enjoy being able to guide and counsel students." The second strongest correlation (.3150) was on the factor, "The professional education training I receive is adequate for my teaching." The third strongest correlation was negative. That correlation was -.3078 on the factor "Opportunities for advancement are important to me."

Tenure of teachers planning to leave teaching.--Three factors were found to have significant correlations with the teachers planning to leave teaching. All three were negative ranging from -.6776 to -.9195. The strongest correlation (-.9195) was on the factor "Opportunities for advancement are important to me." Nearly one-half of the correlations for teachers leaving were negative.

Correlations of encouragement factors by selected demographic variables

Number of schools taught.--Four correlations were found to be significant. The strongest (-.2879) was on the factor

"Adequate equipment and tools for effective instructions are available for the vocational agriculture department in my school."

Distance from teacher's hometown.--Four factors were found to have significant correlations with distance from hometown. Three of these were negative. The strongest correlation was $-.4392$ on the factor "I like living in the community of the size and type in which I teach." The only positive significant correlation was $.2004$ on the factor "I enjoy working with other vocational agriculture teachers."

Distance from teacher's spouse's hometown.--Two correlations were found to be significant. One was negative and one positive. The strongest correlation ($-.3333$) was on the factor "Too many duties outside my department are expected of me." The one positive significant correlation was $.2166$ on the factor "The help I receive from student aides makes my job less demanding."

Conclusions

From the analysis and interpretations of the data outlined in this study, the following conclusions were made:

1. Vocational agriculture teachers who plan to remain in teaching are encouraged to do so primarily by student and people related factors. Student related factors

include the satisfaction of helping students to mature and learn and enjoyment of being able to guide and counsel students. People related factors include enjoyment working with young people and rural people.

2. Vocational agriculture teachers who plan to leave teaching are influenced by factors dealing with salary, fringe benefits, and teacher workload.
3. As tenure for vocational agriculture teachers increases, teachers who plan to remain in teaching are more encouraged to do so by student and people related factors.
4. As tenure for vocational agriculture teachers increases, teachers are influenced to leave teaching by factors related to salary, fringe benefits, and teacher workload.
5. Vocational agriculture teachers in this study enjoy associating with rural people, farm work, and the outdoors.
6. For those teachers studied opportunities for advancement and adequate compensation for extra hours and evenings worked is important regardless of their intent to teach the following year.
7. Teachers are influenced to remain in their current positions where administrators exhibit an interest

- in supporting and improving the vocational agriculture department and where students are enthusiastic about learning and respectful to teachers.
8. Single vocational agriculture teachers exercise less mobility in taking a teaching position than their married counterparts.
 9. Teachers of vocational agriculture who were enrolled in high school vocational agriculture as a student will leave teaching sooner than teachers with no experience as a high school vocational agriculture student.
 10. Teachers planning to leave teaching rated several encouragement factors higher than those teachers planning to remain in teaching. However, the influence of those factors was weak compared to factors which influenced those teachers to leave teaching.

Recommendations

Based upon the findings and conclusions of this study and the experiences of the writer, the following recommendations are made:

1. The teacher education staff at Kansas State University and other states should modify their pre-service

instruction of agriculture education students to include: a) a unit on what to look for in a teaching position during the Program Planning class. This should include how a salary schedule works and fringe benefits possible in a teaching position; b) a unit on how to make use of resource persons and students in making the teaching job less demanding. This should also be included in the Program Planning class; c) a unit on the theory and application of vocational funding during the Principle and Philosophy of Vocation Education class; and d) the Methods of Teaching Agriculture class should include units on motivation techniques, instilling enthusiasm in students, understanding student behavior and discipline, and rewards possible through working with students;

2. In-service training of vocational agriculture teachers by teacher educator staffs should include include instruction in techniques for motivating students, the importance of public relations, and use of resource persons in reducing teacher workload.
3. The agricultural education curriculum at Kansas State University should be modified to allow for

more technical agriculture classes to be taken by students without increasing the number of hours required to graduate.

4. The Kansas Vocational Agriculture Teacher Association should be made aware of the findings of the study. The teacher welfare committee of the Kansas Association should recognize and promote those factors in this study which were found to encourage teachers to remain in teaching.
5. The findings of this study should be forwarded to the Kansas State Department of Education and other state departments of education. These organizations should promote research in this and similar areas. They should provide leadership and financial assistance for those studies which would help to retain teachers in teaching and therefore assist in relieving the shortage of teachers in vocational education.
6. A committee should be established in the state with the purpose of identifying and implementing ways and means to increase compensation for the long hours and evenings which vocational agriculture teachers work and to decrease teacher workload. The leadership for this committee should be provided by the

Kansas Vocational Agriculture Teachers Association. Other organizations with participating members on this committee should include: a) teacher education staff at Kansas State University; b) vocational education personnel of the Kansas State Department of Education; and c) high school administrators representing secondary schools with vocational agriculture programs.

