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AN EVALUATION OF THE PERCEIVED
EFFECTIVENESS OF THE INSERVICE
TRAINING PROGRAM IN AGRICULTURE EDUCATION

by

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CHAPTER 1

CONTEXT OF THE PROBLEM

Educators have long concurred that inservice education is both worthwhile and necessary. Preservice education that takes place before teaching is not always ideal and seldom provides the training that can only be acquired through hands-on-experience. Consequently, an inservice education program is needed to improve the performance level of beginning teachers. It follows then, that inservice education would be a valuable experience for teachers of vocational agriculture. The aim of inservice education should be to provide teachers who have competence to handle the task effectively that is assigned to them. Because changes continually occur within the field of vocational agriculture, it would seem that a place is needed for teachers to collaborate their ideas, stimulate the thinking process, and to receive the training that is necessary to improve the performance of their abilities.

Numerous studies have been conducted throughout the field of vocational agriculture concerning inservice education; however, very little research has taken place to document the effectiveness of inservice training. An evaluation of the goals that are to be accomplished in the inservice training program and documentation of the perceived effectiveness would be valuable to the profession. Modifications within this program need to be highlighted and then implemented to continue to make inservice education more effective. The major aims of inservice training should be to aid teachers in acquiring competencies needed to cope with professional tasks more readily.

In education, it has been long recognized that experiences received

while on-the-job are invaluable. Where changes occur rather rapidly in a very highly technical field, and specialization in agriculture must take place, then it becomes a problem to provide the on-the-job experiences for vocational agriculture instructors. Changes have been experienced because the field of agriculture has become more specialized and more diveristy has taken place. Inservice training should be designed to keep teachers up-to-date on activities that change from time to time. An inservice training program should also be specifically designed to keep beginning teachers aware of activities and techniques that they might need to survive their first years as a teacher. Experienced teachers also benefit from the training by sharpening their skills and by learning new skills that make them more effective teachers. By taking the inservice training, a teacher might acquire a certain amount of on-the-job experiences but in a much shorter time period.

Objectives

The primary objective of this study was to examine the effectiveness of the inservice training program in agricultural education for beginning teachers in Kansas. This objective was accomplished by determining these specific objectives:

1. To evaluate and determine if the inservice training program is effective.
2. To determine a participant's perceptions of selected professional competencies prior to and after completion of inservice training.
3. To recommend any modifications that might be appropriate within the inservice training program.

Significance of The Study

After completion of this study, a better understanding should exist

regarding the effectiveness of the vocational agriculture teacher inservice program at Kansas State University. Any modifications that are suggested should be carefully weighed and possibly be implemented to upgrade the program. Hopefully this study will reconfirm the effectiveness that inservice training does and will serve as a testimonial. A hard look is being taken by state and federal governments of many education programs to make revisions. This study could complement the belief that inservice training is a viable and valuable program. Any changes that might make this activity more productive and worthy should be carefully reviewed and implemented if necessary.

Definitions of Terms

A list of terms was developed to assist the reader and aid in comprehension of the study. The following is a list of those terms:

1. Inservice training -- The following definition is offered by Nicholson in his literature review:

The whole range of activities by which teachers can extend their personal education, can contribute to improvement of the job, to promote professional growth and development, and to improve their understanding of educational principles and techniques.

2. Inservice coordinator -- The person who is responsible for planning and administering inservice training and selects the program and decides what topics and issues are to be covered.

3. Vocational agriculture -- The following definition is offered by Garten:

The training of high school students through an instructional

¹Alexander N. Nicholson, "The Literature on Inservice Teacher Education - An Analytical Review," Dissertation, (June 1976), p. 112.

program to develop and/or supplement skills in agriculture/agribusiness occupations in a state approved program.²

4. Provisional teacher -- a person who received a one-year provisional certificate by taking the necessary steps required to obtain regular certification. The following provisional requirements must be met 1) a high school diploma or its equivalent; 2) two years of approved experience in the area the candidate is planning to teach; 3) successful completion of a competency examination; and 4) completion of new teacher workshop.

Limitations to the Study

The limitations of this study are:

1. Those vocational agriculture teachers who participated in beginning teacher meetings during a five year period from 1979-1983.
2. Teachers that had left the vocational agriculture teaching field were not included in this study.

²L. Garten, "High school Perceptions of Teaching Vocational Agriculture as a Career," Masters report, (1981), p. 4.

CHAPTER 2

REVIEW OF THE LITERATURE

In recent years, much time and research has been devoted to examining inservice training. However, little research is revealed evaluating the effectiveness of the training and modifications that need to be undertaken to improve inservice education. Many models are proposed that should be examined but little work has taken place to see if these models are being utilized as they were designed to. Numerous studies have been conducted in an effort to provide models for inservice training and to suggest topics for the training to encompass. The investigator found little work completed to evaluate the goals of inservice training programs. The investigator wonders if changes might need to be implemented to make the program more effective.

Some very useful and descriptive definitions for inservice education were revealed by Nicholson.³ These definitions provide a better comprehension of the scope inservice education covers. Inservice education was explained as a whole range of activities by which teachers can extend their personal education, develop their professional competence, and to improve their understanding of educational principles and techniques. Another helpful explanation that Nicholson presented of inservice education was that it contributes to improvement of the job, to promote professional growth and development, plus the improvement of professional staff members instruction improvement of professional competencies, knowledge, skills and attitudes needed for the performance of assigned responsibilities.

³Alexander N. Nicholson, "The Literature on Inservice Teacher Education - An Analytical Review," Dissertation, (June 1976), p. 112.

This development of knowledge and skills is an extension of activities that were not available at the time of preservice education. This provided some good working definitions of inservice education that are fairly easy to comprehend and relate.

Also included in Nicholson's review are motivations for obtaining inservice training. Three types of motivations exist that encourage teachers to take advantage of the training: 1) Job-oriented motivation takes place because the inservice is designed to meet the needs of the specific job situation in which the teacher finds himself. The priorities here are set presumably by the employer; 2) A professional-oriented person might take the training merely as an education for a professional in teaching, regardless of the job assignment; and 3) The third type is person-oriented for the teacher as an individual, beyond any job or professional requirements. The motivation technique selected reflects back upon the effectiveness of the training.

In view of the revision of existing programs and the development of new programs in agriculture education at the high school level, Warmbrod and Phillips announced that:

. . . it is imperative that the re-education and upgrading of teachers and other⁴ personnel in agriculture education be given prompt education.

Also, while explaining the needs for inservice education for instructors of agricultural occupations, it was said that the broadening of vocational education in agriculture to include education for all occupations involving knowledge and skill in agriculture has created a need for additional competencies by agricultural educators. One of the new areas of competence

⁴J.R. Warmbrod, "Inservice Education: Crucial for the Times," The Agricultural Education Magazine, (Jan. 1969) Vol. 47, No. 5. p. 16.

has to do with the subject matter or content of instruction. To plan, conduct, and evaluate educational programs relating to business and industry in agriculture, agricultural educators need to be familiar with and have some knowledge of the non-farm business and industrial complex. Neither the management nor the operation of agriculture knowledge and skill in the context of business and industry has generally been a part of the educational or experimental backgrounds of agricultural educators. An immediate task of the profession, then, is the upgrading of its members in their areas of technical competence.

Warmbrod also recognizes the further need for continual improvement:

Agricultural education, like any profession that wishes to continue to be dynamic and viable, must place high priority on the continual improvement and updating of the technical and professional competence of its members.

This article suggests that if teachers are to continue to be effective and remain up-to-date then agriculture educators need the inservice training that is available to them. Educators within the field of vocational agriculture are faced with problems keeping up-to-date with technology in agriculture and in education. These areas are critical for a vocational agriculture teacher to survive.

Lee's⁶ article on keeping up-to-date stresses that new technology in agriculture may be more critical in maximizing agriculture productivity than are new educational practices in maximizing student achievement. Agriculture educators need to keep up-to-date in farming and ranching in addition to many off-farm areas. In the discussion of educational practices, the problem is to determine which changes make a difference in student

⁵ Ibid.

⁶ J.S. Lee, "Can We Keep Up to Date," The Agricultural Education Magazine, (March 1981) Vol. 53, No. 9. p. 10

achievement and those which are fad and may actually result in reduced student achievement.

