

A STUDY OF THE FACTORS THAT INFLUENCED A
CAREER CHOICE IN AGRICULTURE OF
STUDENTS AT KANSAS STATE UNIVERSITY, 1975

by

RALPH JOSEPH CASSIBBA, JR.

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Chapter 1

INTRODUCTION

Today's college student is in a continuous and dynamic state of development and growth. From this growth and development the selection of a vocational choice is but one of the many decisive problems the college student encounters. Many times these decisions are not met until the sophomore or junior year in college, primarily due to the continuous process of development and recognition of new ideas throughout the college years. Tiedman (1963), substantiates this with his "Theory of Career Development". From this theory Tiedman acknowledges this uncertainty by stating that there are alternatives, modifications, tentative decisions, and evolving identities.

To assist these decisive needs of the college student, there are many influencing factors. Parental, peer, and the community are but a few of the individual's encounters within his peripheral involvement that influence vocational choice. Lionberger (1969), stated that the family operates in many ways to dispose the student toward decisions. Parents may operate as the agents for progressively enhancing conditions which predispose the child toward going to college, while at the same time they either cut-off or minimize other alternatives to the point where the college

prospect actually is in almost no position to choose at all. Along with parental influence, the interaction with student peers also has an influencing effect as to what college to attend or which curriculum to pursue. In a study by Trent (1968), it was found that 84% of the high school graduates who did not enter college reported having no friends who planned to attend college. The student's community is a factor that influences his decisions in college, insofar as communities in a higher socio-economic strata would be expected to have more students in the professional colleges such as Medical, Dental, and Law School. In more rural communities there would be an expected greater percentage in the Colleges of Agriculture, containing curriculums of Animal Science, Crops, Dairy Production, and others.

Only in recent years has Agriculture been a recipient of diversified individuals. Students in today's Agricultural Colleges and Universities are not typified as being from the rural areas of the country. Many agricultural students come from urban areas in excess of 10,000 people. It is for these reasons that a program must be developed to meet the needs of these diversified students. The amount of previous agricultural related experiences are of need to be known in order for the development of a program that will benefit all students involved. Thompson (1965), typified a rural student of agriculture by saying:

The agriculture student is unlike his peers in other colleges. His appreciation of

science is limited to its application in solving immediate problems. He is pragmatic in his approach to life and he thinks in practical rather than abstract terms. He prefers to operate in situations which have definite structure and is frustrated when concrete answers are not readily visible. He leans to conservatism in his politics and general orientation. His life is dominated by generally accepted ideas.

If this is indeed the rural student of agriculture, continuity in program study is a must to meet his needs, along with the needs of the urban student of agriculture.

Statement of the Problem

The purpose of this study was to examine and determine the primary influential factors that led to the pursuit of a degree in agriculture by the students at Kansas State University. The author studied several demographic variables which could have an effect on the type of student that would choose agriculture as a curriculum of study. The demographic variables under study were: Sex, Place of Rearing, College Grade Classification, and Previous Agricultural Related Activities. At the same time, this study was to determine and identify the reasons for each student's pursuit of agriculture as a career.

Significance of the Study

This study was designed to benefit all persons connected with or having the potential of becoming involved in a curriculum of study in the College of Agriculture. The primary emphasis pertains to the future students of agriculture.

In addition, data from this study could assist in the development of an agricultural program that would enhance the establishment of continuity among students from heterogeneous backgrounds.

Hypotheses

1. There is no difference between male and female agricultural students with respect to the factors that influenced their career choice in agriculture.

2. There is no difference between male and female agricultural students with respect to the influential reasons they had in selecting agriculture as a curriculum of study.

3. There is no difference between male and female agricultural students with respect to the reasons they had for obtaining a degree in agriculture.

4. There is no difference between freshman, sophomore, junior, and senior agricultural students with respect to the factors that influenced their career choice in agriculture.

5. There is no difference between freshman, sophomore, junior, and senior agricultural students with respect to the influential reasons they had in selecting agriculture as a curriculum of study.

6. There is no difference between freshman, sophomore, junior, and senior agricultural students with respect to the reasons they had for obtaining a degree in agriculture.

7. There is no difference between place of rearing of agricultural students with respect to the factors that influenced their career choice in agriculture.

8. There is no difference between place of rearing of agricultural students with respect to the influential reasons they had in selecting agriculture as a curriculum of study.

9. There is no difference between place of rearing of agricultural students with respect to the reasons they had for obtaining a degree in agriculture.

Definition of Terms

Place of Rearing: Individual agricultural students from: City, population in excess of 10,000; Town, population between 2,500 and 10,000; Town, population less than 2,500; and Farm Community.

College Grade Classification: Freshmen: agricultural students, less than 30 credit hours of college work. Sophomores: agricultural students, less than 60 credit hours of college work. Juniors: agricultural students, less than 90 credit hours of college work. Seniors: agricultural students, more than 90 hours of college work.

Influential Factors: Parental, Peer, Vocational-Agriculture Teacher, High School Counselor, and County Agent.

Previous Agricultural Related Activities and Experiences: Future Farmers of America, 4-H, and other

similar youth organizations.

Specialized Area of Agriculture: That major field of study in which primary emphasis is placed. Example: Animal Science, Crops, Horticulture, Dairy Science, Soils, and others.

Agricultural Production: Those areas of agriculture pertaining to the production and processes of the livestock needs, crops, and others.

Curriculum of Study: Field of study in which post-graduate employment will be obtained as a career.

Academic Level: A representative time in an individual's academic pursuits; such as, junior high school, senior high school, or the first two years of college.

Chapter 2

REVIEW OF SELECTED LITERATURE

Introduction

A review of the literature concerning Vocational Development and Career Choice Influence has shown that several previous investigations have been accomplished. It is the concern of this author to limit these factors, studying only those that exhibit the greatest amount of influence on the individual. These being the factors of parent, peer, and community encounters.

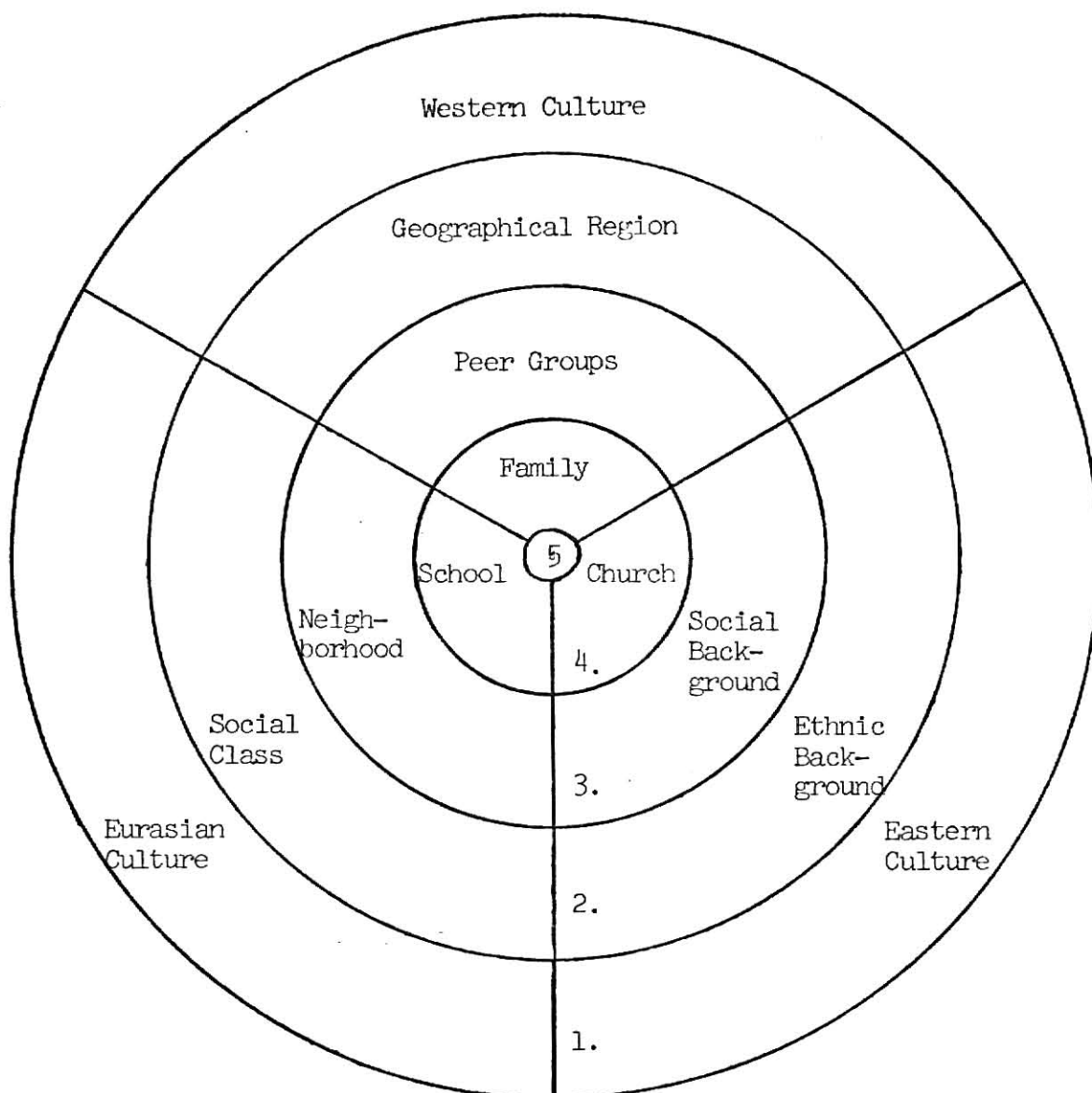
Vocational Development and Career Choice

Tiedeman (1968), states that vocational development is self-development viewed in relation with choice, entry, and progress in educational and vocational pursuits. It is a process occurring over a period of time in persons who are capable of anticipation, experience, evaluation, and memory. Often this process is not complete until the individual has experienced many vocational actions to meet his curious needs.

Blanc (1969), concluded that there is no single time young people decide upon one out of all possible careers, but there are many "crossroads" at which their lives take decisive turns which narrow the range of future alternatives and thus influence the ultimate choice of an occupation. Many other investigations have decided that the time of

vocational maturity or vocational stability is everything but concrete. The time of definite choice can only be conceptualized as that time when all curious endeavors have been met. Upon narrowing of the vocational choices, Blanc (1970), formulates the idea of two interrelated factors which follow as the planned "course of action". Those being the individual's "valuation" of the rewards offered by different alternatives, and the individual's "appraisal" of his chances of being able to realize each of the alternatives. Again, these "valuations" and "appraisals" are acquired through, and modified by, the individual's social experience and encounters. Both are roughly ordered in a hierachial fashion by each person -- a hierarchy of preferences (valuations) and a hierarchy of the expectations (appraisals). Therefore, the course of action upon which an individual decides will reflect a compromise between his preferences and his expectations.

