

FACTORS WHICH AFFECTED THE CHOICE OF THE AGRICULTURAL  
EDUCATION MAJOR AT KANSAS STATE UNIVERSITY, 1973

by 613-8301

NGUYEN THANH HUNG

B. S., Kansas State University, 1972

---

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Agricultural Education  
College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1973

Approved by:

  
Major Professor

LD  
2668  
R4  
1973  
H85  
C.2

Docu-  
ment

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION . . . . .	1
	The Purposes . . . . .	3
	Definitions and Terms Used . . . . .	4
II	REVIEW OF THE LITERATURE . . . . .	5
III	METHOD OF RESEARCH . . . . .	11
IV	THE FINDINGS . . . . .	13
	Background of Agricultural Education Majors . . . . .	13
	Factors Which Influenced the Selection of Agricultural Education as the College Major . . . . .	19
	Suggestions for Choice of College Major . . . . .	24
	Interest of Majors in International Agriculture . . . . .	26
V	SUMMARY AND IMPLICATIONS . . . . .	30
	Summary . . . . .	30
	Implications . . . . .	32
	FOOTNOTES . . . . .	10
	BIBLIOGRAPHY . . . . .	34
	APPENDIX . . . . .	36

LIST OF TABLES

	Page
Table 1: A comparison of selected information on supply and demand of Vocational Agriculture teachers . . . . .	6
Table 2: Placement of Agricultural Education graduates at Kansas State University . . . . .	9
Table 3: Years of schooling of the parents of the Agricultural Education majors . . . . .	17
Table 4: When the Agricultural Education students selected their college major . . . . .	18
Table 5: Factors which influenced the selection of the Agricultural Education major . . . . .	19

LIST OF FIGURES

	Page
Fig. 1: The distribution by year of Agricultural Education majors . . . . .	14
Fig. 2: A comparison between those who changed and those who did not change their college majors . . . . .	16
Fig. 3: Persons who had influenced the selection of Agricultural Education as the college major . . . . .	21
Fig. 4: Factors which influenced the selection of Agricultural Education as the college major . . . . .	23
Fig. 5: Suggestions on the selection of the college major . . . . .	25

## ACKNOWLEDGEMENT

The author would like to express his special appreciation to Dr. James J. Albracht for his valuable help and time concerning as major professor. The author also would like to express appreciation to Dr. Carpenter, Professor Bradley, Professor Baugher, Professor Stevenson, Professor Wright, and Professor Julian for their support.

The author appreciated the cooperation of Agricultural Education students at Kansas State University who took time from their busy schedule to respond to the questionnaire used for this study.

## CHAPTER I

### INTRODUCTION

Agriculture is one of the largest industries in the United States, as well as in Kansas. One U.S. farmer today produced enough food for himself and 45 other people. Agriculture did not mean farming alone, and farming today was not as simple as it was. It utilized technology, modern equipment, and supplies. To keep up to date with the fast growth of agricultural industry, farmers and people involving in agriculture must be well informed and well trained through channels of communication. Education generally and Agricultural Education, especially were the best ways to keep up with rapid changing technology.

Important objectives of Agricultural Education included:

- To prevent drop-outs from school,
- To prepare for advanced study,
- To prepare for entry employment in agricultural related occupations, and
- To prepare for farming.

To achieve these objectives, Agricultural Education encompassed: (1)

1- Agricultural Production prepared students for the business of farming or ranching. It included a study of animal and crops production, soil management, Agri-Business, and Ag-Mechanics.

2- Agricultural Supplies and Services prepared students for

agricultural occupations in production, processing and marketing of agricultural goods. It involved agricultural chemicals, feeds, seeds, food, and non-food products.

3- Agricultural Mechanization, developed student abilities necessary to assist, perform, maintain, service and use farm power, equipment, and machinery. It included a study of farm machinery and equipment, soils and water management, and agricultural mechanic practices.

4- Horticulture was concerned with the establishing maintaining, and management of plants used for ornamental, or asthetic purposes. It included arboriculture, floriculture, green house operation and management, landscaping, nursery operation and management, and turf management.

Agricultural Education was one of the most flexible educational programs because it provided the opportunities to work with people, to be creative, and to provide many employment possibilities. One of the most recent employment developments included the addition of many job opportunities in international agriculture. To prepare students for the many employment opportunities in vocational agriculture, well prepared teachers were needed. The enrollment in vocational agriculture had increased greatly with the increasing employment opportunities for graduates. More teachers were required to instruct the increasing enrollment of vocational agriculture students. Qualified teachers of vocational agriculture were also in great demand in other fields of agriculture and replacement needs for teachers of Agricultural Education were required annually to replace those who left the field and those who retired each year.