7. A task force should be established to promote the agricultural education curriculum to all high school students, not just vocational agriculture students. Vocational agriculture teachers and guidance counselors in secondary institutions should identify students who might be interested in agricultural education and set sites for these students to meet in a seminar with this task force. The task force itself should include members of the following:
 - a) teacher educator staff at Kansas State University;
 - b) agricultural education graduates employed at nearby post-secondary institutions; c) upperclassmen or graduate students majoring in agriculture education; and d) nearby vocational agriculture teachers who are deemed successful and as leaders in their district.

8. The College of Agriculture at Kansas State University should implement a course for agriculture students during the school term consisting of "hands on" management practices with livestock and crops. This class would be required for agricultural education students.
9. The College of Agriculture should offer a series of short courses during the summer for vocational agriculture teachers. These courses should concentrate on updating teachers with technical agriculture, management, and "hands on" skills. Specific topics should be obtained by an assessment survey of the vocational agriculture teachers in the state.
10. The College of Agriculture should cooperate with the College of Education to create a new position on the teacher education staff. The responsibilities would include: a) overseeing production agriculture training for agricultural education students; b) instruction of a "hands on" management practice class to be required for agricultural education majors during their pre-block semester; c) conducting an annual assesment of in-service production agriculture training requested by vocational agriculture teachers in the state; d) organize and

coordinate with departments in the College of Agriculture summer short courses in production agriculture teachers; e) assist in recruiting students in the College of Agriculture; f) assist in advising agricultural education students; and g) chair the recommended recruiting task force for agricultural education.

Recommendations for Further Studies

Additional studies in this area are deemed important by this writer in helping to retain vocational agriculture teachers in teaching and decreasing the teacher shortage. Possibilities for further studies include: 1) the mobility and attraction of vocational agriculture teachers in Kansas; 2) means by which compensation for the vocational agriculture teacher's extra work could be provided; 3) means by which teacher workload, especially paperwork, could be reduced; 4) a follow-up study of first year vocational agriculture teachers in Kansas who remain in and leave teaching; 5) factors which encourage agricultural education graduates in Kansas to enter teaching; and 6) how vocational agriculture students perceive their agriculture teachers role as a teacher.

APPENDICES

APPENDIX A

SECONDARY - SOUTHWEST DISTRICT

<u>Post Office</u>	<u>Zip</u>	<u>School Name</u>	<u>USD#</u>	<u>Instructor's Name</u>
Dodge City	67801	SWK - AVTS	443	Gerald H. Schmitt
Dodge City	67801	SWK - AVTS	443	Allen Starosta
Dodge City	67801	SWK - AVTS	443	Bernard E. Weller, Jr.
Ensign	67841	Ensign HS	102	D. Gail LaMunyon
Fowler	67841	Fowler HS	225	Preston Hutchinson
Garden City	67846	Garden City Sr. HS	457	Keith Bray
Garden City	67846	Garden City Sr. HS	457	Betsy Merchant
Hanston	67849	Hanston HS	228	Dan Aistrup
Holcomb	67851	Holcomb HS	363	Alva Burch
Hugoton	67951	Liberal AVTS	210	G. Loren Zabel
Jetmore	67854	Jetmore HS	227	Arvel Wheelchel
Kismet	67859	Southwestern Heights HS	483	Arthur White
LaCrosse	67548	LaCrosse HS	395	John Graff
Lakin	67860	Lakin HS	215	Dwayne C. Beckford
Leoti	67861	Wichita County HS	467	Hubert Mai
Mullinville	67109	Mullinville HS	424	Wayne Thompson

Post Office Zip School Name USD# Instructor's Name

Ness City	67560	Ness City HS	303	Randy Rasby
Satanta	67870	Satanta HS	507	Melvin Heddlesten
Scott City	67871	Scott City HS	466	Kenneth Pride
Tribune	67869	Greeley Co. HS	200	James Heddlesten

SECONDARY - NORTHWEST DISTRICT

Almena	67622	Northern Valley HS	212	Roland Mays
Atwood	67730	Atwood HS	318	Don Burks
Bird City	67731	Cheylin HS	103	Art Buhl
Colby	67701	Colby HS	315	Kenneth Windholz
Downs	67437	Downs HS	272	Oliver Bennett
Ellis	67637	Ellis HS	388	Eldon Pfeifer
Goodland	67735	Goodland HS	352	Russell A. Bell
Hays	67601	Hays HS	489	Edward J. Schukman
Hill City	67642	Hill City HS	281	Joe Farrell
Hoxie	67740	Hoxie HS	412	Paul Babcock
Jennings	67643	Prairie Heights	295	Carl Wahlmeier