Crites and Super (1957), depict the vocational choice decisions and influences as being a series of concentric circles, with the individual occupying the center (Figure 1). These systems are instrumental in his decisions and choices. The outer circle represents general American cultural variables (free enterprise, American democracy, Western values, and American mores). Moving inward comes the sub-cultural forces which exert themselves on the individual (class values, attitudes, and customs). The next circle represents community variables (peer relationships, ethnic groupings,



(Figure 1)

Schematic by Crites and Super (1957), depicts
Vocational Choice Decisions and Influences

1. Culture
2. Sub-culture
3. Community
4. Immediate Environment
5. Individual

religious influences, and social contacts). Finally, most directly impinging on the individual are the organizational settings in which the individual is operating at any given time: his home, school, family, church, and others. Each of these levels of culture and society affect the individual's vocational choice in a somewhat different way and to varying degrees of importance. Even though this schematic (Figure 1) encapsulates almost every aspect of the individual's encounters, the question of how much influence and when the influencing effects take hold to direct the individual in pursuit of the desired goal is left unanswered.

A search of the literature finds that there is no time and no set amount of influence that can alter or effect an individual's vocational choice. However, Blanc (1968), shows studies that vocational choice is conclusively restricted by lack of knowledge about existing opportunities. He says it does not, however, involve conscious deliberation and weighing of the various alternatives. Variations in knowledge, in rationality, and in discrimination between alternatives constitute the limiting conditions within which individuals choose vocations. Therefore, vocational choice is based on a compromise between their preferences and their knowledge of the existing opportunities.

Parental Influence

Many students, when questioned about their vocational plans, reply that their parents leave that choice up to

them. However, upon reviewing the research it becomes obvious that they are strongly influenced by their parents' wishes and aspirations, as well as by the "current" fashions and opportunities in the society.

Lipset, Bendix, and Malm (1962), conclude that the importance of the family for the education and career choice of young people is seen in the characteristic cumulation of advantages and disadvantages. Vocational advice from many sources is more often given to those individuals whose families can afford to keep them in school. It also seems to be more realistic and helpful than such advice as is given to the children of working class parents. The effect of these and other factors may be discerned in an individual's choice of his future vocation.

In a study by Roe (1967), it was found that if the attitudes of the parents are warm and accepting, these individuals will develop a major orientation of moving toward others and choose vocations which involve contact with people as the primary focus of their work. If the attitudes of the parents indicate an emotional concentration upon their children, Roe indicates that their orientation will be more distant, and they will choose occupations which minimize close contacts with others. Finally, if the parents avoid their children, either through rejection or neglect, Roe proposes that the individual will develop a major orientation toward activities which do not involve others, hence choosing vocations in areas of technology,

outdoor, and scientific fields.

In a study by Gregory and Lionberger (1968), it was shown that the overt involvement of parents in activities which predispose their children to attend college is an important variable associated with decisions to enter a specific college. Thus, a parent may insist that his son take college preparatory courses, and avoid occupationally orientated ones. With this type of parental involvement it has been shown that these students develop better study habits and make substantially better grades to enter college.

Peer Influence

For many years it has been known that peer influence is a considerable influential factor in determining one's vocational choice. In studies by Miller and Form (1951), Crites (1958), it was shown that the social interaction of peers had a significant influence on the personality development of the individual. From this personality development and peer interaction an individual's vocational development is initiated, thus enhancing the final or desired selection of a particular vocation.

Community Influence

The community, or place of rearing, of an individual throughout his vocational development, has shown to have tremendous effects on the final vocational decisions of many individuals. The community, as an environment, will enhance the development of many conforming actions. In a

study by Lionberger (1969), he noticed that city students enrolled in the College of Agriculture as a means of achieving a goal only peripheral to the agriculture world itself. From this it should be noted that the city student's interaction with the world of agriculture, prior to enrollment in a College of Agriculture, is only of a superficial exposure. Finally, if a rural-reared youth enters a College of Agriculture, his involvement with the community and "on the farm experiences" may eventually lead to superior performance and understanding in the world of agriculture.

Conclusions

The above literature covers a broad range of variables which have all been characteristics relevant to the vocational development and vocational choices of all individuals. Obviously, not all the same course of actions will be followed by all individuals, however, as a general assumption, the above-mentioned three variables are the ones that exhibit the highest degree of influence. The literature shows that there are many variables influencing career choice, each operating in intricate and different ways.

Chapter 3

METHOD AND PROCEDURE

Introduction

It was the intention of the author to develop a sample that would be representative of the total number of students enrolled in the College of Agriculture at Kansas State University. An instrument to measure the response of the representative sample was developed. A pilot-study was run to determine if there were any immediate problems with the testing instrument. From the instrument employed it is planned to determine the factors of behavior such as academic achievement and reasons for vocational choices, as well as trying to discover the influential pressures students had in selecting agriculture as a career study. The following is a description of the methods and procedures used in the present study.

Subjects

A complete and comprehensive list of the students enrolled in the College of Agriculture was obtained from the College of Agriculture, Spring, 1975, at Kansas State University. From this total population of 1,740 subjects, the use of a table of random numbers was employed to obtain a sample population of 10%, or 174 individuals. The subjects were numerically identified and kept completely anonymous; however, each questionnaire instrument was numbered in order

to keep data on those questionnaires that were not returned within the specified date.

Development of the Instrument

Adapted from a similar instrument used by Thompson (1969), and Mugler (1972), a questionnaire was developed containing fourteen basic questions pertaining to vocational development and career choice. It was designed to give information identifying what factors exhibited the highest degree of influence to their career choice, and what were the major reasons for their selection of agriculture as a career study. Also, descriptive information about the sample was obtained, such as the individual's demographic background. These demographic variables under study were: Sex, College Grade Classification, Previous Agricultural Related Activities, and their Place of Rearing.

The author consulted members of the Agricultural Education faculty at Kansas State University in order to get proper guidance for the construction and revision of the questionnaire.

Following the initial revision, and upon the recommendations of Tuckman (1972), the questionnaire was pilot-tested by administering it to a senior class of students in Agricultural Education at Kansas State University. Upon the analysis of the results, final revisions were made with the assistance of the resource people previously mentioned. The final questionnaire forms were coded

by number and mailed or given personally to the selected sample of agriculture students at Kansas State University, along with an introductory cover letter (Appendix), explaining the purpose and significance of the investigation.

Over seventy-eight per cent of the sample responded to the first mailing of the questionnaire (Chapter 4: The Findings); a follow-up letter to non-respondents was not mailed. Blair (1972), analyzing data on expected returns from questionnaire surveys, found that persistent follow-ups, both mail and telephone calls are needed to achieve high percentages of returns. Therefore, it was felt by the author to obtain a higher percentage of return, a telephone call would be employed. Telephone calls were completed and the percentage of final returns was eighty-four per cent.

Research Design

An ex post facto co-relational design was employed in this study, as there was an attempt to determine a relationship between several groups: Freshmen, Sophomores, Juniors, and Seniors; Urban vs Rural; Male vs Female; and those partaking in previous agriculture related activities vs those who did not. The design illustration is $O_1 O_2 O_3 \dots$

Treatment of Data

Upon return of the completed questionnaire, answers were coded for computer analysis.

The Statistical Package for Social Sciences was the program of analysis employed in this study. The hypotheses was tested by Chi-Square Contingency Tables, determining a chi-square statistic, correlation, co-efficient, and percentage score for all variables under study. Hypotheses are all stated in the null form and were rejected when the chi-square values were found to be significant at the .05 level.

The chi-square of significant difference was employed in this study from recommendation of Kemp (1975). Other methods of statistical analysis were considered, but did not lend themselves as well to the form of these data.

Remaining data was treated by an absolute frequency distribution, along with noting each relative per cent for the variables of interest.

Originally the author had planned to divide the study into the following four areas: Sex, College Grade Classification, Place of Rearing, and Previous Agricultural Related Activities. However, upon tabulation of the absolute frequencies for each Agricultural Related Activity (F.F.A. and 4-H), it was found that the sample size of these groups would be too small to substantiate statistical comparison. Therefore, these data will be portrayed in frequency and percentage distributions (Chapter 4: The Findings).

Chapter 4

THE FINDINGS

The purpose of this study was to ascertain differences in career choice influence, along with determining the factors of behavior, such as academic achievement and reasons for vocational choice. These data were based on 145 students, of the 1,740 enrolled in the College of Agriculture at Kansas State University. Data were divided and treated under the following headings of this chapter: (a) Background Information; (b) Sex; (c) College Grade Classification; (d) Place of Rearing; (e) Changes in College Majors; (f) Future Benefits of an Agricultural Degree; and (g) Completing the Requirements for a Degree in Agriculture, and the Possibility of Pursuing an Advanced Degree.

Background Information

Information in Table 1 indicates the number of males and females that were analyzed in this study. The number of males in the study is considerably greater (77.9%) than that of the females (22.1%). The percentages in Table 1 are probably not the true representation of males and females enrolled in the College of Agriculture. Due to the random sampling procedures, equal groups of males and females were not obtained.

The average age of enrollees in the College of Agriculture was 20.6 years, which can be observed in Table 2.

Table 1

The Distribution of Agricultural
Students by Sex

Sex	Number	Per cent
Male	113	77.9
Female	32	22.1
Total	145	100.0

Table 2

The Distribution of Agricultural
Students by Age, in Years

Age (In Years)	Number	Per cent
18	21	14.5
19	23	15.9
20	34	23.4
21	31	21.4
22	17	11.7
23	9	6.2
24	1	0.7
25	3	2.1
26	3	2.1
27	1	0.7
28	1	0.7
29	1	0.7
X = 20.6 Total	145	100.0

The most frequently found age was 20 years, followed by 21, 19, and 18 years of age, in that order. Twenty-three and four-tenths per cent of the enrollees were 20 years of age.

Data in Table 3 depicts the number of agricultural students for each of the four sub-divisions: Farm: Town (less than 2,500 people); Town (2,500 to 10,000 people); and City (more than 10,000). Ninety, or 62.1 per cent, of the students were from farms; ten, or 6.9 per cent, were from towns of less than 2,500 population; twelve, or 8.3 per cent, were from towns of 2,500 to 10,000 in size; and thirty-three, or 22.8 per cent, were from cities in excess of 10,000 population.