Brown⁷ discussed that the competencies necessary to succeed as a vocational agriculture teacher are included in a well-planned preservice education program. However, the retention and perfection of the skills and competencies acquired until they are put into use on the job, are alarmingly low. The new agriculture teacher is presented not only with the task of becoming established in the community, but also staying up-to-date and technically competent in an ever changing field. Providing assistance to the new teacher is a challenge to the teacher educator.

A great many opportunities exist for teachers to maintain professional and technical skills through different activities. Beginning teaching meetings and visitations by the inservice coordinator help to sharpen and develop these skills. The inservice workshops are being used to include this technology in the classroom.

Educators agree that inservice training is needed. Kelly quotes James B. Conant who said:

The world has become so complicated that if man stops his education when he leaves school, college, or even professional school, he is doomed to educational mediocrity. Things are changing so rapidly. And if your talents lead you to a professional field, there is no end of your education.

The article explains the responsibilities of teacher educators and supervisors to develop a plan whereby vocational agriculture teachers will have the inservice training and then make it possible for them to keep up-to-date. When programs are developed for the purpose of keeping

⁷D. Brown, "Inservice Training is a Means of Survival for New Teachers," The Agricultural Education Magazine, (Sept. 1980) Vol. 53, No. 3. p. 21.

⁸W.G. Kelly, "Working Together to Keep Up-To-Date," The Agricultural Education Magazine, (March 1981) Vol. 53, No. 9. pp. 3,4

teachers up-to-date, input is needed to determine interests.

A very useful discussion of the inservice program is given by Cooper.⁹ The public is more exposed to the nations dependency of agriculture, and more respect for the career education concept. Where changes have taken place in the curriculum of agriculture education, this presents complications in the pre-service and inservice education for teachers. Specialization has taken place in the field of agriculture education and options include production agriculture, agriculture sales and service, agriculture mechanics, agriculture processing, horticulture, management, forestry, and others.

The following reasons by Cooper are listed:

1. In many communities, the public, including the education sector, is demanding that vocational agriculture programs include instruction in more than production agriculture alone. Failure to modify or expand the program may result in the gradual or abrupt closure of a local department.
2. Similarly, those in the agricultural education profession have recognized the need to provide new options in existing programs. The addition of new options in existing programs requires teachers to update or expand their knowledge and skills.
3. Some teachers have entered the profession by way of subject matter specialization and have met certification requirements by taking pedagogical courses which may not have oriented teachers in the concept of a total program in agriculture. After starting in a teaching position, the individual must rely on inservice activities to correct the deficiency.
4. Not all colleges have required that prospective teachers have farm or other appropriate experience backgrounds before graduation. Teachers attempting to advise FFA chapters generally find the assignment very frustrating if they have not had experience in an FFA chapter or start their teaching careers in a multi-teacher department with an established FFA.
5. New developments in the agriculture/agribusiness industry may impose the need for a teacher to offer special training programs which require new teacher expertise.

⁹E.L. Cooper, "Inservice Needs - Greater Than Ever," The Agricultural Education Magazine, (Aug. 1977) Vol. 50, No. 2. pp. 27,28.

6. A rapidly changing technology makes some information learned in undergraduate education obsolete in just a few years. This necessitates inservice experiences for teachers to maintain acceptable levels of proficiency.

7. Some teacher education institutions have dwelled essentially on theory and academic approaches to education to the exclusion of skill development. The outcomes are quite predictable.¹⁰

The following approaches are suggested by Cooper so that teachers, supervisors, and universities can do more to meet inservice needs:

1. The state supervisory staff would provide leadership in accessing inservice needs, locating agencies or persons to provide the necessary services, and in working out appropriate funding procedures.
2. Teachers should use their professional organizations as mechanisms to identify needs for inservice experiences. In order for the process to be effective, all teachers need to be active members of the professional organization and communicate their needs to the supervisory staff.
3. The state supervisory staff must solicit the cooperation and support of local administrators in order that arrangements can be made for teachers to participate in workshops, college courses, field days, open houses, conferences, and short courses.
4. The state supervisory staff must provide liaison between the total agribusiness community, teacher education institutions, governmental agencies, and the general public so as to gain access to all delivery systems which can offer inservice benefits to teachers.
5. Teachers should relate their inservice needs and take an active role in planning with supervisors, teacher educators, and others in meeting these needs.
6. Once inservice activities are planned which reflect expressed needs, then teachers should give solid support by actively participating in those activities. Many potentially inservice opportunities are cancelled because of insufficient turnout for a specific event or for a specific event or for similar activities in the past.
7. Teacher educators must develop viable programs and generate resources in colleges and universities to provide short courses, workshops, conferences, and courses for teachers. These must be offered at times and places convenient for teachers.
8. Teacher educators should generate or purchase curriculum materials and maintain a rather complete file of resources available to local teachers.

¹⁰Ibid.

9. Teacher educators must constantly seek out ways to be of service to teachers and to communicate teacher needs to the university community.

10. The university must examine real teacher needs and grant credit for those activities which make for the better classroom teachers. The skills needed by teachers are generally quite different from those needed by research specialists and the degree programs should be different for the two groups.¹¹

The inservice training program is complex and difficulty takes place to understand changes that might need to be implemented to improve it. The teacher is the primary figure involved to provide for a successful program. The needs of the teacher should be assessed and resources need to be put into use to meet those needs.

Research and related literature examined in this study would seem to support the importance of evaluating the significance of the teacher inservice training program.

Field, in a Kansas State University handout for Adult and Occupational Education lists the responsibilities of the inservice coordinator:

1. Provide concentrated assistance to all first and second year vocational agriculture secondary, postsecondary, and adult instructors.
 - a. Provide technical assistance at the local level through a minimum of two on-site visits for the first year teachers annually and additional visits as identified by inservice teacher educators to include curriculum content, program planning, and classroom discipline. A minimum of one visit will be provided each semester.
 - b. Provide technical assistance at the local level through a minimum of one on-site visit for second year teachers annually to include, but not limited, to advisory council, public relations, adult education, and integrating student organizations.
 - c. Provide a minimum of one on-site visit to first and second year provisionally certified instructors annually to develop and complete programs of individualized needs and to assist

¹¹ Ibid.

them in meeting certification requirements.

- d. Contact administrators during the on-site visit to provide information on vocational agriculture program and inservice opportunities available for their first and/or second year instructors.
 - e. Provide a minimum of three meetings at four different locations each school year for consideration of solving current needs of agriculture education first and second year instructors.
 - f. Attend and participate in four fall and four spring area meetings conducted by the Vocational Education Administration Section annually to discuss with and assist first and second year instructors on their individual concerns.
 - g. Arrange, plan, and coordinate at least two statewide inservice meetings annually for first and second year instructors to provide special assistance, information, and curriculum updating.
 - h. Provide, upon request, telephone or written technical assistance.
 - i. Provide at least four days of statewide professional educational meetings annually to assist provisionally certified personnel in reaching an acceptable level of professional education competency.
2. Provide on-site visits for the purpose of technical assistance to existing teachers upon the instructor request or by approval from the inservice educator.
3. Attend Vocational Education Administration staff meetings as scheduled.
4. Meet on a monthly basis with the Education Program Specialist and provide a monthly summary field report of activities.
5. Coordinate all inservice meetings for secondary, postsecondary and adult instructors with the Vocational Education Administration Section, State Department of Education, Kansas State University Teacher Education, and professional vocational teachers association.
6. Serve on the record book committee as an active member for the purpose of updating, revision, and technical assistance of the record book.
7. Participate in a professional leadership role in the identification, development and dissemination of new materials and evaluation of techniques and strategies in teaching.
8. Identify and assess the needs of first and second year teachers and assist in making arrangements that meet these needs.

9. Provide a minimum of one statewide inservice workshop annually for all secondary teachers.

10. Be available to assist and promote student organizations upon request by the advisor, executive secretary or officers of the Kansas Association of FFA, Kansas Young Farmers, and the Kansas Young Farm Wives student organizations.

11. Contact and encourage all first and second year teachers to work with community agencies, business and industry in updating their work experience.

12. Participate in Vocational Education program evaluations at the request of the Vocational Education Administering Section.¹²

Summary

The preceding review of research and related literature contained many findings that were useful as a background for this study. The importance of inservice education is realized and it is stressed that inservice training needs to be expanded. The review of the literature revealed that much effort needs to be put into this training program as it provides a wide basis for the true effectiveness that takes place in the teachers classroom.

