

A COMPARISON OF THE PERFORMANCE OF TWENTY-TWO STUDENTS
WHO DID AND TWENTY-TWO STUDENTS WHO DID NOT STUDY VOCATIONAL
AGRICULTURE NO. 9 AT THE DODGE CITY SENIOR HIGH SCHOOL
IN 1966-67

by

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TABLE XI
CONTINUED EDUCATION BEYOND HIGH SCHOOL

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Vocational School	5	18.5	2	6.9	7	12.5
College	13	48.2	16	55.1	29	51.8
On-the-Job Training	7	25.9	7	24.2	14	25.0
Adult Classes	0	0.0	0	0.0	0	0.0
Company Schools	0	0.0	1	3.4	1	1.8
None	2	7.4	3	10.4	5	8.9
Total	27*	100.0	29**	100.0	56	100.0

* There were five of the vo-ag students who had more than one form of continued education.

** There were seven of the non vo-ag students who had more than one form of continued education.

of the vo-ag students chose not to continue their education after high school, while 10.4 percent of the non vo-ag students terminated their education after high school.

The responses in Table XII indicated that there were eight or 36.5 percent of the non vo-ag students who had not taken any vocational courses during high school, whereas the vo-ag students had at least one year of vocational training in the vo-ag no. 9 course. Four or 18.1 percent of the vo-ag students took no additional vocational training beyond the vo-ag no. 9 course, whereas nine or 40.7 percent of the non vo-ag students enrolled in a vocational course for the first time. One or 4.6 percent of the vo-ag students and one or 4.6 percent

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CHAPTER I

INTRODUCTION

Every now and then an educational catch-word appears and becomes the focus of discussion for months to come. Currently that word is accountability. A growing number of professional educators and laymen are becoming convinced that the public school system, like other service agencies in the private and public sectors, can be held accountable for the results of its activities.

Simply put, accountability is the honoring of promises made by educators to children and their parents. Dr. Leon Lessinger,¹ professor of education at Georgia State University in Atlanta and a strong proponent of accountability, defined it as a three-part policy involving the measurable accomplishments of students; an "independent educational accomplishment audit" or a test of the student's progress by someone other than the teacher; and a public report of the success or failure of the program. Accountability is a goal, not a method of instruction or management. When a school system, or a teacher, promises that a group of children will learn a certain amount of material in a given period of time, that system makes itself accountable to those children and their parents for fulfilling that promise.

¹Judith Seltz, "A Teacher's Guide to Performance Contracting," Grade Teacher, Vol. 88, No. 8, pp. 32, April 1971.

During recent years rapid and continual changes in the most vital segment of the nation's economy, Agriculture, was observed. These changes were noted by the writer as a teacher of vocational agriculture at the Dodge City Senior High School for the period 1966-1972.

A common comment regarding vocational education is that it has little to contribute to the general cultural development of the student. A number of people in our educational system have developed the viewpoint that agriculture has little to contribute to the general cultural development of those not preparing for or engaged in the vocation of farming. This prompted an evaluation of the vocational agriculture no. 9 program at the Dodge City Senior High School. One of the sources of information in an evaluation is a follow-up of students who have passed through the program. It seemed logical that this method could be used to measure the accountability of the vocational agriculture no. 9 course at the Dodge City Senior High School.

THE PROBLEM

Statement of the problem. It was the purpose of the study to compare the performance of the students who did and those who did not have the vocational agriculture no. 9 course at the Dodge City Senior High School in 1966-67.

Need for the study. An annual evaluation is held each year among the Superintendent, Director of the Southwest Kansas Area Vocational-Technical School, Principals of the Dodge City Senior and Junior High Schools, the Curriculum Director, and the Vocational Agriculture

Instructors. The purpose of the evaluation is to review the agricultural program. During the evaluation in 1971, one of the topics discussed involved the no. 9 course to determine if the enrollment drop between the freshman and sophomore courses was large enough to warrant a structural change in the total vocational agriculture program of Unified School District 443. As a result of this meeting, it was decided that a study of this kind would be valuable, so an instrument was developed to evaluate the performance of the 1966-67 students in the vocational agriculture no. 9 course and a control group of other freshman students in the same class.

LIMITATIONS OF THE STUDY

The vocational agriculture no. 9 group was limited to the 30 vocational agriculture students who were in the no. 9 class in the Dodge City Senior High School in 1966-67. The study was limited to an equal number of non-vocational agriculture no. 9 students who were selected at random from the freshman class at Dodge City in 1966-67. The study was further limited to those who returned the questionnaire. Twenty-two students in the vocational agriculture no. 9 class returned the questionnaires and twenty-two useable returns were received from those who were not in the no. 9 vocational agriculture class. The writer received 88 percent of the 50 questionnaires mailed. The survey was limited to Dodge City, Kansas, an area where farming and agri-related businesses made up a large percentage of the principal industries.

DEFINITION OF TERMS

Agriculture. A broad category, of which farming or production agriculture is the basic root from which all other phases of agriculture grow. These are distribution, processing and service occupations.²

Vocational Agriculture. A learning by doing, systematic, instructional program preparing students for careers in farming, ornamental horticulture and agricultural resources.³

Vocational Agriculture No. 9. Introduction to the field of agriculture and its related areas including basic farm mechanics skills of gas and electric welding, farm carpentry, metal work, and tool conditioning.

Freshman Program. A term used synonymously with Vocational Agriculture No. 9 in this report.