The percentage for each grade classification in Table 4 was: Freshmen, 22.1 per cent; Sophomores, 20.7 per cent; Juniors, 31.7 per cent; and Seniors 25.5 per cent. This distribution is believed to be quite representative of the total Agricultural College enrollment, where junior and senior enrollments exceed fifty per cent due to transfer students from junior colleges in the state.

Sixty-four and one-tenth per cent of the students had participated in agricultural related activities involving 4-H work, which is depicted in Table 5, whereas only forty-two and one-tenth per cent had participated and been involved with F.F.A. work. The increase of 4-H involvement is likely the result of a more readily available program for students of various places of rearing. The high percentage

Table 3

The Distribution of Agricultural
Students, by Place of Rearing

Place of Rearing	Number	Per cent
Farm	90	62.1
Town (less than 2,500)	10	6.9
Town (2,500 - 10,000)	12	8.3
City (more than 10,000)	33	22.8
Total	145	100.0

Table 4

The Distribution of Agricultural Students
by College Grade Classification

Classification	Number	Per cent
Freshman	32	22.1
Sophomore	30	20.7
Junior	46	31.7
Senior	37	25.5
Total	145	100.0

Table 5

The Distribution of Agricultural Students by
Previous Participation in F. F. A. and 4-H

Agricultural Experiences	Number	Per cent
F. F. A.		
Yes	61	42.1
No	84	57.9
Total	145	100.0
4-H		
Yes	93	64.1
No	52	35.9
Total	145	100.0

in 4-H work may be attributed to the higher percentage of the urban youth who are students of the College of Agriculture, whereas the greater percentage of F.F.A. membership may have been geared to the rural agricultural student who is desiring a specific skill to function in the world of agriculture with little or no post-secondary education.

Information in Table 6 indicated that the Department of Animal Science and Industry had the largest number of students enrolled in the College of Agriculture; 37.9 per cent were in Animal Science and Industry. The Department of Horticulture was next with 13.1 per cent, followed by Pre-Veterinary Medicine with 10.3 per cent; Agricultural Economics with 8.3 per cent; and Agricultural Education with 5.5 per cent, respectively.

With respect to male and female enrollments in the particular areas of agriculture, there were more males in the Department of Animal Science and Industry, Pre-Veterinary Medicine, Agricultural Economics, and Agricultural Education. Female enrollment surpassed the male students in Horticulture Therapy, Horticulture, Retail Floriculture, and Bakery Science and Management. It is interesting to note that only in recent years have female enrollments been on the increase in areas of Animal Science and Industry, and Pre-Veterinary Medicine. Previous female enrollments were primarily centered around Horticulture and Floriculture.

Sex

The male and female percentage data presented in

Table 6

Selection of Curriculum in the College of Agriculture,
Kansas State University, Spring, 1975

Curriculum	Number			Per cent	
	Male	Female	Total	Male	Female
Animal Science and Industry	45	10	55	31.0	6.9
Horticulture	7	12	19	4.8	8.3
Pre-Veterinary Medicine	13	2	15	9.0	1.4
Agricultural Economics	12	0	12	8.3	0.0
Agricultural Education	8	0	8	5.5	0.0
Agronomy	7	0	7	4.8	0.0
Agriculture Mechanization	6	0	6	4.1	0.0
Milling Science and Management	5	1	6	3.4	0.7
Horticulture Therapy	0	4	4	0.0	2.8
Natural Resources Management	3	0	3	2.1	0.0
Dairy Production	1	1	2	0.7	0.7
Pre-Forestry	2	0	2	1.4	0.0
Agriculture Journalism	2	0	2	1.4	0.0
Crop Protection	1	0	1	0.7	0.0
Retail Floriculture	0	1	1	0.0	0.7
Bakery Science	0	1	1	0.0	0.7
Feed Science and Management	1	0	1	0.7	0.0
Total	113	32	145	77.9	22.1
				100.0	

this section is based solely on the sex of the subjects involved in this study. Variables were analyzed as to the greatest percentage of response with respect to each dependent variable. Once the greatest percentage variable had been selected, the variable with the second greatest percentage was recorded, based on the percentage of response, until the rank order of all variables had been exhausted.

The data in Table 7 indicated the most important influential factors males and females had in their selection of agriculture as a curriculum of study. "My Own Choice" was the number one influential factor in the choice of agriculture as a career. Sixty-six and nine-tenths per cent of the males indicated this as being the influential factor that lead to their pursuit of agriculture. Females also indicated this as being the most influential factor (20.7%). A total of eighty-seven and six-tenths per cent of the total population chose this as the principal factor of influence in their career choice. This is contrary to previous findings as was noted in the literature review (Chapter 2). Vocational choice encompasses many factors, such as: parental, peer, and community influences. Therefore, due to the wide range of factors involved in the selection of a vocation, "My Own Choice" does not give conclusive evidence of all the factors involved.

The second most influential factor, selected by the males, was "Parents" (43.4%). Females also chose

Table 7

The Most Influential Factors Male and Female Students
Had in the Selection of Agriculture as a Career

Factor of Influence	1	2	3	4	5	6	Chi-square	Correlation Coefficient
My Own Choice								
Male	66.9	8.3	2.1	0.7	0.0	0.0		
Female	20.7	1.4	0.0	0.0	0.0	0.0	1.804	.1115
Total	87.6	9.7	2.1	0.7	0.0	0.0		
Parents								
Male	6.9	43.4	13.8	10.3	3.4	0.0		
Female	0.7	11.0	2.1	5.5	2.8	0.0	7.099	.2213
Total	7.6	54.4	15.9	15.9	6.2	0.0		
Friends at Kansas State University								
Male	1.4	11.7	21.4	17.9	17.2	8.3		
Female	0.0	5.5	7.6	4.1	3.4	1.4	3.622	.1580
Total	1.4	17.2	29.0	22.1	20.7	9.7		
High School Counselor								
Male	0.0	2.1	6.9	24.1	29.7	15.2		
Female	0.0	0.0	4.1	6.9	9.7	1.4	5.907	.2018
Total	0.0	2.1	11.0	31.0	39.3	16.6		
County Agent								
Male	0.0	1.7	4.8	15.9	28.3	27.6		
Female	0.0	0.0	0.0	6.2	10.3	5.5	4.770	.1814
Total	0.0	1.7	4.8	22.1	38.6	33.1		

Table 7 (continued)

Factor of Influence	1	2	3	4	5	6	Chi-square	Correlation Coefficient
Vocational-Agriculture Teacher								
Male	2.8	5.5	19.3	15.9	21.4	13.1		
Female	0.7	1.4	2.8	8.4	9.0	4.8	3.816	.1622
Total	3.4	6.9	22.1	19.3	30.3	17.9		

"Parents" (11.0%) as the second most influential factor. The third most influential factor selected by males was "Friends Here at Kansas State University" (21.4%). Similarly, females chose "Friends Here at Kansas State University" (7.6%) as the third most influential factor in their selection of agriculture as a curriculum of study.

The variables of influence ranked as fourth, fifth, and sixth by the males in this study were: "High School Counselor", "County Agent", and "Vocational Agriculture Teacher", respectively. Whereas by the females, "Vocational Agriculture Teacher", "County Agent", and "High School Counselor", were perceived to influence their selection of agriculture as the fourth, fifth, and sixth factor, in that order. Even though a difference was exhibited between males and females, statistical significance was not found.

The information in Table 8 represented the influential reasons for selecting agriculture as a curriculum of study by males and females. Thirty-five and two-tenths per cent of the males selected "Farm Background" as the most influential reason for selecting agriculture as their curriculum of study. Females stated "Farm Background" as third (5.5%) in order of influence, choosing "Job Prospects" (8.3%) as their most influential reason for selecting agriculture as their curriculum of study. Statistical difference at the .05 level was found between males and females with

Table 8

The Most Influential Factors Male and Female Students
Had in Selecting Agriculture as a Curriculum of Study

Factor of Influence	Rank Order (Per cent)				Chi-square	Correlation Coefficient
	1	2	3	4		
Farm Background						
Male	35.2	19.3	17.2	6.2		
Female	5.5	3.4	9.0	4.1	10.460 *	.2686
Total	40.7	22.8	26.2	10.4		
Importance of Agriculture						
Male	15.9	23.4	22.8	15.9		
Female	4.8	6.9	9.0	1.4	3.942	.1649
Total	20.7	30.3	31.7	17.2		
Job Prospects						
Male	17.2	15.9	26.9	17.9		
Female	8.3	4.1	6.9	2.8	3.752	.1609
Total	25.5	20.0	33.8	20.7		
Prepare for Returning to the Farm						
Male	8.3	16.6	18.6	34.5		
Female	0.7	2.8	8.3	10.3	4.618	.1785
Total	9.0	19.3	26.9	44.8		

* Significant, $\alpha = .05$

respect to choosing "Farm Background" as the reason for pursuing agriculture as their curriculum of study. Most of the males were probably raised on farms, hoping to be employed as farm managers, or own farm enterprises. Whereas, most of the females selected agriculture because of different vocational plans, such as in agricultural business and horticulture.

The second influential reason males chose for the selection of agriculture as a curriculum of study was "Importance of Agriculture" (15.9%). While females selected "Importance of Agriculture" (6.9%) as their second reason for pursuing an agricultural degree. "Job Prospects" was rated third by males, followed by "Preparation for Returning to the Farm", fourth. Females chose "Farm Background" as the third reason, and "Preparation for Returning to the Farm" as their fourth influential reason for selecting agriculture as a curriculum of study.

With respect to the four reasons of influence, "Farm Background", "Importance of Agriculture", "Job Prospects", and "Preparation for Returning to the Farm", statistical significant difference at the .05 level was only assessed with respect to selecting "Farm Background" as an influential reason to pursue an agricultural degree or career.

Data presented in Table 9 illustrated the reasons for obtaining an agricultural degree. "Use My Own Ideas"

Table 9

The Reasons Male and Female Students Had
for Obtaining a Degree in Agriculture

Reasons for an Agricultural Degree	1	2	3	4	5	Chi- square	Correlation Coefficient
Use Own Ideas							
Male	30.3	17.9	18.6	8.3	2.8		
Female	7.6	5.5	5.5	2.1	1.4	.672	.0681
Total	37.9	23.4	24.1	10.3	4.1		
Capitalize on Agriculture Experiences							
Male	13.1	20.7	15.2	16.6	12.4		
Female	1.4	2.1	4.8	5.5	8.3	10.994 *	.2754
Total	14.5	22.8	20.0	22.1	20.7		
Have Continuous Employment							
Male	12.4	9.7	21.4	23.4	11.0		
Female	2.1	3.4	8.3	7.6	0.7	4.529	.1767
Total	14.5	13.1	29.7	31.0	11.7		
Earn High Salary							
Male	4.1	6.2	11.7	20.7	35.2		
Female	0.7	2.8	4.8	5.5	8.3	2.093	.1202
Total	4.8	9.0	16.6	26.2	43.5		
Do a Variety of Work							
Male	17.2	19.3	14.5	13.8	13.1		
Female	8.3	5.5	5.5	2.1	0.7	7.302	.2244
Total	25.5	24.8	20.0	15.9	13.8		

* Significant, $\alpha = .05$

was selected as the most important reason (30.3%) by males in this study. The most important reason for obtaining a degree in agriculture for females was "Do a Variety of Work" (8.3%). The second reason for obtaining an agricultural degree selected by the males was "Capitalize on Previous Agricultural Experiences" (20.7%). Females chose "Use My Own Ideas" as their second most important reason (5.5%) for a degree in agriculture. The third most important reason for obtaining an agricultural degree was "Have Continuous Employment", and was chosen by both males (21.4%) and females (8.3%).