The information on the preceding pages represents a review of related literature in the area of inservice education. The investigator found the following definite points:

1. Agricultural education, to continue to be dynamic and viable, must place priority on the continual improvement and updating of its teachers.
2. Retention and perfection of skills acquired during pre-service training is low until put into use, so some type of refresher course is often required.
3. Teachers need to take an active role in planning with supervisors, teacher educators, and others to meet there needs.

¹²R.G. Field, "Inservice Program for First and Second Year Vocational Agriculture Teachers," Adult and Occupational Education guidelines-KSU, (1983), Exhibit A.

4. Universities must examine real teacher needs and grant credit for those activities which make better classroom teachers.

5. It is important that re-education and upgrading of teachers in agriculture education be given the required attention.

Research and related literature examined in this study would seem to support the importance of the training program and seems to suggest that some type of evaluation of this training program might need to take place which hopefully this study will encompass.

CHAPTER 3

METHODOLOGY

Providing an evaluation and recommend modifications in the inservice training program at Kansas State University would help make the inservice training program stronger and more effective. In examining the techniques used in researching this study, this chapter will present the following sub-headings: population, procedure, instrumentation, and analysis of data.

Population

The population of this study included 72 *secondary* vocational agriculture teachers who taught in Kansas high schools during the 1983-1984 school year. The target population was not stratified as a complete sample was surveyed using the following guidelines: 1) The participants had recently, or were currently receiving inservice training and 2) the respondents were limited to teachers who had received inservice training during a five year period for 1979-1984.

Procedure

A copy of the methodology was taken to Dr. Michael Holen, chairman of the Kansas State College of Education committee on research involving human subject to see than no inadequacies or discrimination were included in this study. This included the complete procedure for obtaining information and all data collection instruments. After consent was given a letter explaining the survey (Appendix A) and the survey (Appendix B) were mailed on March 5, 1984. Seventy-two surveys were sent, and a self-addressed stamped envelope was included to facilitate returns. On May 1, 1984 forty-five surveys were returned which made the first return rate 62 percent.

On May 2, 1984, a follow-up letter (Appendix C) was sent to the non-respondents along with another copy of the survey. Another self-addressed stamped envelope was included. The researcher set May 20, 1984 as the last day to receive questionnaires. At this time, 62 of the 72 respondents had returned their surveys. This made the final response rate 86 percent.

Instrumentation

A survey instrument was designed after reviewing literature pertaining to the subject. The researcher developed a preliminary instrument and it was refined after meeting with the inservice coordinator, Marvin Hachmeister, and the researcher's major professor, Dr. Richard Welton. Demographic information that was included in the study included: number of years teaching vocational agriculture including present year, years beginning teacher meetings attended, type of certification held, institution where degree was obtained from, and does the participant have a master's.

The following five subject areas were studied: beginning teacher conference, summer workshops, visits by inservice coordinator, beginning teacher meetings, and total inservice program evaluation.

Analysis of Data

The survey was divided into five separate areas as follows: background information, beginning teacher conference, summer workshops, visits by inservice coordinator, beginning teacher meetings, and total inservice program. The survey contained Likert scales and open-ended questions.

The checklist type questions were tallied by hand with frequency counts being recorded by the investigator. Percentages were also calculated for each item. Open-ended questions were divided into categories of response for each question. These categories were used to obtain the number of responses in that area and to determine the percentage of people responding in that area. After their calculations were made, the responses were listed under the categories with the frequency of each response calculated. Most of these questions were in the area of suggestions for improvement or opinions on strengths and weaknesses.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The data in chapter four reveals the results of a study of 62 vocational agriculture teachers in Kansas who have received inservice training from the years 1979-1984. Information in this chapter will be presented and discussed by the following six areas: background information, beginning teacher conference, summer workshops, inservice coordinator visits, beginning teacher meetings, and the total inservice program evaluation.

Analysis of Inservice StudyBackground information

TABLE 1

YEARS EXPERIENCE TEACHING VOCATIONAL AGRICULTURE

Years Experience	Number	Percent
One	17	27
Two	10	16
Three	15	24
Four	6	10
Five or more	13	21
No response	1	2
TOTALS	62	100

Data contained in Table 1 shows the years of experience teaching vocational agriculture by the study participants. The percentage of teachers in each category of teaching experience is evenly distributed. The range is from 10 percent(four years teaching) to 27 percent(one year teaching). The average number of years of teaching experience was 2.77.

TABLE 2
YEARS ATTENDING BEGINNING TEACHERS' MEETINGS

Years of Attendance	Number	Percent
None	4	6
One	27	44
Two	23	37
Three	6	10
Four	0	0
Five or more	2	3
TOTALS	62	100

Data provided in Table 2 exhibits the years of beginning teachers meetings that the participants attended. The highest percentages are for one year of attendance (44 percent) and two years attendance (37 percent).

Ninety-seven percent of the teachers involved in the study had a regular type of certificate. Only three percent of the teachers had a provisional certificate. These results are reported in Table 3.

Eighty percent of the respondents surveyed received their undergraduate degree from Kansas State University. Five percent received their degree from Oklahoma State while seven percent received their degree from

the University of Nebraska. This information can be secured by reviewing Table 4.

TABLE 3
TYPE OF CERTIFICATION

Type of Certificate	Number	Percent
Regular	60	97
Provisional	2	3
TOTALS	62	100

TABLE 4
INSTITUTION WHERE DEGREE WAS RECEIVED FROM

School	Number	Percent
Kansas State	50	80
Oklahoma State	3	5
University of Nebraska	4	7
Other	5	8
TOTALS	62	100

Of the 62 teachers involved in the study, 24 had already completed their Master's Degree. The other 39 were working toward that degree. Only three percent of the respondents without a Master's Degree did not have any hours toward that degree. The other 38 respondents had their hours divided out into anywhere from one to 34 hours toward their advanced degree. These results are summarized in Table 5.

TABLE 5
NUMBER HOURS TOWARD MASTER SCIENCE DEGREE

Number of Hours	Number	Percent
None	1	3
One to five	9	23
Six to ten	12	31
Eleven to fifteen	3	7
Sixteen to twenty	4	10
Twenty-one or more	10	26
TOTALS	39	100

Beginning teacher conference

TABLE 6

REASONS FOR NOT PARTICIPATING IN BEGINNING TEACHER CONFERENCE

Reason for not participating by category	Number ^a	Percent
Time involved	5	33
Personal reasons	3	20
Conflicts	2	13.5
Not informed	3	20
Other	2	13.5
TOTALS	15	100

^aThe total number totaled more than 14 because one respondent indicated more than one reason.

Time involved was the main reason that more teachers did not participate in beginning teacher conference. Personal reasons and teachers not being informed were also primary reasons that more teachers did not participate. These results can be found in Table 6. Specific responses can be obtained by reviewing Appendix D.

Topics discussed at beginning teacher conference received positive reviews from respondents. Thirty-five percent reported that some value was received from the topics discussed and that another 35 percent reported moderate value. Nineteen percent reported that topics were very helpful. These results are found in Table 7.

TABLE 7

VALUE OF TOPICS DISCUSSED AT BEGINNING TEACHER CONFERENCE

Value	Number ^a	Percent
None	1	2
Little	4	8
Same	17	35.5
Moderate	17	35.5
Very helpful	9	19
Not applicable	0	0
No response	0	0
TOTALS	48	100

^aForty eight respondents responded to questions concerning beginning teacher conference.

TABLE 8

VALUE OF MATERIALS HANDED OUT DURING BEGINNING TEACHER CONFERENCE

Value	Number	Percent
None	0	0
Little	6	13
Some	13	27
Moderate	18	37
Very helpful	11	23
Not applicable	0	0
TOTALS	48	100

Table 8 represents the value of materials handed out during beginning teacher conference. The highest percentage was reported in the moderate value category with 37 percent. Some value was reported by 27 percent, with 23 percent reporting that the materials were very helpful.

TABLE 9
VALUE OF STATE STAFF PRESENTATION AT BEGINNING TEACHER
CONFERENCE AS REPORTED BY RESPONDENTS

Value	Number	Percent
None	0	0
Little	2	4
Some	23	48
Moderate	16	34
Very helpful	7	15
Not applicable	0	0
TOTALS	48	100

Table 9 presents data pertaining to the value of the state staff's presentation at beginning teacher conference. Forty-eight percent of the respondents reported some value of the state staff presentation. Thirty-four percent reported moderate value while 15 percent report that the state staff presentation was very helpful.