Post Office	Zip	School Name	USD#	Instructor's Name
Kensington	66951	West Smith Co. HS	238	Jim Maguin
Lebanon	66952	Lebanon HS	236	Norman Prather
Morland	67650	West Graham HS	280	Oran Nunemaker
Natoma	67651	Natoma HS	399	Jeff Harrison
Norton	67654	Norton Community HS	211	Larry Turner
Oakley	67748	Oakley HS	274	Leon Rathbun
Oberlin	67749	Oberlin HS	294	Terry Steinshower
Osborne	67473	Osborne HS	392	R.B. Feldkamp
Palco	67657	Palco HS	269	Therean Towns
Phillipsburg	67661	Phillipsburg HS	325	Don Weiser
Plainville	67663	Plainville HS	270	Marvin H. Hachmeister
Quinter	67752	Quinter HS	293	Scott Ward
Russell	67665	Russell HS	407	Galen Neidenthal
St. Francis	67756	St. Francis HS	297	Ben Leibbrandt
Sharon Springs.	67758	Wallace Co. HS	241	Jack English
Smith Center	66967	Smith Center HS	237	Randall L. Warner Ronald M. Meitler
Stockton	67669	Stockton HS	271	Gary Gish

Post Office	Zip	School Name	USD#	Instructor's Name
WaKeeney	67672	Trego Community HS	208	Wilbur Stites
Weskan	67762	Weskan HS	242	Jack English
<u>SECONDARY - NORTH CENTRAL DISTRICT</u>				
Abilene	67410	Abilene HS	435	J.M. Frey
Abilene	67410	Abilene HS	435	George Welborn
Beloit	67420	Beloit HS	273	Charles Hessenflow
Belleville	66935	Belleville HS	427	Robert J. Mainquist
Chapman	67431	Chapman HS	473	Dennis Will
Chapman	67431	Chapman HS	473	Duane A. McCune
Clay Center	67432	Clay Center Comm. HS	379	Maurice Catlin
Clifton	66937	Clifton HS	224	Powell Heide
Concordia	66901	Concordia Senior HS	333	Michael Catlin
Courtland	66939	Courtland HS	426	Mark Russell
Ellsworth	67439	Ellsworth HS	327	Ken Robson
Hanover	66945	Hanover HS	223	Alvin L. Lampe
Hope	67451	Hope HS	481	Donald D. Phillips
Jewell	66949	Jewell HS	279	Larry LaDow

Post Office	Zip	School Name	USD#	Instructor's Name
Linn	66953	Linn HS	223	Delbert L. Rule
Manhattan	66502	Manhattan Senior HS	383	Stanley Bartel
Manhattan	66502	Manhattan Senior HS	383	Ken Bowie
Mankato	66956	Mankato HS	278	David Bothwell
Miltonvale	67466	Miltonvale HS	334	Anthony A. Harris
Minneapolis/Delphos	67467	North Ottawa County HS	239	Jim Macy
Morrowville	67467	North Ottawa County HS	239	John Twadell
	66958	North Central HS	221	Garry Peterson
Randolph	66554	Blue Valley HS	384	Marion McGee
Riley	66531	Riley County HS	378	Greg Schafer
Salina	67401	Salina AVTS	305	Greg Anderes
Scandia	66966	Scandia HS	426	Mark Russell
Solomon	67410	Solomon HS	393	Robert N. Clay
Washington	66968	Washington HS	222	Phil Kingston
Wilson	67490	Wilson HS	328	James Patry

SECONDARY - NORTHEAST DISTRICT

Post Office	Zip	School Name	USD	Instructor's Name
Blue Rapids	66548	Valley Heights HS	498	Dan Palmateer
Centralia	66415	Centralia HS	380	James Dobkins
Effingham	66023	Atchison Community HS	377	Roy F. Eck
Hiawatha	66434	Hiawatha HS	415	Bill Larrson Lloyd E. Barnett
Highland	66035	Highland HS	425	Ron McGee
Holton	66436	Holton HS	336	Douglas Janke
Hoyt	66440	Royal Valley HS	337	Edward S. Ryan
Marysville	66508	Marysville HS	364	Dale Hostinsky
Meriden	66512	Jefferson West HS	340	John Welborn
Onaga	66521	Onaga HS	322	Leonard R. Ottman
Powhattan	66527	Powhattan HS	510	Howard Campbell
Rossville	66533	Rossville HS	321	Alan Konicek
Sabetha	66534	Sabetha HS	441	Stan Newby
St. George	66535	St. George HS	323	Leslie Fehr
Silver Lake	66539	Silver Lake HS	372	Mike Felder
Troy	66087	Troy HS	429	Rick Blush