"Earn a High Salary" was rated as the fourth reason for an agricultural degree by both males and females. Twenty and seven-tenths per cent of the male population selected this variable as fourth, along with five and five-tenths per cent of the female population. The variable of "Capitalize on Previous Agricultural Experiences" (5.5%) was selected as a fifth reason for obtaining an agricultural degree by females. The final variable selected by males was "Do a Variety of Work" (13.1%).

Statistical difference was found between males and females at the .05 level with respect to selecting the variable "Capitalize on Previous Agricultural Experiences" as a reason for obtaining an agricultural degree. Justification for the statistical difference in males and females could be assessed by assuming that males

participated in more previous agricultural experiences than did females. To justify this assumption, further research is needed, determining the degree to which males and females have been involved in agricultural experiences.

The information presented in Table 10 depicted the number of times males and females changed their college major, along with showing the number of males and females who did not change their college majors. Thirty-seven and two-tenths per cent of the male of the total sample had changed their majors, whereas eleven and seven-tenths per cent of the total who were females changed their college majors. Therefore, of the total population forty-nine per cent did change majors, resulting in a total of fifty-one per cent of the population who did not change their college majors. The high percentage of changed majors initiates questions for further research studies. The instrument employed in this study was not sensitive to the reasons for changing college majors; however, previous research indicates an idea of misconception on the part of the student, prior to enrollment in a specific curriculum of study.

Statistical analysis at the .05 level did not reveal significant difference between male agricultural students and female agricultural students in the choice of their college major.

College Grade Classification

The data presented in this section is based solely

Table 10
The Number of Changes of Major by Male
and Female Agricultural Students

Agriculture Majors	Males		Females		Total	
	Per cent		Per cent		Per cent	
Did Change	37.2	11.7	49.0			
Once	31.0	9.7	40.7			
Twice	2.8	1.4	4.1			
Three	2.1	0.7	2.8			
Four	1.4	0.0	1.4			
Did Not Change	40.7	10.3	51.0			

on the college classification of the subjects involved in this study. The population was subdivided into the following four groups: Freshmen, Sophomores, Juniors and Seniors. Variables were analyzed based on the greatest percentage of response, with respect to each dependent variable. Once the greatest percentage variable had been selected, the variable with the second greatest percentage was recorded, based on the percentage of response, until the rank order of all variables had been exhausted.

The data in Table 11 indicated the most influential factors freshman, sophomore, junior, and senior agricultural students had in their selection of agriculture as a curriculum of study. "My Own Choice" was the most influential factor in the choice of agriculture as a career. Nineteen and three-tenths per cent of the total sample who were freshmen indicated this as being their principle factor of influence to pursue agriculture. Eighteen and six-tenths per cent of the total sample who were sophomores, juniors (28.3%), and seniors (21.4%) also stated that their own choice was the most influential factor in choosing agriculture as a curriculum of study.

"Parents" was observed as being the second most influential factor in choosing agriculture as a curriculum of study. Eleven per cent of the total sample who were freshmen, sophomores (12.4%), juniors (17.9%), and seniors (13.1%), rated "Parents" as their second most influential factor. With respect to the third variable considered as

Table 11

The Most Influential Factors Freshman, Sophomore,
Junior, and Senior Students Had in the
Selection of Agriculture as a Career

Factor of Influence	1	2	3	4	5	6	Chi- square	Correlation Coefficient
My Own Choice								
Freshman	19.3	2.8	0.0	0.0	0.0	0.0		
Sophomore	18.6	0.7	1.4	0.0	0.0	0.0		
Junior	28.3	3.4	0.0	0.0	0.0	0.0	9.395	.1470
Senior	21.4	2.8	0.7	0.7	0.0	0.0		
Total	87.6	9.7	2.1	0.7	0.0	0.0		
Parents								
Freshman	2.1	11.0	5.5	3.4	0.0	0.0		
Sophomore	0.0	12.4	2.8	2.1	3.4	0.0		
Junior	2.8	17.9	4.8	7.8	1.4	0.0	14.798	.1844
Senior	2.8	13.1	2.8	5.5	1.4	0.0		
Total	7.6	54.5	15.9	18.8	6.2	0.0		
Friends at Kansas State University								
Freshman	0.0	4.1	4.1	4.8	4.1	4.8		
Sophomore	0.7	3.4	6.2	4.1	4.1	2.1		
Junior	0.0	5.5	10.3	9.0	6.2	0.7	13.448	.1758
Senior	0.7	4.1	8.3	4.1	6.2	2.1		
Total	1.4	17.2	29.0	22.1	20.7	9.7		

Table 11 (continued)

Factor of Influence	1	2	3	4	5	6	Chi-square	Correlation Coefficient
High School Counselor								
Freshman	0.0	0.0	5.5	6.9	6.9	2.8		
Sophomore	0.0	0.7	1.4	10.3	6.9	1.4		
Junior	0.0	0.7	2.1	7.6	15.9	5.5	19.765	.2132
Senior	0.0	0.7	2.1	6.2	9.7	6.9		
Total	0.0	2.1	11.0	31.0	39.3	16.6		
County Agent								
Freshman	0.0	0.0	0.7	4.8	11.0	5.5		
Sophomore	0.0	0.7	0.0	2.1	8.3	9.7		
Junior	0.0	0.0	1.4	6.2	10.3	13.8	20.375	.2164
Senior	0.0	0.7	2.8	9.0	9.0	4.1		
Total	0.0	1.4	4.8	22.1	38.6	33.1		
Vocational-Agriculture Teacher								
Freshman	0.7	2.8	4.1	3.4	7.6	3.4		
Sophomore	1.4	0.7	3.4	2.1	10.3	2.8		
Junior	0.7	2.1	9.7	7.6	6.9	4.8	16.450	.1945
Senior	0.7	1.4	4.8	6.2	5.5	6.9		
Total	3.4	6.9	22.1	19.3	30.3	17.9		

a factor of influence, there were differences between freshman and sophomore, junior and senior agricultural students. Freshmen stated that their "High School Counselor" was the third most important factor influencing their selection of agriculture as a curriculum of study. Of the total sample, this variable was selected as third by the freshmen (5.5%). Sophomores (6.2%), juniors (10.3%), and seniors (8.3%), stated that "Friends Here at Kansas State University" was the third most important factor influencing their selection of agriculture as a curriculum of study.

With respect to influential variables four, five, and six, there were differences assessed between college grade classification. Freshmen stated that "Friends Here at Kansas State University" and "County Agent" were fourth with respect to influencing their selection of agriculture as a curriculum of study. "Vocational-Agriculture Teacher" was stated as having the least amount of influence as to the selection of agriculture as a curriculum of study.

Within the sophomore classification, "High School Counselor" was fourth with respect to influencing their selection of agriculture as a curriculum of study. Whereas, "Vocational-Agriculture Teacher" and "County Agent" were rated as fifth and sixth, in that order. Juniors stated that their "High School Counselor" and "Vocational-Agriculture Teacher" were fourth with respect to influencing their selection of agriculture as a curriculum of study, followed

by the variable "County Agent", having the least amount of influence. Among the seniors involved in this study, "County Agent", "High School Counselor", and "Vocational-Agriculture Teacher" were stated as being fourth, fifth, and sixth, in that order, insofar as influencing their selection of agriculture as a curriculum of study. Even though differences between college grade classification were observed, statistical difference at the .05 level was not substantiated.

The information in Table 12 depicted the influential reasons for the selection of agriculture as a curriculum of study among freshman, sophomore, junior, and senior agricultural students. Of the total sample, nine and seven-tenths per cent of the freshmen selected "Farm Background" as the most influential reason for the selection of agriculture as their curriculum of study. Sophomores stated "Farm Background" was third (5.5%) in order of influence, and chose "Job Prospects" (9.9%) as fourth. Fifteen and two-tenths per cent of the total sample who were junior agriculture students stated that "Farm Background" was their most influential reason. Among the seniors, nine and seven-tenths per cent of the total sample indicated the most influential reason for selecting an agricultural curriculum was "Farm Background".

The second influential reason exhibited across grade classification for the total sample was the variable "Importance of Agriculture", with freshmen (6.2%)

Table 12

The Most Influential Reasons Freshman, Sophomore, Junior, and Senior Agricultural Students Had in Selecting Agriculture as a Curriculum of Study

Factor of Influence	Rank Order (Per cent)				Chi-square	Correlation Coefficient
	1	2	3	4		
Farm Background						
Freshman	9.7	4.1	6.2	2.1	8.559	.1403
Sophomore	6.2	5.5	5.5	3.5		
Junior	15.2	5.5	9.0	2.1		
Senior	9.7	7.6	5.5	2.8		
Total	40.7	22.8	26.2	10.4		
Importance of Agriculture						
Freshman	5.5	6.2	5.5	4.8	11.776	.1622
Sophomore	1.4	6.2	11.0	2.1		
Junior	6.9	9.7	9.7	5.5		
Senior	6.9	8.3	5.5	4.8		
Total	20.7	30.3	31.7	17.2		
Job Prospects						
Freshman	6.2	4.8	8.3	2.8	11.984	.1660
Sophomore	9.0	4.8	4.8	2.1		
Junior	5.5	5.5	11.7	9.0		
Senior	4.8	4.8	9.0	6.9		
Total	25.5	20.0	33.8	20.7		
Prepare for Returning to the Farm						
Freshman	0.0	4.8	6.2	11.0	11.205	.1605
Sophomore	2.8	2.1	4.8	11.0		
Junior	2.8	7.6	9.0	12.4		
Senior	3.4	4.8	6.9	10.3		
Total	9.0	19.3	26.9	44.8		

representing this choice, sophomores (6.2%), juniors (9.7%), and senior agriculture students (8.3%), selecting this variable as the second reason for choosing agriculture as a career of study. "Job Prospects" was rated third by all classifications, excluding sophomores who, as stated previously, selected this variable first, choosing "Farm Background" as the third influential reason for selecting agriculture as a curriculum of study.