The value of the panel participants at beginning teacher conference is shown in Table 10. Thirty-four percent found some value of panel participants presentation. Thirty-one percent received moderate value while 23 percent thought the presentations were very helpful.

TABLE 10

VALUE OF PANEL PARTICIPANTS AT BEGINNING TEACHER
CONFERENCE AS REPORTED BY RESPONDENTS

Value	Number	Percent
None	1	2
Little	3	6
Some	16	34
Moderate	15	31
Very helpful	11	23
Not applicable	2	4
TOTALS	48	100

TABLE 11

VALUE OF FFA EXECUTIVE SECRETARY'S PRESENTATION AT BEGINNING
TEACHER CONFERENCE AS REPORTED BY RESPONDENTS

Value	Number	Percent
None	1	2
Little	1	2
Some	19	40
Moderate	14	29
Very helpful	7	15
Not applicable	6	12
TOTALS	48	100

Table 11 reports the value of the FFA Executive Secretary's presentation at beginning teacher conference. Forty percent of the respondents reported some value of the presentation while 29 percent reported moderate value. Fifteen percent thought the Executive Secretary's presentation was very helpful.

TABLE 12

VALUE OF KVATA PRESENTATION AT BEGINNING TEACHER CONFERENCE
AS REPORTED BY RESPONDENTS

Value	Number	Percent
None	0	0
Little	8	17
Some	21	44
Moderate	11	23
Very helpful	3	6
Not applicable	5	10
TOTALS	48	100

The value of the presentation by KVATA members of beginning teacher conference as reported by respondents is found in Table 12. Forty-four percent found some value in the presentation while 23 percent reported moderate value. Seventeen percent found little value in the presentations.

TABLE 13

RESPONDENT'S ATTENDANCE DURING ALL SESSIONS OF SUMMER CONFERENCE

Attendance	Number	Percent
Poor	0	0
Fair	3	6
Good	8	17
Very good	22	46
Excellent	15	31
TOTALS	48	100

Respondent's attendance during all sessions of summer conference ranged from fair to excellent. Forty-six percent reported their attendance as very good. The next highest category was excellent with 31 percent. No responses appeared in the poor category. This data is found in Table 13.

Summer workshops

TABLE 14

SUMMER WORKSHOP ATTENDANCE BY RESPONDENTS

Number Workshops Attended	Number	Percent
All	1	2
Majority	20	32
Very few	29	47
None	12	19
TOTALS	62	100

Attendance of study respondents at summer workshops is reported in Table 14. Forty-seven percent said they attended very few of the workshops. Thirty-two percent reported that they attended the majority of the workshops available. Nineteen percent did not attend any workshops. One participant attended all of the workshops available.

TABLE 15
WAYS TO IMPROVE SUMMER WORKSHOPS AS REPORTED BY RESPONDENTS

Ways to improve by category	Number ^a	Percent
Provide more hands- on experience	3	21.5
No change needed	6	43
Shorten distance to travel	3	21.5
Need better materials	2	14
TOTALS	14	100

^aFourteen respondents gave responses on ways to improve summer workshops.

Of the fourteen responses on ways to improve summer workshops, 43 percent reported no change is needed while 21.5 percent was reported in providing more hands-on experience. An additional 21.5 percent thought that travel time needed to be shortened while the remaining 14 percent thought that better materials should be made available. These results on ways to improve summer workshops can be found in Table 15. Specific responses are reported in Appendix E.

TABLE 16

REASONS THAT ATTENDANCE WAS NOT BETTER FOR WORKSHOPS
AVAILABLE AS REPORTED BY RESPONDENTS

Reasons	Number ^a	Percent
Time problems	24	37
Other job	5	8
Conflicts	8	12.5
Summer school	2	3
Topics available	7	11
Travel involved	8	12.5
Not informed	2	3
Other	8	13
TOTALS	64	100

^aMore than 48 responses were obtained because some respondents reported more than once.

Reasons that attendance was not better at the workshops available are reported in Table 16. Thirty-seven percent of the respondents stated that problems having to do with time prevented their attendance. Twelve and one-half percent reported that travel involved or other conflicts prevented them from attending workshops. In the other category, 13 percent reported this as their reason. Eight percent reported that they had another job that prevented their attendance at workshops. Individual responses can be located in Appendix F.

TABLE 17
VALUE OF WORKSHOPS THAT RESPONDENTS ATTENDED

Value	Number ^a	Percent
None	1	2
Little	5	9.5
Some	8	15
Moderate	27	51
Very helpful	7	13
Not applicable	5	9.5
TOTALS	53	100

^aFifty-three responses were on the value of workshops that respondents attended.

Fifty-one percent reported that moderate value was obtained from the workshops they attended. Fifteen percent reported some value while 13 percent thought the workshops were very helpful. Table 17 contains the data on the value of workshops that respondents attended.

TABLE 18
WAYS TO IMPROVE INPUT BY TEACHERS ON WORKSHOP
TOPICS AS PERCEIVED BY RESPONDENTS

Ways to Improve by Category	Number	Percent
Survey teachers for topics	18	62
Suggestions from teachers at area and other meetings	6	21
Others	5	17
TOTALS	29	100

Table 18 indicates the ways that input by teachers can be increased in determining workshop topics. Sixty-two percent of the teachers thought that surveys should be developed and given to teachers to determine future topic choices. Twenty-one percent thought that suggestions should be taken from teachers at area or other meetings. Seventeen percent thought that some other means should be taken to gain future topic choices. Appendix G shows more specific responses by categories.

TABLE 19
TOPICS FOR FUTURE WORKSHOPS AS REPORTED BY RESPONDENTS

Topics	Number	Percent
Technical agriculture	14	20
Farm Management	1	2
S.O.E.P.	1	2
Program planning	6	9
Record books	4	6
Student management	7	10
Computers	11	16
Miscellaneous	2	3
Contest areas	22	32
TOTALS	68 ^a	100

^aMore than 62 responses were recorded because some respondents made more than one response.

Table 19 indicates topic choices that teachers desire for future workshops. Thirty-two percent reported specific contest areas they wanted addressed at their workshops. Twenty percent indicated some type of specific area that fell under the category of technical agriculture topics. Computers classes and training was desired by 16 percent. Ten percent needed help in some area of student management.

TABLE 20
RESPONDENTS REPLY TO WHEN WORKSHOPS SHOULD BE HELD

When Workshops should be Held	Number	Percent
Summer		
a. During camp	30	24
b. During summer conference	32	25
c. Other time	19	15
During school year		
a. Nights	27	21
b. Weekends	14	11
c. During school day	5	4
TOTALS	127 ^a	100

^aTotals are more than 62 responses because respondents could check any time that might apply.

Table 20 shows data on respondents choices when workshops should be held. Respondents could select as many times as they desired. Twenty-five percent desired workshops to be held during summer conference, while 24 percent of the responses indicated that during camp would be an

appropriate time. Fifteen percent desired some other time during the summer. Responses on the whole favored workshops sometime in the summer for a total in this category of 64 percent. An additional 21 percent of the responses wanted workshops held during the school year at nights.

Inservice coordinator visits

TABLE 21

VALUE OF INSERVICE COORDINATOR VISITING THE SCHOOL
ADMINISTRATOR AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	2	3
Little	5	8
Some	13	21
Moderate	23	37
Very Helpful	13	21
Not applicable	6	10
TOTALS	62	100

The perceived value of the inservice coordinator visiting the school administrator is found in Table 21. Moderate value was reported by 37 percent. Some value and very helpful received equally 21 percent of the total. Two respondents reported no value of the inservice coordinator visiting the school administrator.

TABLE 22
VALUE OF TELEPHONE VISITS WITH INSERVICE COORDINATOR
AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	5	8
Little	7	11
Some	13	21
Moderate	18	29
Very helpful	9	15
Not applicable	10	16
TOTALS	62	100

Twenty-nine percent of the respondents reported moderate value of the telephone visits with the inservice coordinator. Thirteen respondents (21 percent) said that some value was gained, and 9 respondents (15 percent) reported the telephone visits were helpful. These results are found in Table 22.