Post Office	Zip	School Name	USD	Instructor's Name
Wamego	66547	Wamego HS	320	George Ebert
Wathena	66090	Wathena HS	406	Charles L. Bramlage
Westmoreland	66549	Westmoreland HS	373	Noel Park
<u>SECONDARY - EAST CENTRAL DISTRICT</u>				
Alma	66401	Wabaunsee HS	329	Larry Hoobler
Burlingame	66413	Burlingame HS	454	Don Montgomery
Colony	66091	Crest HS	479	Randy Craft
Council Grove	66846	Council Grove HS	417	Allen Kurtz
Emporia	66801	Flint Hills AVTS	253	Carl L. Stueve
Eskridge	66423	Mission Valley HS	330	T. D. Fanning
Garnett	66032	Garnett HS	365	Sam Harris
LaCygne	66040	Prairie View HS	362	Marvin Creager
LaCygne	66040	Prairie View HS	362	Mike Eastwood
Lawrence	66044	Lawrence HS	497	Stanley L. Larson
Lawrence	66044	Lawrence HS	497	F. E. Simmons
Lebo	66856	Lebo HS	243	Dennis Polson

Post Office	Zip	School Name	USD#	Instructor's Name
Louisburg	66053	Louisburg HS	416	George J. Sherman
Mound City	66056	Jayhawk-Linn HS	346	L. Dean Todd
Osage City	66523	Osage City HS	420	Darrell Williams
Paola	66071	Paola HS	368	John Nichols
Paola	66071	Paola HS	368	Dave Coover
Paola	66071	Paola HS	368	Harold Homrighausen
Paola	66071	Paola HS	368	Jeanne Owen Holmes
Richmond	66080	Central Heights HS	288	Don Benjamin
Shawnee Mission	66216	Shawnee Mission North- west HS 12701 W. 67th	512	Charles Grote
Topeka	66619	Washburn Rural HS	437	Leroy Russell
Topeka	66617	Seaman HS	345	James L. Hundley
Topeka	66604	Kaw AVTS		Don Rhine
Williamsburg	66095	Williamsburg HS	287	Earl Anderson
<u>SECONDARY - SOUTHEAST DISTRICT</u>				
Altamont	67330	Labette Co. HS	506	Harold Helton

Post Office	Zip	School Name	USD#	Instructor's Name
Altamont	67330	Labette Co. HS	506	John Frazier
Altamont	67330	Labette Co. HS	506	Danny Peterson
Buffalo	66717	Altoona-Midway HS	387	Marcell B. Tinkler
Caney	67333	Caney Valley HS	436	John R. Brooks
Cherokee	66724	Southeast HS	247	Larry Coltrane
Cherokee	66724	Southeast HS	247	Marvin Wahl
Cherryvale	67335	Cherryvale HS	447	Chuck Smith
Coffeyville	67337	SEK AVTS	445	Eldred Harris
Columbus	66725	SEK AVTS	493	James Housman
Columbus	66725	SEK AVTS	493	Steve Lynn
Erie	66733	Erie HS	101	Wilber K. Buntin
Eureka	67045	Eureka HS	389	Robert L. Martin
Ft. Scott	66701	Ft. Scott	234	Kenneth Taylor
Fredonia	66736	Fredonia HS	484	Larry Marshall
Girard	66743	Girard HS	248	Dennis Brown
Girard	66743	Girard HS	248	Jack McClaskey
Howard	67349	West Elk HS	282	Lawrence E. Harmon
Howard	67349	West Elk HS	282	John Griesel

Post Office	Zip	School Name	USD#	Instructor's Name
Humboldt	66748	Humboldt HS	258	Wayne Dunn
Iola	66749	Iola HS	257	Edward B. Zahn
Longton	67352	Flk Valley HS	283	Larry Gossen
McCune	66753	McCune HS	247	Ira Johnston
Moran	66755	Marmaton Valley HS	256	Ron Smith
Neodesha	66757	Neodesha HS	461	Wayne Coltrain
Riverton	66770	Riverton HS	404	John Carey
St. Paul	66771	St. Paul HS	101	Gary L. VanLeeuwen
Uniontown	66779	Uniontown HS	235	Randy Bunnel
Yates Center	66783	Yates Center	366	Floyd Saulsberry
<u>SECONDARY - SOUTH CENTRAL DISTRICT</u>				
Anthony	67003	Chaparral HS	361	Robert Dills
Arkansas City	67005	Arkansas City HS	470	Rod Nulik
Arkansas City	67005	Arkansas City HS	470	Harold L. Watson
Buhler	67522	Buhler HS	313	Trefor L. Francis
Burden	67019	Central HS	462	David L. Brothers
Burden	67019	Central HS	462	Dwight Haddock