"Preparation for Returning to the Farm" was rated fourth across freshman, sophomore, junior, and senior agricultural students, with respect to the reason for selecting agriculture as a curriculum of study. Statistical difference at the .05 level was not assessed across the four dependent variables under study, with respect to college grade classification.

The data presented in Table 13 represented the reason for obtaining an agricultural degree, and percentages were calculated for each of the four classes and for each of the five reasons, based upon the total population. The variable "Use My Own Ideas" was the most important reason selected by the freshmen (7.6%), sophomores (5.5%), juniors (15.9%), and senior agricultural students (9.0%). Freshman agricultural students also indicated with equal percentages (7.6%) the variable "Do a Variety of Work", as the reason for obtaining a degree in agriculture. Since equal percentages were exhibited, the two observations were viewed as representing the first and second reasons

for obtaining a degree in agriculture. Similarly, the third and fourth reasons for obtaining an agricultural degree were observed with equal percentages (4.8%), for the variables "Capitalize on Previous Agricultural Experiences" and "Have Continuous Employment". The final reason for obtaining a degree in agriculture, by freshman agricultural students, was "Earn a High Salary" (9.0%).

Among the sophomore agricultural students, equal percentages (5.5%), were obtained for three of the dependent variables under study; these being: "Use My Own Ideas", "Have Continuous Employment", and "Do a Variety of Work". The three equally distributed variables were treated as representing the first, second, and third reasons for obtaining an agricultural degree. "Capitalize on Previous Agricultural Experience" was reviewed as being the fourth most important reason for obtaining an agricultural degree, followed by "Earn a High Salary" (9.0%) selecting this variable as their last reason. "Do a Variety of Work" (10.3%) was rated as the second reason by junior agricultural students for obtaining a degree in agriculture. Thirteen and one-tenth per cent selected "Have Continuous Employment" as the third reason. "Capitalize on Previous Agricultural Experiences" (8.3%) was the variable selected as fourth. Similar to the freshmen and sophomore students, "Earn a High Salary" (15.2%) was the variable selected last by the junior agricultural students,

Table 13

The Reasons Freshman, Sophomore, Junior, and Senior
Students Had for Obtaining a Degree in Agriculture

Reasons for an Agricultural Degree	1	2	3	4	5	Chi- square	Correlation Coefficient
Use Own Ideas							
Freshman	7.6	4.8	6.2	2.1	1.4		
Sophomore	5.5	6.2	4.8	3.4	0.7		
Junior	15.9	7.6	5.5	2.1	0.7	8.240	.1376
Senior	9.0	4.8	7.6	2.8	1.4		
Total	37.9	23.4	24.1	10.3	4.1		
Do a Variety of Work							
Freshman	7.6	3.4	4.8	4.8	1.4		
Sophomore	5.5	4.8	2.8	4.1	3.4		
Junior	6.2	10.3	6.9	2.8	5.5	9.223	.1456
Senior	6.2	6.2	5.5	4.1	3.4		
Total	25.5	24.8	20.0	15.9	13.8		
Have Continuous Employment							
Freshman	4.8	4.8	4.8	6.2	1.4		
Sophomore	5.5	2.1	5.5	5.5	2.1		
Junior	2.8	3.4	13.1	9.0	3.4	17.097	.1983
Senior	1.4	2.8	6.2	10.3	4.8		
Total	14.5	13.1	29.7	31.0	11.7		

Table 13 (continued)

Reasons for an Agricultural Degree	1	2	3	4	5	Chi- square	Correlation Coefficient
Earn a High Salary							
Freshman	0.7	2.1	4.1	6.2	9.0		
Sophomore	1.4	1.4	4.8	4.1	9.0		
Junior	1.4	2.8	5.5	6.9	15.2	7.600	.1322
Senior	1.4	2.8	2.1	9.0	10.3		
Total	4.8	9.0	16.6	26.2	43.5		
Capitalize on Previous Agriculture Experience							
Freshman	0.7	4.8	6.2	3.4	6.9		
Sophomore	2.1	4.8	4.1	4.8	4.8		
Junior	4.1	5.5	8.3	8.3	5.5	20.761 *	.2169
Senior	7.6	7.6	1.4	5.5	3.4		
Total	14.5	22.8	20.0	22.1	20.7		

* Significant, $\alpha = .05$

indicating this variable as the least important reason for obtaining a degree in agriculture.

Among senior agricultural students, "Capitalize on Previous Agricultural Experiences" (7.6%) was the variable selected as second. "Have Continuous Employment" was rated as a third reason (6.2%), and "Earn a High Salary" (9.0%) was fourth. Senior agricultural students selected "Do a Variety of Work" (3.4%) as the final reason for obtaining an agricultural degree.

Even though differences were exhibited across college grade classification, significant differences at the .05 level were not found.

Data in Table 14 revealed the number of times freshman, sophomore, junior, and senior agricultural students changed their college majors. Junior agricultural students had the highest percentage with respect to changes in their majors. Eighteen and six-tenths per cent of the juniors changed their majors, followed by seniors (15.2%), sophomores (11.0%), and freshmen (4.1%). A significant difference at the .05 level was observed across the college grade classifications of freshmen, sophomores, juniors, and seniors, with respect to changing their college majors.

Sophomore agricultural students exhibited the highest percentages (3.5%) in changing their majors more than once. Senior students (2.8%) were next with respect to changing majors more than once, followed by junior students (2.1%) changing their college majors more than

Table 14
The Number of Changes of Major by Freshman, Sophomore,
Junior, and Senior Agriculture Students

Agriculture Majors	Classification				Total (Per cent)
	Freshman (Per cent)	Sophomore (Per cent)	Junior (Per cent)	Senior (Per cent)	
Did Change	4.1	11.0	18.6	15.2	49.0 *
Once	4.1	7.6	16.6	12.4	40.7 * *
Twice	0.0	2.1	0.7	1.4	4.1 * *
Three	0.0	0.7	0.7	1.4	2.8 * *
Four	0.0	0.7	0.7	0.0	1.4 * *
Did Not Change	17.9	9.7	13.1	10.3	51.0 *
* Significant, $\alpha = .05$; Chi-square = 15.294; Correlation Coefficient = .3278 * * Significant, $\alpha = .05$; Chi-square = 21.763; Correlation Coefficient = .3612					

once. In the statistical analysis of these data, it was found that there was a significant difference at the .05 level between college grade classification in relation to the number of times they changed college majors.

Place of Rearing

The data presented in this section is based solely on the "Place of Rearing" of the subjects involved in this study. Variables were analyzed as to the greatest percentage of response, with respect to each dependent variable. Once a variable had been selected, the variable marked second, based on the percentage of response, was recorded, until the rank order of all variables had been exhausted.

"Place of Rearing" was sub-classified as: Farm; Town (less than 2,500); Town (2,500 - 10,000); and City (more than 10,000). The classification of "Town (less than 2,500)" will hereafter be referred to as "Small Town" and "Town (2,500 - 10,000)" will hereafter be referred to as "Large Town".

The data in Table 15 listed the percentages for each place of rearing, and for each of the reasons for the selection of agriculture as a career in the percentages of the total population. "My Own Choice" was considered to be the most important influential factor in choosing agriculture as a career. This variable was chosen first by students from all of the areas under study. Fifty-four and five-tenths per cent of the total population who were farm youth

selected this as the principal factor of influence. Whereas, small town students (4.8%), large town students (6.2%), and city students (22.1%) indicated this variable as having the most influence on their selection of agriculture as a career.

The variable rated as second among the students from farm, small town, large town, and city areas was "Parents". Thirty-eight and six-tenths per cent of the farm youth selected this as the second most influential factor. Four and one-tenth per cent were represented by small town students, large town students (4.1%), and city students (7.6%). The third most influential factor selected by farm students was "Friends Here at Kansas State University" (20.0%).

The variables ranked as fourth, fifth, and sixth by farm reared students were: "High School Counselor", "County Agent", and "Vocational-Agriculture Teacher", in that order. Similar to the farm reared students, small town students indicated "Friends Here at Kansas State University" (2.1%) as being the third influential factor in selecting agriculture as a curriculum of study. "High School Counselor", "Vocational-Agriculture Teacher", and "County Agent" were the fourth, fifth, and sixth factors of influence, in that order. Among the large town students, "High School Counselor" (2.1%) was the third influential factor perceived as exerting the most influence to their selection of agriculture as a career. "Friends Here at

Table 15

The Most Influential Factors Farm, Small Town,
Large Town, and City Students Had in
Selecting Agriculture as a Career

Factor of Influence	1	2	3	4	5	6	Chi- square	Correlation Coefficient
My Own Choice								
Farm	54.5	6.2	0.7	0.7	0.0	0.0		
Small Town	4.8	1.4	0.7	0.0	0.0	0.0		
Large Town	6.2	2.1	0.0	0.0	0.0	0.0	12.581	.1701
City	22.1	0.0	0.7	0.0	0.0	0.0		
Total	87.6	9.7	2.1	0.7	0.0	0.0		
Parents								
Farm	5.5	38.6	9.7	5.5	2.8	0.0		
Small Town	0.7	4.1	1.4	0.7	0.0	0.0		
Large Town	1.4	4.1	0.7	2.1	0.0	0.0	21.566	.2196
City	0.0	7.6	4.1	7.6	3.4	0.0		
Total	7.6	54.5	15.9	15.9	6.2	0.0		
Friends at Kansas State University								
Farm	0.0	7.6	20.0	13.1	14.5	6.9		
Small Town	0.7	1.4	2.1	1.4	0.7	0.7		
Large Town	0.0	1.4	1.7	3.1	2.4	0.0	20.385	.2165
City	0.7	6.9	5.5	5.5	2.1	2.1		
Total	1.4	17.2	29.0	23.1	19.7	9.7		

Table 15 (continued)

Factor of Influence	1	2	3	4	5	6	Chi-square	Correlation Coefficient
High School Counselor								
Farm	0.0	1.4	5.5	20.0	24.1	11.0		
Small Town	0.0	0.0	1.4	3.4	1.4	0.7		
Large Town	0.0	0.0	2.1	0.7	4.1	1.4	8.912	.1431
City	8.0	0.7	2.1	6.9	9.7	3.4		
Total	8.0	2.1	11.0	31.0	39.3	16.6		
Vocational-Agriculture Teacher								
Farm	2.1	4.1	16.6	12.4	13.8	13.1		
Small Town	0.7	0.0	0.7	0.0	3.4	2.1		
Large Town	0.7	0.0	1.1	0.7	4.1	0.7	21.904	.2244
City	0.0	2.8	2.8	6.2	9.0	2.1		
Total	3.4	6.9	21.1	19.3	30.3	17.9		
County Agent								
Farm	0.0	0.7	4.1	11.7	24.1	21.4		
Small Town	0.0	0.0	0.7	1.4	0.7	4.1		
Large Town	0.0	0.0	0.0	2.8	2.8	2.8	12.571	.1700
City	0.0	0.7	0.0	6.2	11.0	4.8		
Total	0.0	1.4	4.8	22.1	38.6	33.1		

Kansas State University", "Vocational-Agriculture Teacher", and "County Agent" were rated as the fourth, fifth, and sixth factors in influencing the large town students in the career choice of agriculture.