Materials provided by the inservice coordinator received fairly good ratings. Forty-five percent reported moderate value. Nineteen percent claimed some value, while 18 percent listed materials as very helpful. These figures are listed in Table 23.

Table 24 exhibits the value received from visits with inservice coordinator. Moderate value was received by 44 percent of the respondents. Twenty-one percent rated the value given as very helpful. An additional 16 percent said that some value was received from visits with the inservice coordinator.

TABLE 23

VALUE OF MATERIALS PROVIDED BY THE INSERVICE COORDINATOR
AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	0	0
Little	7	11
Some	12	19
Moderate	28	45
Very helpful	11	18
Not Applicable	4	7
TOTALS	62	100

TABLE 24

VALUE RECEIVED FROM VISITS WITH INSERVICE
COORDINATOR AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	2	3
Little	7	11
Some	10	16
Moderate	27	44
Very helpful	13	21
Not applicable	3	5
TOTALS	62	100

TABLE 25
RESPONDENT'S ATTITUDE FOLLOWING THE COMPLETION
OF AN INSERVICE VISIT

Attitude	Number	Percent
Poor	0	0
Fair	4	6
Good	16	26
Very good	20	32
Excellent	16	26
Not applicable	5	10
TOTALS	62	100

The respondent's attitude following the completion of an inservice visit is shown in Table 25. Twenty-six percent responded that their attitude was good following the completion of a visit. Thirty-two percent ranked the value as very good, while 26 percent had an excellent attitude following the visit.

The value of the inservice coordinator visits in improve teaching performance is found in Table 26. Some value was found by 35 percent of the respondents. Sixteen percent was reported in both the little and moderate value categories. Thirteen percent found no value of inservice coordinator visits to improve teaching performance.

TABLE 26

VALUE OF INSERVICE COORDINATOR VISITS TO IMPROVE TEACHING
PERFORMANCE AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	8	13
Little	10	16
Some	22	35
Moderate	10	16
Very helpful	6	10
Not applicable	6	10
TOTALS	62	100

TABLE 27

VALUE OF ASSISTANCE RECEIVED FROM INSERVICE COORDINATOR
IN THE AREA OF S.O.E.P. AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	5	8
Little	10	16
Some	27	44
Moderate	12	19
Very helpful	5	8
Not applicable	3	5
TOTALS	62	100

The value of assistance received from the inservice coordinator in the area of supervised occupational experience program is found in Table 27. Forty-four percent reported that some value was received in that area. Nineteen percent reported moderate value, while 16 percent reported little value.

TABLE 28

VALUE OF ASSISTANCE RECEIVED FROM INSERVICE COORDINATOR
ON STUDENT MANAGEMENT AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	4	6.5
Little	8	13
Some	23	37
Moderate	20	32
Very helpful	4	6.5
Not applicable	3	5
TOTALS	62	100

Thirty-seven percent felt that some value was received from the inservice coordinator on student management. Thirty-two percent reported moderate value, while 13 percent claimed little value. Six percent reported no value in this area. The value of assistance received from the inservice coordinator in the area of student management is shown in Table 28.

Moderate availability of the inservice coordinator was reported by 35 percent of the respondents. Twenty-four percent valued the availability as good. Twenty-three percent ranked availability as excellent. Only one

respondent felt that availability was poor. This information is presented in Table 29.

TABLE 29
AVAILABILITY OF INSERVICE COORDINATOR FOR INFORMATION
AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
Poor	1	2
Fair	7	11
Good	15	24
Moderate	22	35
Excellent	14	23
Not applicable	3	5
TOTALS	62	100

Forty-six percent of the responses under ways inservice coordinator visits could be improved indicated that they desired more visits by the coordinator. Thirteen percent felt that they needed more time spent with them per visit. This data is summarized in Table 30. Specific responses can be located in Appendix I.

TABLE 30
WAYS INSERVICE COORDINATOR VISITS CAN BE IMPROVED
AS REPORTED BY RESPONDENTS

Ways to Improve by Category	Number ^a	Percent
Need more time per visit	3	13
More visits	11	46
Have coordinator evaluate teacher constructively	2	8
Others	8	33
TOTALS	24	100

^aTwenty-four respondents chose to indicate ways that inservice coordinator visits can be improved.

Beginning teacher meetings

TABLE 31
RESPONDENTS PARTICIPATION IN ONE OR MORE
BEGINNING TEACHER MEETINGS

Participant Attendance	Number	Percent
Yes	59	95
No	3	5
TOTALS	62	100

The results of respondents participation in one or more beginning teacher meetings is located in Table 31. Ninety-five percent of the respondents participated in at least one of the beginning teacher meetings while five percent did not participate. Of the three respondents who did not participate

two stated that time did not permit them to attend, while one respondent indicated travel was the reason for not participating.

TABLE 32
VALUE OF HAVING EXPERIENCED TEACHERS ATTEND BEGINNING
TEACHERS MEETINGS AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	0	0
Some	3	5
Fair	8	13
Moderate	14	22
Very helpful	36	58
Not applicable	1	2
TOTALS	62	100

The value of having experienced teachers attend beginning teachers meetings as perceived by respondents is reported in Table 32. Fifty-eight percent of the study participants thought that having beginning teachers attend proved very helpful. Clearly beginning teachers value having more experienced teachers help them with their problems and explaining situations that might come up. Twenty-two percent reported moderate value, while 13 percent reported fair value.

The value of teachers sharing ideas during beginning teachers meetings to help with problems is found in Table 33. Sixty percent reported this activity very helpful. This is one of the highest percentages reported in any one area. An additional 29 percent thought that moderate value was

received from this idea sharing. No responses were recorded in the none and some categories. It is evident teachers felt that this activity was very worthwhile.

TABLE 33

VALUE OF TEACHERS SHARING IDEAS DURING BEGINNING TEACHERS MEETINGS
TO HELP WITH PROBLEMS AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	0	0
Some	0	0
Fair	5	8
Moderate	18	29
Very helpful	37	60
Not applicable	2	3
TOTALS	62	100

The value of time spent on discussing dates and events to prepare for upcoming events as perceived by respondents is located in Table 34. Thirty-five percent was reported in both the moderate and very helpful category. Eighteen percent of the respondents thought the value was fair. Another eight percent reported some value.

Forty-three percent thought that class assignments were relevant to topics discussed in class to a moderate degree. Twenty-nine thought fair value took place in this area. Fifteen percent found the class assignments were very relevant to topics discussed in class. These percentages are found in Table 35.

TABLE 34

VALUE OF TIME SPENT ON DISCUSSING DATES AND EVENTS TO PREPARE FOR
UPCOMING EVENTS AS PERCEIVED BY RESPONDENTS

Value	Number	Percent
None	1	2
Some	5	8
Fair	11	18
Moderate	22	35
Very helpful	22	35
Not applicable	1	2
TOTALS	62	100

TABLE 35

RELEVANCE OF CLASS ASSIGNMENTS TO TOPICS DISCUSSED
IN CLASS AS PERCEIVED BY RESPONDENTS

Relevance	Number	Percent
None	4	6
Some	1	2
Fair	18	29
Moderate	27	43
Very	9	15
Not applicable	3	5
TOTALS	62	100

TABLE 36
SUFFICIENCY OF FOUR BEGINNING TEACHER MEETINGS
A YEAR ACCORDING TO RESPONDENTS

Response	Number	Percent
Yes	53	85
No	9	15
TOTALS	62	100

Eighty-five percent of the respondents thought that four beginning teacher meetings a year are sufficient. Respondents predominantly felt that four meetings a year are sufficient. Fifteen percent thought that more meetings should take place. These results can be located in Table 36.

Table 37
WAYS TO IMPROVE BEGINNING TEACHER MEETINGS
AS REPORTED BY RESPONDENTS

Ways to Improve	Number ^a	Percent
Have more experienced teachers attend	7	24
Have less travel time involved	4	14
Make times less inconvenient	2	7
Change program format	5	17
Miscellaneous responses	11	38
TOTALS	29	100

^aTwenty-nine responses were reported by respondents on ways to improve beginning teacher meetings.

Ways to improve beginning teacher meetings as reported by respondents is shown in Table 37. Twenty-four percent of respondents indicated that they wanted to have more experienced teachers attend. Changing the program format was indicated by 17 percent. Fourteen percent thought that less travel time should be spent getting to these meetings. Specific responses can be found in Appendix J.