Post Office	Zip	School Name	USD#	Instructor's Name
Claflin	67525	Claflin HS	354	Pete Krier
Ellinwood	67526	Ellinwood HS	355	Howard Wallace
Goessel	67053	Goessel HS	411	John T. Morgan
Great Bend	67530	Great Bend Sr. HS	428	Jerry L. Morgenstern
Haven	67543	Haven HS	312	James O. Krehbiel
Haven	67543	Haven HS	312	Greg Johnston
Hillsboro	67063	Hillsboro HS	410	Truman Diener
Hoisington	67544	Hoisington HS	431	Max Schroeder
Inman	67546	Inman HS	448	Delbert Schrag
Kingman	67068	Kingman HS	331	Dan Helm
Kiowa	67070	South Barber HS	255	John Slocombe
Lindsborg	67456	Lindsborg HS	400	Art Barnett
Marion	66861	Marion HS	408	Earl Wineinger
McPherson	67460	Central KS AVTS	418	Allen Baldwin
McPherson	67460	Central KS AVTS	418	Richard L. Ramsdale
McPherson	67460	Central KS AVTS	418	Glenn Stucky
Medicine Lodge	67104	Medicine Lodge HS	254	Richard G. Poland

Post Office	Zip	School Name	USD#	Instructor's Name
Moundridge	67107	Moundridge	423	Larry Goering
Moundridge	67107	Moundridge	423	Gary Jantz
Mulvane	66110	Mulvane HS	263	Bill Bailey
Newton	67114	Central KS AVTS	373	Eddie DeVore
Peabody	66866	Peabody HS	398	Gary Jones
Pratt	67124	Pratt HS	382	Robert Lauber
South Haven	67140	South Haven HS	509	James Ryan
Stafford	67578	Stafford HS	349	Jim Ramsey
Udall	67146	Udall HS	463	John E. Tibbs
Wellington	67152	Wellington HS	353	Forrest Covey
Winfield	67156	Winfield HS	465	Jim McClung
Winfield	67156	Winfield HS	465	Charles Gresham

APPENDIX B

To:

From: Phillip Reilly, Adult and Occupational, Holton Hall

Re: Research Study Instrument Refinement

The following is part of the research I am conducting in partial fulfillment of the Master of Science Degree in Agriculture Education. I would like to request your help in refinement of the instrument we plan to use in this study. Ideas and comments you may have are welcomed and appreciated.

In this study we will be attempting to identify factors which encourage vocational agriculture instructors to remain in the field of teaching. We hope to do this by presenting factors which are thought to encourage retention of instructors, to instructors in Kansas secondary schools. The instructors will be asked to rate each factor on a scale of 0 - 10. The higher the rating, the more encouragement the instructors receive from this factor to remain in teaching.

Through data collection we will identify instructors who plan to leave the teaching field, in order to compare teachers remaining vs. teachers leaving the field. It is hypothesized that those remaining in the teaching field will rate the encouragement factors higher than those instructors who left the field.

The following are considered to be encouragement factors. They have been extracted from a review of pertinent literature.

Each question on the instrument will consist of a statement of one of those factors and a rating scale. Following are the statements as we plan to use them in rough form. Since the purpose of this is review and refinement, I have left out the rating scales and included only the statements. I would appreciate your looking through the statements and relaying your thoughts and ideas in an effort to refine the instrument. Upon completion of your review, please send to 103 Holton Hall.

Rate the following statement on a scale of 0 - 10 to the extent which you agree with the statement. The higher your rating, the more you agree with the statement.

1. Teachers in your school usually get recognition for a job well done.
2. Your school has adequate equipment for effective instruction in vocational agriculture.
3. Your school gives adequate financial support to the vocational agriculture program.
4. You like living in a community of the size and type in which you now live.
5. Students in your classes are enthusiastic about learning.
6. The number of pupils you have in class permits you to do an effective job with them.
7. Most students in your school respect the teachers.
8. You believe your salary is similar to that of other professional persons with equal training and experience.
9. Your present salary is sufficient for the additional training you need for professional advancement.
10. People in the community in which you live expect teachers to have different standards than other people.
11. Teachers in your school are accepted as belonging to the community.
12. The administration of your school is interested in improving your department.
13. Teachers in your school are encouraged to be innovative.
14. You like teaching the courses you are now teaching.
15. In your school too many extra-curricular activities are expected of you as a vocational agriculture instructor.

16. In your school too many extra-curricular activities outside of vocational agriculture are expected of you by the administration.
17. Discipline problems in your school are insignificant.
18. Record keeping and paperwork require a maximum of your time.
19. The opportunity to reach students is a satisfying part of your job.
20. Just watching high school students grow and learn is a satisfying part of your job.
21. You enjoy working with rural people.
22. You enjoy working with young people.
23. Freedom and initiative in your job are important to you as an instructor.
24. The fringe benefits you receive as part of your total salary in teaching is adequate.
25. You receive adequate compensation for the extra hours and evenings you work.
26. The achievements of your students in FFA competition are rewarding enough to compensate for the extra hours you spend in training them.
27. The achievements of the students in your program are a satisfying part of your job.
28. The help you receive from FFA chapter officers and student aids make your job less demanding.
29. The training you have is adequate to cover all the areas you must teach.
30. You receive support from the other departments in your school.
31. Your vocational agriculture program receives help and support from the administration in your school.