City reared students chose "Friends Here at Kansas State University" (5.5%) as the third factor of influence. The factors perceived as influencing their selection of agriculture fourth, fifth, and sixth were: "High School Counselor", "County Agent", and "Vocational-Agriculture Teacher". In the statistical analysis of the variables, there was no significant difference at the .05 level.

The information presented in Table 16 indicated the influential reasons for the selection of agriculture as a curriculum of study. Percentages are given for each of the four places of rearing, and for each of the reasons based upon the respective percentage of the total population. Thirty-three and eight-tenths per cent of the total sample who were farm students indicated "Farm Background" as the most influential reason for the selection of agriculture as their curriculum of study. "Importance of Agriculture" (38.6%) stated as being the second most influential reason. The factors selected as third and fourth were "Job Prospect", and "Preparation for Returning to the Farm". "Farm Background" was stated as being the most influential reason for the selection of agriculture as a curriculum of study by the small town students. Three and four-tenths per cent of the small town students represented this choice. The

second most influential factor was "Importance of Agriculture" (2.1%), followed by "Job Prospects", third, and "Preparation for Returning to the Farm" as the fourth influential reason for selecting agriculture as a curriculum of study.

Large town students indicated "Job Prospects" (6.2%) as being the most influential reason for choosing agriculture as their curriculum of study. The second influential reason was "Importance of Agriculture" (5.5%), followed by "Farm Background", and "Preparation for Returning to the Farm" as the third and fourth reasons, in that order.

City reared students indicated "Importance of Agriculture" (9.0%) of the total, as the most important reason for selecting agriculture as their curriculum of study. The second influential reason for the selection of agriculture as a career of study was "Job Prospects" (5.5%). "Farm Background" was stated as being the third reason, while "Preparation for Returning to the Farm" was the fourth reason for choosing agriculture as a curriculum of study.

Statistical significant differences at the .05 level was assessed across all dependent variables under study, those being: "Farm Background", "Job Prospects", "Importance of Agriculture", and "Preparation for Return to the Farm". Therefore, the influential reasons for the selection of agriculture as a curriculum of study

Table 16

The Most Influential Reasons Farm, Small Town, Large Town,
and City Students Had in Selecting Agriculture
as a Curriculum of Study

Factor of Influence	Rank Order (Per cent)				Chi-square	Correlation Coefficient
	1	2	3	4		
Farm Background						
Farm	33.8	18.6	6.9	2.8		
Small Town	3.4	1.4	1.4	0.7		
Large Town	1.4	0.7	4.1	2.1		
City	2.1	2.1	13.8	4.8	56.913 *	.5309
Total	40.7	22.8	26.2	10.4		
Importance of Agriculture						
Farm	11.0	16.6	20.7	13.8		
Small Town	0.0	2.1	3.4	1.4		
Large Town	0.7	5.5	1.4	0.7	21.100 *	.3564
City	9.0	6.2	6.2	1.4		
Total	20.7	30.3	31.7	17.2		
Job Prospects						
Farm	8.3	13.1	22.8	17.9		
Small Town	2.8	1.4	2.8	0.0		
Large Town	6.2	0.0	1.4	0.7		
City	8.3	5.5	6.9	2.1	31.366 *	.4217
Total	25.5	20.0	33.8	20.7		
Prepare for Returning to the Farm						
Farm	9.0	15.2	13.1	24.8		
Small Town	0.0	1.4	1.4	4.1		
Large Town	0.0	0.7	2.8	4.8	21.023	.3559
City	0.0	2.1	9.7	11.0		
Total	9.0	19.3	26.9	44.8		

* Significant, $\alpha = .05$

differ, depending on the student's place of rearing. This concept coincides with previous research studies, as noted in Chapter 2, "The Review of Literature".

Data in Table 17 indicated the reason for obtaining an agricultural degree "Use My Own Ideas" (26.9%) was selected by farm students in this study, indicating this as an important reason for obtaining an agricultural degree. The second reason was "Capitalize on Previous Agricultural Experiences" (18.6%). With respect to the third reason for obtaining an agricultural degree, "More Continuous Employment" (18.6%) was indicated. The fourth and fifth variables selected were "Earn a High Salary" (17.2%), and "Do a Variety of Work" (9.7%).

"Have Continuous Employment" (2.1%) was a principle reason for obtaining a degree in agriculture, indicated by small town students. The second reason stated by small town students was "Earn a High Salary" (2.1%), followed by "Use My Own Ideas" (3.4%) as the third reason for obtaining an agricultural degree. "Capitalize on Previous Agricultural Experiences" (2.1%) was the fourth reason stated, while "Do a Variety of Work" (2.1%) was indicated as the last reason for obtaining an agricultural degree.

Among the large town students, "Use My Own Ideas" (3.4%) was selected as the first reason for an agricultural degree. "Do a Variety of Work" (2.8%) was stated as the second reason, and "Have Continuous Employment" (3.4%) was the third reason for obtaining an agricultural degree. The

Table 17

The Reasons Farm, Small Town, Large Town, and City
Students Had for Obtaining a Degree in Agriculture

Reasons for an Agricultural Degree	1	2	3	4	5	Chi- square	Correlation Coefficient
Use Own Ideas							
Farm	26.9	14.5	13.8	4.8	2.1		
Small Town	1.4	0.7	3.4	0.7	0.7		
Large Town	3.4	2.1	0.7	1.4	0.7	11.201	.1605
City	6.2	6.2	6.2	3.4	0.7		
Total	37.9	23.7	24.1	10.3	4.1		
Do a Variety of Work							
Farm	14.5	15.9	11.7	10.3	9.7		
Small Town	0.7	1.4	1.4	1.4	2.1		
Large Town	2.1	2.8	1.4	1.4	0.7	7.928	.1350
City	8.3	4.8	5.5	2.8	1.4		
Total	25.5	24.8	20.0	15.9	13.8		
Have Continuous Employment							
Farm	6.2	7.6	18.6	20.7	9.0		
Small Town	2.1	0.7	2.1	2.1	0.0		
Large Town	1.4	1.4	3.4	1.4	0.7	8.259	.1378
City	4.8	3.4	5.5	6.9	2.1		
Total	14.5	13.1	29.7	31.0	11.7		

fourth and fifth reasons expressed by the large town students were "Capitalize on Previous Agricultural Experiences" (3.4%), and "Earn a High Salary" (2.8%), respectively.

City reared students indicated that "Do a Variety of Work" (8.3%) was the principle reason for an agricultural degree, while "Use My Own Ideas" (6.2%) was stated as the second reason for obtaining a degree in agriculture. "Earn a High Salary" (6.9%) was selected as the third reason. The fourth reason stated by city reared students was "More Continuous Employment" (6.9%), followed by the variable "Capitalize on Previous Agricultural Experiences" (7.6%) as the fifth reason for obtaining a degree in agriculture.

Statistical difference at the .05 level was found among farm, small town, large town, and city students in response to the dependent variables "Earn a High Salary" and "Capitalize on Previous Agricultural Experiences". From this difference, it is assumed that city reared students viewed a degree in agriculture as having more monetary benefits, whereas farm reared students could benefit from a degree in agriculture by using their previous agricultural experiences. Again, this is merely an assumption; the statistical methods employed on these data were not sensitive to where the differences existed.

Changes in College Major

The data presented in this section deals with the changes in college major in relation to academic level each

student considered agriculture as a career choice.

The information represented in Table 18 illustrated that students who chose to pursue agriculture at an earlier age had few changes in their college majors. Students in the College of Agriculture who stated they had "always planned a career in agriculture" (30.3%) only exhibited eleven and seven-tenths per cent changes in their college majors. Whereas, eighteen and six-tenths per cent of these students did not change their majors.

Agricultural students who planned a career in agriculture since "junior high school" (8.3%) exhibited three and four-tenths per cent changing their major once, and seven-tenths of one per cent changing their college major more than once. Four and one-tenth per cent of these students did not have changes in their college major.

Students who planned an agricultural career since "senior high school" (33.1%) only showed eight and three-tenths per cent changing their college major once, with seven-tenths of one per cent changing their major more than once. Whereas, twenty-four and one-tenth per cent did not change their college major. Agricultural students who stated they selected agriculture as a career in the "first two years of college" (15.2%) exhibited nine per cent changing their college major once, with two and one-tenth per cent changes in college major more than one time. Four and one-tenth per cent of these students did not change their majors after entering college. Finally,

students who selected agriculture as a career "after the first two years of college" showed eight and three-tenths per cent changing their major once; twice (2.8%); three times (1.4%); and four times (0.7%).

In the statistical analysis of these data, statistical difference was assessed at the .05 level with respect to academic level of selecting agriculture as a career, in relation to the number of times the college majors are changed.

Future Benefits of an Agricultural Degree

The data presented in this section dealt with five factors of interest, pertaining to the benefits obtained from a degree in agriculture. Subjects were asked to evaluate each item by indicating "high", "medium", or "low" as to the perceived effect obtained from a degree in agriculture. The five factors involved were as follows: "Have a Stable and Secure Future", "Opportunity to Help Others", "Associate with Friendly People", "Be My Own Boss", and "Develop Social Abilities". The factor chosen as "high" was given a weighted value of three; "medium" a weighted value of two; and "low" a weighted value of one. Therefore, the largest weighted total was viewed as being the most influential factor and the smallest weighted total was viewed as being of lessor influence. Analysis was based on the total population of agricultural students involved in this study. Sub-classifications were

not analyzed due to the small number of subjects in each classification, decreasing statistical reliability.

The data presented in Table 19 indicated that "Be My Own Boss" was the principle factor of influence with respect to the perceived benefit obtained from a degree in agriculture. The second factor of influence was "Associate with Friendly People", followed by "Have a Stable and Secure Future" as the third factor of benefit from obtaining a degree in agriculture. "Opportunity to Help Others" was ranked as the fourth factor of benefit by a degree in agriculture, while the factor "Develop Social Abilities" was rated last, possessing the least amount of benefit.