TABLE 38

RESPONDENT ENROLLMENT IN BEGINNING TEACHER MEETINGS FOR CREDIT

Enrollment	Number	Percent
Yes	43	78
No	12	22
TOTALS	55	100

Seventy-eight percent of the respondents were enrolled in beginning teacher meetings for credit. Twenty-two percent were not enrolled for credit. This information is found in Table 38.

Table 39 indicates the primary reasons teachers did not enroll in beginning teacher meetings for credit. Forty-five percent stated that credit was not needed at the time while 33 percent indicated that cost was the primary consideration for not enrolling for credit. Twenty-two percent could not make all meetings so they did not enroll for credit. Individual responses can be found by examining Appendix K.

TABLE 39

PRIMARY REASONS MORE TEACHERS DID NOT ENROLL IN BEGINNING
TEACHER MEETINGS FOR CREDIT AS REPORTED BY RESPONDENTS

Reasons by Category	Number ^a	Percent
Cost	3	33
Credit not needed	4	45
Could not make all meetings	2	22
TOTALS	9	100

^aNine reasons were reported why more teachers did not enroll in beginning teacher meetings.

Total inservice program

TABLE 40

OVERALL VALUE OF INSERVICE PROGRAM IN IMPROVING
TEACHING EFFECTIVENESS AS REPORTED BY RESPONDENTS

Value	Number	Percent
None	2	3
Some	7	11.5
Fair	15	24
Moderate	31	50
Very helpful	7	11.5
Not applicable	0	0
TOTALS	62	100

The overall value of the inservice program in improving teaching effectiveness as reported by respondents is found in Table 40. Fifty percent reported a moderate value of the program. Twenty-four thought the value was fair. In both the some and the very helpful category 11.5 percent was reported for each.

Summary

This chapter has consisted of data obtained from 62 vocational agriculture teachers who took part in inservice training from the years 1979-1984. A summary by areas follows:

Background information

Demographic data concerning the study participants can best be summarized in the following table.

TABLE 41
PROFILE OF SELECTED CHARACTERISTICS

Characteristic	Percent
One year teaching experience	27
One year attendance at beginning teachers' meetings	44
Regular type of teaching certificate	97
Received undergraduate degree from Kansas State	80
Masters degree already completed	39

Beginning teaching conference

Time involved was the primary reason that more teachers did not participate in beginning teacher's conference. Materials that were handed out at beginning teacher conference were given moderate value by 37 percent of the respondents.

Respondents' attendance during all sessions of summer conference was reported as very good by 46 percent. Presentations by state staff, panel participants, FFA Executive Secretary, and the KVATA representative had the highest percentages in the same value category.

Summer workshops

Forty-seven percent of the respondents reported they attended very few of summer workshops available. Time problems, travel distance involved, and conflicts were primary reasons that attendance was not higher.

Fifty-one percent of the respondents that attended workshops reported moderate value received from their attendance. Sixty-two percent of the study participants felt they should be surveyed so they could select future topics of discussion. Topic areas for future workshops that had the highest total responses included: contest areas, computers, and technical agriculture areas.

Visits by inservice coordinator

Thirty-seven percent of the respondents felt that moderate value was gained by having the inservice coordinator visit with school administrators, while 29 percent of the responses indicated moderate value of telephone visits with inservice coordinator.

Highest totals were reported in the moderate value category for materials provided by the inservice coordinator and value of visits by inservice coordinator.

Thirty-six percent reported a very good attitude following their inservice visit. Some value was given by 35 percent of the respondents when asked if the inservice visits helped improve their teaching performance. Some value was reported in both the areas of value of assistance received in the areas of supervised occupational experience program and student management by the inservice coordinator. The percentages were 44 and 37 percent respectively for both areas under the category of some value.

The rating of the availability of the inservice coordinator for information was very positive, while suggestions for improving the incoordinator visits included: more time was needed per visit, more visits were needed, and that the inservice coordinator should constructively criticize the teachers he visits.

Beginning teacher meetings

Respondents' attendance for one or more beginning teacher meetings was 95 percent. A high value (58 percent) was placed on having experienced teachers attend beginning teachers meetings. Sixty percent of the respondents felt that the value of teachers sharing ideas among themselves at these meetings was very helpful. Participants placed high value in these two activities. Thirty-five percent was reported in both the categories of moderate value and very helpful for time spent on discussing dates and events to prepare for upcoming dates and events.

Forty-three percent of the participants found relevance of class assignments to topics discussed in classes as moderate. Teachers felt that

four meetings a year was sufficient with 85 percent reporting.

Seventy-eight percent of the respondents enrolled in beginning teacher meetings for credit. The primary reason more teachers did not take these classes for credit was that at the time they did not need the credit.

Total inservice program

Fifty percent of the respondents gave the total inservice program a moderate rating, while 24 percent gave it a fair rating.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter was to present a review of the study. A review of the purpose and objectives of the study are included. Also included in this chapter are the investigator's recommendations that are presented on the basis of the major findings.

Summary of the Study

Purpose

The primary purpose of this study was to examine the total vocational agriculture teaching inservice program at Kansas State University.

Objectives

Three specific objectives were identified as guides in the development and evaluation of this study:

1. To evaluate and determine if the inservice training program is effective.
2. To determine a participant's perceptions of selected professional competencies prior to and after completion of inservice training.
3. To recommend any modifications that might be appropriate within the inservice training program.

Methodology

This study was conducted to determine the perceived effectiveness of the vocational agriculture teacher inservice program at Kansas State University. Seventy-two secondary vocational agriculture teachers were involved in the study. Sixty-two (86 percent) of the population returned surveys.

Five subject areas were studied: beginning teacher conference, summer workshops, visits by inservice coordinator, beginning teacher meetings, and the total inservice program evaluation.

Likert scales and open-ended questions were used. Checklist type questions were tallied by hand with frequency counts being recorded by the investigator. Open-ended questions were categorized.

Major Findings

The following items are the major findings of this study:

1. The average number of years teaching experience of teachers polled was 2.77 years.
2. Forty-four percent of the respondents attended one year of beginning teachers' meetings.
3. Ninety-seven percent of the respondents had a regular type of teaching certificate.
4. Eighty percent of the respondents received their undergraduate degree from Kansas State University.
5. Moderate and some value were the two responses that were most frequently indicated on the value of materials that were handed out during beginning teacher conference.
6. Presentations by state staff, panel participants, FFA Executive Secretary, and the KVATA were all of some value to teachers attending beginning teacher conference.
7. Teachers attendance during sessions of summer conference was good.
8. Attendance of teachers at summer workshops was relatively poor.
9. The primary reasons that teacher attendance was poor for summer workshops was because of time problems.

10. Moderate value was obtained from the summer workshops attended.
11. Teachers preferred to be surveyed in order to improve their input on workshop topics in the future.
12. Contest areas, technical agriculture, and computers were the most common responses for future workshop topics.
13. Teachers felt that workshops should be held either during summer camp, during summer conference, or at nights during the school year.
14. Teachers felt the inservice coordinator should visit with the school administrator when making visits.
15. Phone visits with the inservice coordinator were helpful.
16. Materials provided by the inservice coordinator were helpful.
17. Personal visits by the inservice coordinator were helpful.
18. Responses indicate that teachers attitude after completion of inservice coordinators visits were very good.
19. The inservice coordinator helped teachers in the area of student management.
20. The inservice coordinator was readily available with information when it was needed.
21. More visits by the inservice coordinator were desired by teachers.
22. Ninety-five percent of the respondents indicated they attended one or more beginning teacher meetings.
23. Beginning teachers place high value on having more experienced teachers attend beginning teacher meetings.
24. Teachers indicated that sharing of ideas during beginning teacher meetings was a very helpful activity.

25. Time spent on discussing dates and events was helpful to teachers in preparing for upcoming events.
26. Class assignments given during beginning teacher meetings were moderately relevant to topics discussed in class.
27. Four meetings a year for beginning teachers were sufficient to 85 percent of the teachers.
28. Seventy-eight percent of respondents enrolled in beginning teacher meetings for credit.
29. The total inservice program was found to be moderately effective.