32. The community in which you live supports the vocational agriculture program.
33. The nature of the teaching job itself has satisfaction for you.
34. Helping students through their adolescent years is important to you.
35. Your department has adequate facilities and instructional materials.
36. Opportunities for advancement are important to you.
37. You desire to develop new and imaginative approaches to teaching.
38. The rewards available in teaching vocational agriculture are greater than the demand the job makes on you as an instructor.
39. The availability of resources and your use of them makes your program more effective.

This is the end of the statements we plan to use as part of the instrument. Thank you for reviewing them. Your time and useful comments are greatly appreciated. Please see that these are returned to Holton 103.

APPENDIX C

FACTORS ENCOURAGING VOCATIONAL AGRICULTURE INSTRUCTORS

TO REMAIN IN TEACHING

Factors thought to encourage vocational agriculture instructors to remain in teaching are presented in this study in the form of statements. Consider the extent to which you agree with each statement. To the right of each statement is a scale. Respond to each statement by placing a check () on the corresponding scale anywhere between the 0 and the 5. The closer to the 0 you make the check, the more you disagree with the statement. The closer to 5 the more you agree with the statement.

EXAMPLE:

1. I enjoy working with my fellow teachers. 0 _____ 5

(This response agrees with the statement. The strength of agreement will be measured to determine an exact numerical score.)

Indicate the extent to which you agree with the following statements.

1. Teachers in my school are encouraged to be innovative. 0 _____ 5
2. Helping students to mature and learn is satisfying to me as a teacher. 0 _____ 5
3. I enjoy being able to guide and counsel students. 0 _____ 5
4. I enjoy working on FFA activities. 0 _____ 5
5. Adequate equipment and tools for effective instruction are available for the vocational agriculture department in my school. 0 _____ 5
6. I believe my salary is similar to that of other professionals with equal training and years of service. 0 _____ 5
7. I desire to develop new and imaginative approaches to teaching. 0 _____ 5
8. Teaching gives me a feeling of accomplishment and success. 0 _____ 5

Indicate the extent to which you agree with the following statements.

9. I like living in the community of the size and type in which I teach. 0 _____ 5
10. Most students in my school respect teachers. 0 _____ 5
11. The technical agriculture training I have received is adequate for my teaching. 0 _____ 5
12. I enjoy the flexibility of my teaching position. 0 _____ 5
13. The rewards available in teaching vocational agriculture more than compensate for the demands the job makes on me as a teacher. 0 _____ 5
14. I can develop my own program as a teacher. 0 _____ 5
15. The achievements (other than FFA) of my students in the vocational agriculture department give me satisfaction. 0 _____ 5
16. The community in which I teach is supportive of the vocational agriculture program. 0 _____ 5
17. The administration in my school is interested in improving the vocational agriculture department. 0 _____ 5
18. I enjoy working with rural people. 0 _____ 5
19. The number of students I have in class is conducive to effective teaching. 0 _____ 5
20. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service. 0 _____ 5
21. The help I receive from student aides makes my job less demanding. 0 _____ 5
22. I enjoy being close to work associated with the farm. 0 _____ 5
23. The professional education training I have received is adequate for my teaching. 0 _____ 5
24. I spend an excessive amount of time on required record keeping and paperwork. 0 _____ 5

Indicate the extent to which you agree with the following statements.

25. Opportunities for advancement are important to me. 0 _____ 5
26. Too many duties outside of my department are expected of me. 0 _____ 5
27. Students in my class are enthusiastic about learning. 0 _____ 5
28. I enjoy the chance to work outdoors. 0 _____ 5
29. My use of resource persons in the community makes my job less demanding. 0 _____ 5
30. I receive adequate compensation for the extra hours and evenings I work. 0 _____ 5
31. I enjoy the variety of subject matter taught in vocational agriculture. 0 _____ 5
32. Discipline problems in my school are insignificant. 0 _____ 5
33. Having the ability to motivate students is a satisfying part of my job. 0 _____ 5
34. The achievements of my students in FFA competition more than compensate me for the extra hours I spend training them. 0 _____ 5
35. I enjoy working with other vocational agriculture teachers. 0 _____ 5
36. Teachers in my school are accepted as belonging to the community. 0 _____ 5
37. The vocational agriculture program in my school receives backing from the administration. 0 _____ 5
38. Adequate financial support for the vocational agriculture department is provided by my school. 0 _____ 5
39. Teachers in my school usually receive recognition for a job well done. 0 _____ 5
40. I enjoy working with young people. 0 _____ 5

In this last section, we need to know more about you and your background. All information will remain confidential. Please complete the following:

1. Including this year, how many years have you taught vocational agriculture? (Including secondary and postsecondary)

_____ (years)

2. Including the school system in which you are now teaching, in how many different secondary schools have you taught vocational agriculture?