Completing the Requirements for a Degree
in Agriculture and the Possibility of
Pursuing Advanced Degrees

The information in this section dealt with the idea of completing degree requirements in agriculture. Data in Table 20 indicated that eighty per cent of the agricultural students involved in this study were "extremely likely" to continue their study in agriculture, in pursuit of a Bachelor of Science degree in agriculture. Fifteen and two-tenths per cent of the students stated they would "likely" complete the degree requirements in agriculture. Whereas, two and one-tenth per cent of the students were "unlikely", and two and eight-tenths per cent stated that they "will not continue" to pursue and complete the degree requirements in agriculture.

Table 19
The Perceived Benefits from Obtaining
a Degree in Agriculture

Perceived Benefits from a Degree in Agriculture	High		Medium		Low		Weighted Total*	Rank
	Number	Per cent	Number	Per cent	Number	Per cent		
Be My Own Boss	91	62.8	41	28.3	13	9.0	368	First
Associate With Friendly People	78	53.8	56	38.6	11	7.6	357	Second
Have a Stable and Secure Future	62	42.8	69	47.6	14	9.7	338	Third
Opportunity to Help Others	50	34.5	74	51.0	21	14.5	319	Fourth
Develop Social Abilities	23	15.9	72	49.7	50	34.5	263	Fifth

* A weighted total was used to obtain a relative value of each of the factors so that a useful ranking could be obtained. The factor chosen as "High" was given the weight of 3; "Medium", 2; and "Low", 1; therefore, the largest weighted total was the most influential factor, and the smallest was of lessor influence.

The data presented in Table 21 represented the percentage of students who are planning to pursue an advanced degree in agriculture. Twenty-seven and six-tenths per cent of the total population stated they would pursue an advanced degree in agriculture, while seventy-two and four-tenths per cent indicated that they did not have plans of obtaining an advanced degree.

Table 20

The Distribution of Agricultural Students
Planning to Complete the Degree
Requirements in Agriculture

Completing Degree Requirements	Number	Per cent
Extremely Likely	116	80.0
Likely	22	15.2
Unlikely	3	2.1
Will Not Continue	4	2.8
Total	145	100.0

Table 21

The Distribution of Agricultural Students
Who Plan on Pursuing an Advanced Degree

Advanced Degree	Number	Per cent
Yes	40	27.6
No	105	72.4
Total	145	100.0

Chapter 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This investigation focused upon the influential factors that determined an individual's career choice in agriculture. Differences in sex, college grade classification, and place of rearing were the three areas of immediate interest. Related background information was obtained, along with data on completing the degree requirements in agriculture and the possibility of pursuing an advanced degree in the College of Agriculture.

The sample consisted of 145 students from the College of Agriculture at Kansas State University, and was obtained by random sampling procedures. There were 1,740 students enrolled in the College of Agriculture at the time the investigation was undertaken. One hundred and seventy-four students were randomly selected to take part in this investigation, while 145 usable questionnaires were returned and applied to the data presented in Chapter 4.

A questionnaire was employed as the method of data collection. Analyses are based on Chi-square Contingency Tables, of which chi-square, correlation co-efficients, and percentage scores were obtained.

Sex

One of the hypotheses under study was to determine

if there were differences between the sex of agricultural students, with respect to the influential factors involved in selecting agriculture as a curriculum of study. It was also of interest to determine if differences existed in regards to reasons for selecting agriculture as a career, and what a degree in agriculture will enable each individual group to do.

The influential factors males and females had with respect to choosing agriculture as a curriculum of study differed only slightly.

Data in Table 22 depicts the rank order of the factors that influenced males in their career choice of agriculture. Also illustrated in Table 22 is the rank order of influential factors female students had in relation to selecting agriculture as a curriculum of study. There were no significant differences at the .05 level between males and females and the factors that influenced their career choice in agriculture.

The reasons for selecting agriculture as a curriculum of study was also a variable under study. Table 23 depicts the rank order the influential reasons male and female agricultural students had in selecting agriculture as their curriculum of study. Statistical difference at the .05 level was assessed with respect to the variable "Farm Background", which is ranked as the first reason by males, and the third reason for selecting agriculture as the curriculum of study by females.

Table 22

The Rank Order of Factors Influencing the
Selection of Agriculture as a Career
by Male and Female Students

Factors Influencing Students' Career Choice of Agriculture	Rank Order
Male Agricultural Students	
My Own Choice	1
Parents	2
Friends at Kansas State University	3
High School Counselor	4
County Agent	5
Vocational-Agriculture Teacher	6
Female Agricultural Students	
My Own Choice	1
Parents	2
Friends at Kansas State University	3
Vocational-Agriculture Teacher	4
County Agent	5
High School Counselor	6

Table 23

The Rank Order of Influential Reasons Male
and Female Students Had for Selecting
Agriculture as a Curriculum of Study

Reason for Selecting Agriculture	Rank Order
Male Agricultural Students	
Farm Background	1 *
Importance of Agriculture	2
Job Prospects	3
Preparation for Returning to the Farm	4
Female Agricultural Students	
Job Prospects	1
Importance of Agriculture	2
Farm Background	3 *
Preparation for Returning to the Farm	4
* Significant, $\alpha = .05$	

The rank order of reasons for obtaining a degree in agriculture, between males and females, can be observed in Table 24. Statistical difference at the .05 level was observed in response to "Capitalize on Previous Agriculture Experience". This variable was ranked second by the male agricultural students, and was ranked fifth, or last, by the female agricultural students as a reason for obtaining a degree in agriculture. Therefore, it is assumed that male agricultural students had participated in more agricultural experiences than did the female agricultural students.

College Grade Classification

The hypothesis under study was to determine if there were differences between freshman, sophomore, junior, and senior agricultural students with respect to the influential factors in their selection of agriculture as a curriculum of study. It was also of interest to the researcher to determine if differences existed in regards to reasons for selecting a career in agriculture, and what a degree in agriculture will enable each respective group to accomplish. There were no significant differences at the .05 level between freshman, sophomore, junior and senior agricultural students concerning the factors that influenced their selection of agriculture as a curriculum of study.

The variable "Capitalize on Previous Agriculture

Table 24

The Rank Order of Reasons for Obtaining
a Degree in Agriculture by
Male and Female Students

Reason for Obtaining a Degree	Rank Order
Male Agricultural Students	
Use My Own Ideas	1
Capitalize on Previous Agriculture Experience	2 *
Have Continuous Employment	3
Earn a High Salary	4
Do a Variety of Work	5
Female Agricultural Students	
Do a Variety of Work	1
Use My Own Ideas	2
Have Continuous Employment	3
Earn a High Salary	4
Capitalize on Previous Agriculture Experience	5 *
* Significant, $\alpha = .05$	

Experiences" was ranked second by senior agricultural students, third by freshman agricultural students, and fourth by both sophomore and junior agricultural students.

Statistical difference at the .05 level was assessed between the independent variables of freshmen, sophomores, juniors, and seniors, which can be observed in Table 25, in regards to the rank order of reasons for obtaining a degree in agriculture.

Changes in college major were analyzed and statistical difference was found at the .05 level. Four and one-tenth per cent of the freshman agricultural students had changed their major, in relation to seventeen and nine-tenths per cent who did not. Sophomore agricultural students were shown to have eleven per cent change in college majors, while nine and seven-tenths per cent did not. Eighteen and six-tenths per cent of the junior agricultural students had changed their major, and thirteen and one-tenth per cent did not change. While senior agricultural students were shown to have fifteen and two-tenths per cent change in their major, ten and three-tenths per cent did not change their college major.

Place of Rearing

The hypothesis under study was to determine if there were differences between the place of rearing among the agricultural students with respect to the influential factors involved in their selection of agriculture as a

Table 25

The Rank Order of Reasons for Obtaining a Degree
in Agriculture by Freshman, Sophomore,
Junior and Senior Students

College Classification and Reason for Obtaining a Degree	Rank Order
Freshman Agricultural Students	
Use My Own Ideas	1
Do a Variety of Work	2
Capitalize on Previous Agriculture Experience	3 *
Have Continuous Employment	4
Earn a High Salary	5
Sophomore Agricultural Students	
Use My Own Ideas	1
Have Continuous Employment	2
Do a Variety of Work	3
Capitalize on Previous Agriculture Experience	4 *
Earn a High Salary	5
Junior Agricultural Students	
Use My Own Ideas	1
Do a Variety of Work	2
Have Continuous Employment	3
Capitalize on Previous Agriculture Experience	4 *
Earn a High Salary	5
Senior Agricultural Students	
Use My Own Ideas	1
Capitalize on Previous Agriculture Experience	2 *
Have Continuous Employment	3
Earn a High Salary	4
Do a Variety of Work	5
* Significant, $\alpha = .05$	

curriculum of study. It was also of interest to the researcher to determine if differences existed in regard to reasons for selecting a career in agriculture, and what a degree in agriculture will enable each representative group to achieve.

Place of rearing was sub-classified as: Farm; Town (less than 2,500); Town (2,500 - 10,000); and City (more than 10,000). The classification of "Town (less than 2,500)" will hereafter be considered as "Small Town"; whereas "Town (2,500 - 10,000)" will hereafter be considered as "Large Town".

There were no significant differences at the .05 level between farm, small town, large town, and city agricultural students concerning the factors that influenced their selection of agriculture as a curriculum of study.

With respect to the reasons agricultural students had in selecting agriculture as a curriculum of study, differences were found between farm, small town, large town, and city reared students. The data presented in Table 26 illustrated the rank order of the influential reasons for selecting a degree in agriculture, along with showing where the differences were. In the statistical analyses of the data in regard to the influential reasons for selecting agriculture as a curriculum of study, differences were found at the .05 level of significance. As can be observed from the data, the difference assessed is between large town and city reared agricultural students.

Table 26

The Rank Order of Influential Reasons for Selecting
Agriculture as a Curriculum of Study by Farm,
Small Town, Large Town, and City Student

Place of Rearing, and Reason for Selecting Agriculture	Rank Order
Farm	
Farm Background	1
Importance of Agriculture	2
Job Prospects	3
Preparation for Returning to the Farm	4
Small Town	
Farm Background	1
Importance of Agriculture	2
Job Prospects	3
Preparation for Returning to the Farm	4
Large Town	
Job Prospects	1 *
Importance of Agriculture	2 *
Farm Background	3 *
Preparation for Returning to the Farm	4 *
City	
Importance of Agriculture	1 *
Job Prospects	2 *
Farm Background	3 *
Preparation for Returning to the Farm	4 *
* Significant, $\alpha = .05$	

In the analyses of the data acquired in response to the reason for obtaining a degree in agriculture, differences did occur across the variable "Place of Rearing". Data in Table 27 represented the difference between places of rearing with respect to the rank order of reasons for obtaining a degree in agriculture. As can be observed from the data, there was statistical difference at the .05 level across all "Places of Rearing", in relation to the reasons agricultural students stated for obtaining a degree in agriculture.