Recommendations

1. Consideration should be given to providing for the needs of both beginning teachers who are in their first year of teaching and those teachers with more than one year of teaching experience because other needs exist after the first year.
2. Beginning teacher activities should be offered for graduate credit.
3. To increase attendance at the beginning teacher conference, those person(s) in charge of conference planning should consider the primary reasons why teachers do not attend.
4. Materials should continue to be handed out to teachers at beginning teacher conference as value is received from this information.
5. Recommend that state staff, panel participants, FFA Executive Secretary, and the KVATA presentations should be modified to improve their effectiveness.
6. To increase attendance at the summer workshops, those person(s) in charge of conference planning should consider the primary

reasons why teachers do not attend.

7. Recommend that beginning teachers should be surveyed by mail to determine future workshop topics.
8. More emphasis should be placed on technical agriculture areas, computers and their usage, and individual contest areas by person(s) in charge of planning the summer workshops for beginning teachers.
9. Recommend that the inservice coordinator should continue to visit with school administrators when visiting agricultural programs.
10. Recommend that telephone visits be continued, and expand the number of calls made to contact teachers on a more regular basis.
11. Recommend that materials continue to be provided by the inservice coordinator, and that materials be expanded to cope with changes within the field of agriculture education.
12. Recommend that the inservice coordinator should continue to assist teachers in the area of supervised occupational experience program.
13. Recommend that more assistance be given to teachers in the area of student management by the inservice coordinator.
14. Recommend that more inservice visits should take place and that more time should be spent per visit. Realizing that the incoordinator's time is already stretched, a need for additional assistance should be considered.
15. Recommend that beginning teacher meetings should continue to take place and try to expand the present meetings to meet teachers needs.

16. Recommend that experienced teachers be encouraged to attend beginning teacher meetings and that means to encourage participation be studied and put into effect.
17. Recommend that the sharing of ideas among teachers at beginning teacher conference be continued as considerable value is gained from this activity.
18. Recommend that the time spent on discussing dates and events be continued at beginning teacher conference.
19. Recommend that class assignments continue to be used in conjunction with beginning teacher meetings and should be taken to continue to see that assignments are relevant to topics that are discussed in class.
20. Recommend that four beginning teacher meetings be held per year and that this number remain the same.
21. Recommend that beginning teacher meetings be continued to be offered for advanced college credits.

Recommendations for Further Studies

A follow-up study should take place in the future similar to this one to see if the suggested modifications and improvements have made the inservice training program more effective.

APPENDICES

APPENDIX A



**Department of Adult
and Occupational Education**

College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

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March 5, 1984

Dear

Maintaining a quality inservice program in Vocational Agriculture is always important. As a part of my master's study along with Dr. Richard Welton, Professor of Adult Education, we are trying to validate and determine the effectiveness of the inservice training to teachers.

I need your cooperation in this study as you have already been through or are currently receiving the inservice training. With your consent I would appreciate it if you would fill out the enclosed questionnaire. If a little thought can be included with each response, it would really help me get an accurate evaluation of the training. Your responses will help to improve, validate, and change the training.

We would like to have the questionnaire returned by March 15, 1984 so that we may begin to compile the information. All data will then be grouped and the confidentiality of your reply is guaranteed.

If you would like a summary of the report, I expect the report to be completed by early May. Feel free to contact myself or Dr. Welton for a copy of the summary or to ask any questions you might have. I may be reached at the Graduate Research Office, Bluemont Hall, KSU, Manhattan, KS 66506, or I may be reached by telephone at (913) 532-5535.

Your cooperation to help make this study a success is genuinely appreciated.

Sincerely,

A handwritten signature in cursive script that reads 'John Gilliam'.

John Gilliam
Graduate Student

JG:all

APPENDIX B

Agricultural Education Inservice Study

Background Information

Name _____

Number of years in teaching Vocational Agriculture including this year? _____
(no. years)How many years of beginning teachers meetings have you attended including
this year? _____
(no. years)

Type of certification that you have? (Check one)

Regular (3 year type) _____
Provisional _____Institution where you received your degree? _____
(Institution)

Do you have your Master of Science degree? (Check one)

yes _____
no _____ (If no, how many hours have you completed? _____)
(no. hours)

Instructions for questions in Section A,B,C,D,E that call for a scaled response:

Read the question and then circle the number for the answer that best represents your choice. Circle one number only. If your choice is somewhere between those choices given, circle the number which most closely represents your choice. If the question does not apply to you, code NA.

	Poor				Excellent	
Scale	1	2	3	4	5	NA(Not Applicable)
	No Value				Very Helpful	

SECTION A. BEGINNING TEACHER CONFERENCE HELD DURING SUMMER CONFERENCE

Did you take part in the Beginning Teacher Conference? If you did not take part in the Beginning Teacher Conference, complete Part I only; if you did take part, complete Part II only.

Part I - Indicate the primary reason for not taking part in the Beginning Teacher Conference. _____

 (Go to SECTION B)

- Part II - 1. Were the topics discussed in the Beginning Teacher Conference useful in preparing for the school year? 1 2 3 4 5 NA
2. Were the materials handed out during the Beginning Teacher Conference useful in your teaching? 1 2 3 4 5 NA
3. How would you evaluate the speakers at Beginning Teacher Conference?
- | | | | | | | |
|-------------------------|---|---|---|---|---|----|
| State staff | 1 | 2 | 3 | 4 | 5 | NA |
| Panel participants | 1 | 2 | 3 | 4 | 5 | NA |
| FFA Executive Secretary | 1 | 2 | 3 | 4 | 5 | NA |
| KVATA representative | 1 | 2 | 3 | 4 | 5 | NA |
4. What was your attendance for all the sessions during Summer Vocational Conference? 1 2 3 4 5 NA

(Go to SECTION B)

SECTION B. SUMMER WORKSHOPS

At all summer workshops available, did you attend: (Check one)

all workshops _____
 the majority of workshops _____
 very few of the workshops _____
 none of the workshops _____

1. Indicate how these workshops can be improved. _____

2. What are some of the reasons that you did not attend more of the workshops available? _____

3. How would you rate the workshops that you attended? 1 2 3 4 5 NA
4. Do teachers have enough input in determining what topics will be discussed at these workshops? Yes _____ No _____
How can this be improved? _____

5. What topics would you suggest for future workshops? _____

6. When do you think these workshops should be held? Check (✓) those that apply.
 - a. Summer _____
 - 1) during camp _____
 - 2) during summer conference _____
 - 3) other time _____
 - b. During school year _____
 - 1) nights _____
 - 2) weekends _____
 - 3) during school day _____
7. Would you attend these workshops? Yes _____ No _____

SECTION C. VISITS BY INSERVICE COORDINATOR

1. What is the value of the inservice coordinator visiting your school administrators? 1 2 3 4 5 NA
2. Do you feel that phone visits with the inservice coordinator were effective? 1 2 3 4 5 NA
3. Were the materials provided by the inservice coordinator helpful? 1 2 3 4 5 NA
4. What value did you receive from visits with the inservice coordinator? 1 2 3 4 5 NA
5. What was your attitude following the completion of the inservice coordinator visit? 1 2 3 4 5 NA

6. Do you think that the number of visits were adequate in improving your teaching performance? 1 2 3 4 5 NA
7. How would you rate the assistance received in the area of S.O.E.P.? 1 2 3 4 5 NA
8. How would you rate the assistance received on student management? 1 2 3 4 5 NA
9. How would you rate the availability of the inservice coordinator for information? 1 2 3 4 5 NA
10. How could the inservice coordinator visits be improved?
- _____
- _____
- _____

SECTION D. BEGINNING TEACHER MEETINGS

Did you participate in 1 or more of the beginning teacher meetings.
 Yes ____ No ____ If yes go to part II; if no complete part I.

Part I - Indicate the primary reason for not participating in the beginning teacher meetings. _____

- Part II - 1. Is there any value in having experienced teachers attending these meetings to share their ideas? 1 2 3 4 5 NA
2. Do you think that sharing of ideas among other teachers helps you with problems you have? 1 2 3 4 5 NA
3. Was the time spent on upcoming dates and events valuable in making you more aware of these activities? 1 2 3 4 5 NA
4. Were the class assignments relevant to the topics discussed in class? 1 2 3 4 5 NA
5. Are four meetings during a year sufficient? Yes ____ No ____

6. How can beginning teacher meetings be improved?

7. Are you or were you enrolled in Beginning Teacher meetings for credit? Yes ____ No ____ (check one)

8. If no, indicate the primary reason for not enrolling for credit?

SECTION E - TOTAL INSERVICE PROGRAM

What is the value of the overall inservice program in improving your teaching effectiveness? 1 2 3 4 5 NA

(Survey is complete; thank you)

APPENDIX C



**Department of Adult
and Occupational Education**

College of Education
Bluemont Hall 363
Manhattan, Kansas 66506
913-532-5535

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May 2, 1984

Dear

To make the Agriculture Education Inservice Study more accurate and complete, we need your help. You were sent a questionnaire some time ago. Sixty per cent (60%) of the questionnaires have been returned. As of yet we have not received yours.