_____ (number of schools)

3. Which of the following describes your plans for next year: (check one)

A. _____ I plan to remain in the school where I am currently teaching vocational agriculture.

B. _____ I plan to remain in teaching vocational agriculture, but move to another school.

C. _____ I plan to leave the teaching field at the end of this year.

D. _____ Other _____ (please explain)

4. As a high school student, were you enrolled in a vocational agriculture program? (check one)

Yes _____ No _____

5. In miles, approximately how far is your current teaching position from your home town? _____

(miles)

6. How far from your spouse's home town? (if applicable) _____

(miles)

7. Your primary teaching responsibilities are at what teaching level? (check one)

A. _____ Secondary

B. _____ Postsecondary

THIS END THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

APPENDIX D



Department of Adult and
Occupational Education

126

College of Education
Holton Hall
Manhattan, Kansas 66506
913-532-5535

Dear Vocational Agriculture Instructor:

I am glad to see you are still teaching. There is something unique about teaching vocational agriculture that keeps people like yourself in the field. I am trying to find out what it is.

My name is Phillip Reilly and I am a graduate student in Agricultural Education at Kansas State University. As part of the requirements for the Masters Degree, I am attempting to identify factors which encourage vocational agriculture instructors to remain in teaching. By doing this, I hope to recognize and emphasize the positive points of our profession, thereby lowering the number of instructors we lose each year.

I would like to request your assistance in this state-wide study by completing the attached questionnaire. This study is being conducted under guidelines established by Kansas State University. Although your help is desperately needed, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which otherwise are offensive to you. Please do not put your name on the questionnaire.

Your completion of the attached questionnaire signifies you have read the above statements, understand your rights, and voluntarily agree to participate in this study. Your assistance is greatly appreciated. Upon completion, the findings of this study will be made known to you. Once again may I point out you have no obligation, but emphasize the need for your help. Thank you for your time and assistance.

Sincerely,

Phillip Reilly
Agricultural Education Graduate

PR:jlt

Attachment

Richard F. Walton
Associate Professor
Agricultural Education

FACTORS ENCOURAGING VOCATIONAL AGRICULTURE INSTRUCTORS

TO REMAIN IN TEACHING

Factors thought to encourage vocational agriculture instructors to remain in teaching are presented in this study in the form of statements. Consider the extent to which you agree with each statement. To the right of each statement is a scale. Respond to each statement by placing a check (✓) on the corresponding scale anywhere between the D and the A. The closer to the D you make the check, the more you disagree with the statement. The closer to A, the more you agree with the statement.

EXAMPLE:

1. I enjoy working with my fellow teachers. D _____ ✓ _____ A

(This response agrees with the statement. The strength of agreement will be measured to determine an exact numerical score.)

Indicate the extent to which you agree with the following statements.

- | | <u>Disagree</u> | <u>Agree</u> |
|---|-----------------|--------------|
| 1. Teachers in my school are encouraged to be innovative. | D _____ | _____ A |
| 2. Helping students to mature and learn is satisfying to me as a teacher. | D _____ | _____ A |
| 3. I enjoy being able to guide and counsel students. | D _____ | _____ A |
| 4. I enjoy working on FFA activities. | D _____ | _____ A |
| 5. Adequate equipment and tools for effective instruction are available for the vocational agriculture department in my school. | D _____ | _____ A |
| 6. I believe my salary is similiar to that of other professionals with equal training and years of service. | D _____ | _____ A |
| 7. I desire to develop new and imaginative approaches to teaching. | D _____ | _____ A |
| 8. Teaching gives me a feeling of accomplishment and success. | D _____ | _____ A |

Indicate the extent to which you agree with the following statements.

	<u>Disagree</u>	<u>Agree</u>
9. I like living in the community of the size and type in which I teach.	D _____	A _____
10. Most students in my school respect teachers.	D _____	A _____
11. The technical agriculture training I have received is adequate for my teaching.	D _____	A _____
12. I enjoy the flexibility of my teaching position.	D _____	A _____
13. The rewards available in teaching vocational agriculture more than compensate for the demands the job makes on me as a teacher.	D _____	A _____
14. I can develop my own program as a teacher.	D _____	A _____
15. The achievements (other than FFA) of my students in the vocational agriculture department gives me satisfaction.	D _____	A _____
16. The community in which I teach is supportive of the vocational agriculture program.	D _____	A _____
17. The administration in my school is interested in improving the vocational agriculture department.	D _____	A _____
18. I enjoy working with rural people.	D _____	A _____
19. The number of students I have in class is conducive to effective teaching.	D _____	A _____
20. I believe the fringe benefits of my job are similar to those of other professionals with equal training and years of service.	D _____	A _____
21. The help I receive from student aides makes my job less demanding.	D _____	A _____
22. I enjoy being close to work associated with the farm.	D _____	A _____
23. The professional education training I have received is adequate for my teaching.	D _____	A _____
24. I spend an excessive amount of time on required record keeping and paperwork.	D _____	A _____

Indicate the extent to which you agree with the following statements.