Changes in College Major

The data obtained from changes in college major was analyzed across the academic level at which agriculture was selected as a career choice. The academic levels were as follows: (1) Always Planned a Career in Agriculture; (2) Planned an Agricultural Career in Junior High School; (3) Planned an Agricultural Career in High School; (4) Planned an Agricultural Career the First Two Years of College; and (5) Planned an Agricultural Career After the First Two Years of College. Statistical significant difference was found at the .05 level.

Agricultural students who chose agriculture as a career at an earlier academic level had fewer changes in their college majors than did those students who planned a career later in their academic level. The students who stated they planned a career in agriculture in senior high

Table 27

The Rank Order of Reasons for Obtaining a
Degree in Agriculture by Farm, Small Town,
Large Town, and City Students

Place of Rearing, and Reason for Obtaining a Degree	Rank Order
Farm	
Use My Own Ideas	1 *
Capitalize on Previous Agriculture Experience	2 *
Have Continuous Employment	3 *
Earn a High Salary	4 *
Do a Variety of Work	5 *
Small Town	
Have Continuous Employment	1 *
Earn a High Salary	2 *
Use My Own Ideas	3 *
Capitalize on Previous Agriculture Experience	4 *
Do a Variety of Work	5 *
Large Town	
Use My Own Ideas	1 *
Do a Variety of Work	2 *
Have Continuous Employment	3 *
Capitalize on Previous Agriculture Experience	4 *
Earn a High Salary	5 *
City	
Do a Variety of Work	1 *
Use My Own Ideas	2 *
Earn a High Salary	3 *
Have Continuous Employment	4 *
Capitalize on Previous Agriculture Experience	5 *
* Significant, $\alpha = .05$	

school exhibited the fewest changes in college majors. Twenty-four and one-tenth per cent of these students did not change their major, whereas only eight and three-tenths per cent did change.

Completing the Requirements for a Degree
in Agriculture and the Possibility of
Pursuing Advanced Degrees

The data in this section indicates that eighty per cent of the agricultural students were "extremely likely" to continue their study in agriculture, whereas fifteen and two-tenths per cent stated that they would "likely" complete the degree requirements. It was found that only four and nine-tenths per cent of the agricultural students were "unlikely" and "would not continue" to complete the degree requirements for obtaining a Bachelor of Science degree in agriculture.

With respect to pursuing an advanced degree in agriculture, seventy-two and four-tenths per cent of the students indicated they would not pursue an advanced degree, whereas twenty-seven and six-tenths per cent of the agricultural students stated that they did have plans of obtaining an advanced degree in agriculture.

Implications for Further Research

The author suggests that additional variables of career influence be considered in future studies. Other variables may further explain the influential factors

affecting the choice of agriculture as a career between the variables of Sex, College Grade Classification, and Place of Rearing of the respective subjects.

Further analysis, as to the exact types of previous agricultural experiences, would enhance the understanding of the information viewed in response to the reason for obtaining a degree in agriculture. The greatest amount of difference occurred within the group "Place of Rearing". Future studies should be interested in obtaining more data in regard to this variable. From this, more exact types of farm experiences could be assessed, in an attempt to learn the specific characteristics and qualities between rural agricultural students and urban agricultural students.

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APPENDIXES

Department of Adult and Occupational Education
College of Education
Holton Hall
Manhattan, Kansas 66506

March 16, 1975

Dear


Enclosed you will find a one-page survey questionnaire which asks a few questions pertaining to the influence you had in selecting the curriculum of Agriculture as a choice of study.

The purpose of this study is to determine why you chose Agriculture as a career of study, what factors had the most influence in your choice, and what you expect to gain from a degree in Agriculture. Information received from this study will assist the College of Agriculture in designing a curriculum that meets the need of the Agricultural student, thus aiding you, along with other students, in pursuit of an Agricultural education.

The information obtained from this study will be coded upon return, and the questionnaire itself will be destroyed. Therefore, all personal information received from this study will remain anonymous and completely confidential. Please complete the questionnaire in its entirety, and promptly mail it back to me in the stamped and addressed envelope by March 30, 1975.

Your time and effort are greatly appreciated, and I thank you. Upon request a copy of the final results will be sent, as soon as they are completed.

Sincerely,


R. Joseph Cassibba,
Graduate in Agriculture
Education

Approved by:


James Albracht, Coordinator
Agricultural Education

P.S. If you have any questions, please contact me at:
776-8683, or 2104 Sloan Street.

SURVEY OF AGRICULTURAL STUDENTS AT KANSAS STATE UNIVERSITY

SPRING 1975

I. BACKGROUND INFORMATION

- A. Sex: M F Age B. Approximate G.P.A.:
- C. Present status in college: D. Place of rearing:
- Freshman Farm
- Sophomore Town (2,500)
- Junior Town (2,500 - 10,000)
- Senior Town/City (Over 10,000)
- Graduate
- E. Previous Agricultural Related Activities: F. Father's Occupation:
- F.F.A.
- 4-H
- Other (F.H.A.)
- (Specify)

II. REASONS FOR SELECTING A CAREER IN AGRICULTURE AT KANSAS STATE UNIVERSITY

- A. At what age did you seriously consider a career in Agriculture:
- Always Planned One
- Junior High School
- Senior High School
- 1st 2 yrs. of College
- After 1st 2 yrs. of College
- Other
- (Specify)
- B. Please rank the importance of the following factors in the choice of Agriculture as a career: (1 is most important)
- Parents
- Vocational-Ag. Teacher
- My Own Choice
- Counselor, High School
- Friends Here
- County Agent
- C. Please rank the reasons for your selection of Ag. as a curriculum of study:
- Farm Background
- Job Prospects
- Importance of Ag.
- Preparation for return to farm
- Other
- (Specify)
- D. Please rank the following: A Degree in Ag. will enable me to:
- Earn a high salary
- Use my own ideas
- Have continuous employment
- Capitalize on previous Ag. experiences
- Do a variety of work
- Other
- (Specify)
- E. Have you changed college Majors: Yes No
- a. If "Yes" how many times have you changed Majors:
- b. From what Major did you change last:
- F. In what Specialized Area of Ag. are you presently enrolled: (Ex. A.S.&I., Hort., Ag. Ed.)

G. To what degree did the following factors influence your choice of Agriculture as a career?

	<u>HIGH</u>	<u>MEDIUM</u>	<u>LOW</u>
1. Stable and Secure Future	_____	_____	_____
2. Opportunity to Help Others	_____	_____	_____
3. Ability to Associate With Friendly People	_____	_____	_____
4. Be My Own Boss	_____	_____	_____
5. Develop Social Abilities	_____	_____	_____

H. How likely are you to continue at Kansas State University and complete the Degree requirements in Agriculture:

_____Extremely Likely _____Likely _____Unlikely _____Will not continue

I. Do you plan to pursue an Advanced Degree (M.S., Ph.D.) in your area of interest:

_____Yes _____No

A STUDY OF THE FACTORS THAT INFLUENCED A CAREER
CHOICE IN AGRICULTURE OF STUDENTS AT
KANSAS STATE UNIVERSITY, 1975

by

RALPH JOSEPH CASSIBBA, JR.

B. S., Kansas State University, 1974

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Agricultural Education

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1975

ABSTRACT

The purpose of this study was to examine and determine the influential factors that led to the pursuit of a degree in Agriculture, of students, at Kansas State University. Several variables were studied which could have an effect on the type of student that would choose agriculture as a curriculum of study.

Subjects were 145 agricultural students chosen by random sampling procedures from the population of students enrolled in the College of Agriculture, at Kansas State University. A questionnaire was developed and employed to obtain information pertaining to vocational development and career choice. The questionnaire was designed to give information identifying what factors exhibited the highest degree of influence in an agricultural student's career choice, the influential reasons for selecting agriculture as a curriculum of study, and the reasons for obtaining a degree in agriculture. As a correlate, background information was obtained; such as: Sex, College Grade Classification, and Place of Rearing. The Chi-square Contingency Tables were employed in this study, as the method of analysis.

Between male and female agricultural students, no significant difference was found with respect to the factors

that influenced their career choice in agriculture. Differences at the .05 level were assessed between males and females as to the influential reasons for selecting agriculture as a curriculum of study.

With respect to the difference in reasons for selecting agriculture as a curriculum, males state "farm background" was the most important reason for selecting agriculture as a curriculum of study, and rated the variable "job prospects" as the third reason. Whereas, females stated that "job prospects" was the most important reason for selecting agriculture as a curriculum of study, and "farm background" was rated third by females as a reason for selecting agriculture as a curriculum of study.

Considering the reason for obtaining a degree in agriculture, the variable "capitalize on previous agriculture experiences" showed a difference in response between male and female students. Male students ranked this variable as the second reason for obtaining a degree in agriculture; whereas, females ranked this variable as the fifth, or last, reason for obtaining a degree.

Using the college grade classification of freshman, sophomore, junior, and senior agricultural students as a correlate, no significant differences were found in response to the factors that influenced their career choice in agriculture, and the reasons for selecting agriculture as a curriculum of study.

In regard to the reason for obtaining a degree in

agriculture, statistical difference was found at the .05 level. The difference was found in response to the variable "capitalize on previous agriculture experiences". Freshman ranked this variable third, sophomore and junior ranked the variable fourth, and senior students ranked the variable second, in response to the reason for obtaining a degree in agriculture.

Place of rearing was used as a correlate to the responses obtained from the dependent variables under study. Place of rearing was sub-classified as: Farm; Town (less than 2,500); Town (2,500 - 10,000); and City (larger than 10,000). Statistical differences at the .05 level were assessed with respect to the influential reasons for selecting agriculture as a curriculum of study, and the reason for obtaining a degree in agriculture. These differences were evident between more of the dependent variables in the study, than for the differences between male and female, and between freshman, sophomore, junior, and senior agricultural students.

Change in college major was positively correlated with the academic level at which students selected agriculture as a career, and was statistically significant at the .05 level. Students who stated they had planned a career in agriculture during or before senior high school had considerably fewer changes in college major, as compared to those students who selected a career in agriculture after the high school level.

The author recommended that additional variables of

career influence be considered in future studies. Other variables may further explain the influential factors affecting the choice of agriculture as a career between the variables of Sex, College Grade Classification, and Place of Rearing. Also, further analysis as to the exact type of previous agriculture experiences, would enhance the understanding for the variation received in response to the reason for obtaining a degree in agriculture.