Enclosed is the survey and a self addressed, stamped envelope to facilitate the return process. I urge you to take the time to complete this survey so that you might have input on improving this program.

Your cooperation is appreciated.

Sincerely,

John Gilliam
Graduate Research Assistant

JG:ag
Enclosure

APPENDIX D

PRIMARY REASONS FOR NOT PARTICIPATING IN
BEGINNING TEACHER CONFERENCE

<u>Primary reasons</u>	<u>Frequency</u>
Time involved	
Time conflict	3
Couldn't take time from second job	1
Could not attend entire conference due to time	
Personal reasons	
Recently married	1
Planning marriage	1
Farm work	1
Conflicts	
Conferences conflict	1
Wanted to participate in regular session	1
Not informed	
Didn't know or wasn't asked	1
Not informed	1
Wasn't aware of beginning teacher conference	1
Other	
Did not attend conference first year	1
No longer a beginning teacher	1

APPENDIX E

WAYS IN WHICH SUMMER WORKSHOPS CAN BE IMPROVED

<u>Ways to improve</u>	<u>Frequency</u>
No change needed	
Don't change	4
Ones attended were good	2
Provide more hands on experience	
Hands on makes it vocational	2
Need more participation and activities	1
Shorten distance to travel	
Locate workshops more centrally	1
Travel distance too great	2
Need better materials	
Update materials	1
Need better materials available for use	1

APPENDIX F

REASONS ATTENDANCE WAS NOT HIGHER AT WORKSHOPS AVAILABLE

<u>Reasons attendance was not better</u>	<u>Frequency</u>
Time problems	
Time conflicts	4
Times offered	3
Time	17
Other job	
Summer job	3
Farming at the time	2
Conflicts	
Conflicts with workshops	6
Vacation	2
Summer school	
Attending summer school	2
Topics available	
Topics not applicable to their school	2
Not interested in topics	2
Topics	3
Travel involved	
Travel distance too great	8
Not informed	
Wasn't aware of workshop being held	2
Other	
Other interests at time	4
Not yet on contract	2
Money for workshops not available	2

APPENDIX G

WAYS TO IMPROVE TEACHER INPUT IN DETERMINING WORKSHOP
TOPICS AS REPORTED BY RESPONDENTS

<u>Ways to improve teacher input</u>	<u>Frequency</u>
Survey teachers	
Mail survey of topics	14
Send out questionnaires	4
Suggestions at area and other meetings	
Suggestions at area meetings	5
Suggestions at convention	1
Others	
Research	2
No improvement needed	2
Let district teachers decide	1

APPENDIX H

TOPICS FOR FUTURE WORKSHOPS AS REPORTED BY RESPONDENTS

<u>Future topics</u>	<u>Frequency</u>
Technical agriculture	
Agriculture marketing	1
Livestock nutrition	1
New agriculture developments	1
Basic agriculture skills	1
Meats and packer/feeder industry	1
Forages and minimum tillage	1
Sheep production	1
Crops and soils	2
Agriculture mechanics	3
High technology areas	1
Animal science	1
Farm management	
Farm management and economics	2
S.O.E.P.	
S.O.E.P. planning	1
Program planning	
More information needed on curriculum materials needed	1
State forms, budgets, due dates	2
Information on new materials available	1
Curriculum balance	1
Grading systems	1
Record books	
Recordbook classes	5

<u>Future topics</u>	<u>Frequency</u>
Student management	
Getting students involved	1
Discipline problems	1
Leadership development	2
Class management	1
Motivating students	2
Computers	
Computer classes	4
Computer technology	5
Hands on computer training	2
Contest areas	
Contests in general	7
Farm management	2
Etomology and horticulture	3
Meats	3
Livestock	2
Electricity	1
Crops	2
Land judging	1
Miscellaneous	
Award applications	1
Present topics good	1

APPENDIX I

WAYS INSERVICE COORDINATOR VISITS CAN BE
IMPROVED AS REPORTED BY RESPONDENTS

<u>Ways to improve</u>	<u>Frequency</u>
Need more time per visit	
More time needed per visit	3
More visits	
More visits needed	6
More coordinators are needed thus more visits can take place	5
Teacher evaluation	
Evaluate teaching performance constructively	2
Others	
Need unexpected visits	1
Discontinue program	1
Need help in planning vo-ag program	1
No improvement needed	1
More in class observation	2
Need advance notice on visits	2

APPENDIX J

WAYS TO IMPROVE BEGINNING TEACHER MEETINGS
AS REPORTED BY RESPONDENTS

<u>Ways to improve</u>	<u>Frequency</u>
Have more experienced teachers attend	
Need experienced teachers to attend	7
Have less travel time involved	
Centralize location of meetings	2
Distance to travel too great	2
Make times less inconvenient	
Schedule classes so they don't add to teacher load	1
Don't have meetings in conjunction with area teacher meetings	1
Change program format	
Have more definite course of study	2
Cover more materials, cut out gossip session	1
More information needed, less block review	1
Less time on recordbooks	1
Miscellaneous responses	
Need more participation	1
More needed on curriculum development	1
More input needed from beginning teachers	1
Increase numbers	1
Inservice coordinator does an excellent job	1
Keep meetings moving along	1
Bring more sample teaching methods	1
Need more information on student management	1
Need more help with contests	1
Help teachers set up lesson plans with new S.O.E.P. information presented	1

Ways to improveFrequency

Meet two or three weeks after school starts for
beginning teachers

1

APPENDIX K

PRIMARY REASONS MORE TEACHERS DID NOT ENROLL IN BEGINNING
TEACHER MEETINGS FOR CREDIT

<u>Reasons for not enrolling</u>	<u>Frequency</u>
Credit not needed	
Credit not needed at time they were attending meetings	4
Cost	
Cost considerations	3
Could not make all meetings	
Not in attendance at all meetings	2

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AN EVALUATION OF THE PERCEIVED
EFFECTIVENESS OF THE INSERVICE
TRAINING PROGRAM IN AGRICULTURE EDUCATION

by

JOHN B. GILLIAM

B.S., Kansas State University, 1983

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1984

ABSTRACT

Sixty-two vocational agriculture teachers were polled to determine the perceived effectiveness of the vocational agriculture teacher inservice program at Kansas State University.

Five subject areas were studied: beginning teacher conference, summer workshops, visits by inservice coordinator, beginning teacher meetings, and the total inservice program evaluation.

Likert scales and open-ended questions were used. Checklist type questions were tallied by hand with frequency counts being recorded by the investigator. Open ended questions were categorized.

The following major findings were discovered. The average number of years teaching experience was 2.77 years. Forty-four percent of the respondents attended one year of beginning teacher meetings, and 97 percent had a regular type of teaching certificate. Eighty percent of respondents received their undergraduate degree from Kansas State University.

Teacher attendance during sessions of summer conference was good, while attendance at summer workshops was relatively poor. Time problems was the primary reason that summer workshop attendance was not higher. Contest areas, technical agriculture, and computers were the most common responses for future workshop topics.

Telephone visits and materials provided by the inservice coordinator were helpful to teachers. Personal visits were also helpful. Teachers desired more visits by the inservice coordinator.

Attendance at beginning teacher meetings was very good, while teachers desired more experienced teachers to attend.

The total inservice program was found to be moderately effective.

Recommendations were made according to major findings by the researcher. Consideration should be given to providing for the needs of both beginning teachers and teachers with more than one year experience. Beginning teacher meetings should be offered for graduate credit if possible. Attendance should be increased at the beginning teacher conference by considering primary reasons why teachers do not attend.

The researcher recommended that beginning teachers should be surveyed by mail to determine future workshop topics. More emphasis needs to be placed on technical agriculture areas, computers, and contest areas at summer workshops.

More visits were needed by teachers and more time per visit was also desired. This may require an additional inservice coordinator.