- | | <u>Disagree</u> | <u>Agree</u> |
|---|-----------------|--------------|
| 25. Opportunities for advancement are important to me. | D _____ | A _____ |
| 26. Too many duties outside of my department are expected of me. | D _____ | A _____ |
| 27. Students in my class are enthusiastic about learning. | D _____ | A _____ |
| 28. I enjoy the chance to work outdoors. | D _____ | A _____ |
| 29. My use of resource persons in the community makes my job less demanding. | D _____ | A _____ |
| 30. I receive adequate compensation for the extra hours and evenings I work. | D _____ | A _____ |
| 31. I enjoy the variety of subject matter taught in vocational agriculture. | D _____ | A _____ |
| 32. Discipline problems in my school are insignificant. | D _____ | A _____ |
| 33. Having the ability to motivate students is a satisfying part of my job. | D _____ | A _____ |
| 34. The achievements of my students in FFA competition more than compensate me for the extra hours I spend training them. | D _____ | A _____ |
| 35. I enjoy working with other vocational agriculture teachers. | D _____ | A _____ |
| 36. Teachers in my school are accepted as belonging to the community. | D _____ | A _____ |
| 37. The vocational agriculture program in my school receives backing from the administration. | D _____ | A _____ |
| 38. Adequate financial support for the vocational agriculture department is provided by my school. | D _____ | A _____ |
| 39. Teachers in my school usually receive recognition for a job well done. | D _____ | A _____ |
| 40. I enjoy working with young people. | D _____ | A _____ |
| 41. I enjoy being close to work associated with agribusiness firms. | D _____ | A _____ |

In this last section, we need to know more about you and your background. All information will remain confidential. Please complete the following:

1. Including this year, how many years have you taught vocational agriculture? (Including secondary and post secondary.)

 (years)
2. Including the school system in which you are now teaching, in how many different secondary schools have you taught vocational agriculture?

 (number of schools)
3. Which of the following describes your plans for next year: (check one)
 - A. _____ I plan to remain in the school where I am currently teaching vocational agriculture.
 - B. _____ I plan to remain in teaching vocational agriculture, but move to another school.
 - C. _____ I plan to leave the teaching field at the end of this year.
 - D. _____ Other _____
 (please explain)
4. As a high school student, were you enrolled in a vocational agriculture program? (check one) Yes _____ No _____
5. In miles, approximately how far is your current teaching position from your home town?

 (miles)
6. How far from your spouse's home town? (if applicable) _____
 (miles)
7. Your primary teaching responsibilities are at what teaching level? (check one)
 - A. _____ Secondary
 - B. _____ Post-secondary

THIS ENDS THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

APPENDIX E



Department of Adult and
Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506
913-532-5535

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Dear Vocational Agriculture Instructor:

"Factors Encouraging Vocational Agriculture Instructors to Remain in Teaching", is the title of a survey that may be on your desk. This is a form you should have received from Mr. Les Olsen either at your recent area vocational agriculture meeting, or in the mail.

This survey is part of a research I am involved in to identify ways to retain more vocational agriculture teachers in teaching, thereby helping to alleviate the critical teacher shortage. Your completion and return of this survey is vital to the study and helpful to the Agriculture Education profession.

If you have already completed this survey, I would like to thank you for your help. If not, I encourage you to do so as soon as possible. Your time and effort are greatly appreciated. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Phillip Reilly".

Phillip Reilly
Agriculture Education Graduate

A handwritten signature in cursive script that reads "Richard F. Welton".

Richard F. Welton
Associate Professor
Agriculture Education

PR/RFW:cf

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ANALYSIS OF FACTORS WHICH ENCOURAGE VOCATIONAL
AGRICULTURE TEACHERS IN KANSAS TO REMAIN IN TEACHING

by

PHILLIP WAYNE REILLY

B.S., Kansas State University, 1978

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1979

Retention of vocational agriculture teachers in teaching for an extended period of time has been identified as one alternative in helping to relieve the shortage of vocational agriculture teachers. The purpose of this study was to identify factors which might encourage this retention of vocational agriculture teachers in Kansas.

All 188 secondary vocational agriculture teachers in Kansas were requested to complete a questionnaire at their area vocational teachers meeting. For each of the 41 statements (encouragement factors) on the questionnaire, each teacher checked a rating scale line indicating the extent of their agreement with that statement.

A significant difference between teachers planning to remain in teaching and teachers planning to leave teaching was determined on four of the encouragement factors. Three of these were student related factors. Teachers who planned to remain in teaching tended to rate student and people related factors highest. The ratings of these factors tended to increase as tenure increased.

Teachers planning to leave teaching rated lowest factors relating to student discipline and respect, salary and fringe benefits, and teacher workload. Both groups of teachers were equally concerned with inadequate compensation for their extra work and opportunities for advancement.