Sophomore Program. This course is also known as Vocational Agriculture No. 10 and covered the areas of Livestock Production and advanced Farm Mechanics.

Vocational Agriculture Student. A student enrolled in a regular class of vocational agriculture for high school credit.

²U. S., Joint Committee of U. S. Office of Education and American Vocational Association, Objectives for Vocational and Technical Education in Agriculture, OE 81011, Bulletin 1966, No. 4 (Washington: Government Printing Office, 1965) p. 1.

³The Kansas Future Farmer, December 15, 1970, Vol. XLI, No. 2, p. 32-33.

Non-Vocational Agriculture Student. A student who has never enrolled in a regular class of vocational agriculture for high school credit.

Accountability in Agriculture. The assessment of the responsibility of preparing a student with the knowledge and marketable skills necessary to engage in farming or a farm related occupation in the area of distribution, processing, or service.

Random Group. A group presumed to be representative of the total population.

Starting Wage Rate. The wage rate the student received for his first employment after completion of high school.

Present Wage Rate. The wage rate the student received from his employment at the time the questionnaire was completed.

CHAPTER II

REVIEW OF LITERATURE

Related readings indicated that there were no studies which were identical in nature to this particular study, but there were many studies of a related nature involving follow-up studies which evaluated the effectiveness of courses of study.

As early as 1935, Deyoe⁴ stated that the vocational agriculture instructor has an excellent opportunity and a responsibility to integrate classroom teaching with vocational preparation, and to provide counsel and guidance to students who inquired about the existent opportunities within the agricultural vocation. Similarly, Davenport and Noland⁵ emphasized the need for teaching nonvocational agriculture when they stated that we do not teach geography in the elementary schools to prepare pupils to become professional geographers nor do we teach mathematics to prepare mathematicians. By the same token, there is a realm of agricultural arts, which should be taught, not to make farmers, necessarily, but to give all a better understanding of the vast area of contemporary life touching human interests on every hand.

⁴G. P. Deyoe, "Some Possibilities for Teaching Nonvocational Agriculture," *Wisconsin Journal of Education*, 67:7 March 1935 p. 319.

⁵Eugene Davenport and A. W. Nolan, Agricultural Arts (Champaign, Ill.: The Garrard Press, 1938.)

Cardwell⁶ attempted to justify some type of agricultural education for everyone when he stated that there are not many vocations that are entirely separate from agriculture in that they do not have dealings with land, livestock, or with farm people.

Beam⁷ stated there is a value to vocational agriculture training to a young man no matter what he may eventually decide to do with his life. A study by Hemp⁸ on the follow-up of former vocational agriculture students in the state of Illinois showed that out of 246 who returned questionnaires, 170 stated that vocational agriculture had been helpful to them in their present jobs, even though 42 percent of them were engaged in occupations not related to farming. Bass⁹ found similar results in his follow-up of vocational agriculture students. Vocational agriculture provided the agricultural understanding for a large part of the 87 percent of the people who live in cities and voted for the nation's appropriations for agricultural research, education, and teaching.¹⁰

⁶J. N. Cardwell, "Is Vocational Agriculture Justified in City Schools?" *Agricultural Education Magazine*, 18:3, Sept. 1945, p. 25.

⁷C. C. Beam, "Who Should Take Vocational Agriculture in High School?" *Agricultural Education Magazine*, 31:2, August 1958, pp. 34-44.

⁸Paul E. Hemp, "What 246 Former Students Think About Vocational Agriculture Training," *Agricultural Education Magazine*, 34:1, November 1961, pp. 114-115.

⁹B. C. Bass, "Follow-up Study Indicates Vocational Agriculture Training is Valuable," *Agricultural Education Magazine*, 38:12, June 1966, p. 271-275.

¹⁰E. V. Walton, "Vocational Agriculture at the Crossroads," *Agricultural Education Magazine*, 31:2, August 1958, p. 30.

There were conflicting views about implementation of vocational exploration courses in the ninth grade as indicated in a study made by Bergland.¹¹ Super¹² stated that ninth graders tended to be psychologically ready for vocational exploration, but that the self-knowledge of the ninth grader left much to be desired. Super and Overstreet¹³ stated that the ninth graders were clearly in an exploration stage and were not in a decision making phase of occupational selection. It was also found that they were responsive to vocational exploration courses. It was stated that education in the ninth grade should be so organized as to make available experiences which fostered a planful approach to developmental tasks. Continuous progress should be made toward an awareness of the need to make pre-occupational and occupational choices. Adolescents should be oriented to the kinds and sequences of occupational choices which they will be called upon to make and to consider the many factors which are involved in occupational choices. The student should not be required to make definite, directional, educational, and occupational choices in this grade.¹⁴

Vocational choice is seen as a process, extending over a period of time. It is a sequence of lesser decisions, some are decisions as

¹¹Bruce W. Bergland, "An Optimal Grade Level for Career Exploration," The Vocational Guidance Quarterly, XVIII:1, Sept. 1969, p. 30.

¹²D. E. Super, "The Critical Ninth Grade: Vocational Choice or Vocational Exploration," Personnel and Guidance Journal, XXIX, 1960, pp. 106-109.

¹³D. E. Super and P. L. Overstreet, The Vocational Maturity of Ninth Grade Boys, (New York: Bureau of Publications, Teachers College, Columbia University, 1960).

¹⁴*Ibid.*, p. 158.

to the level toward which to strive, some concern the field in which to work, which bring about a progressive reduction of the number of alternatives open to the chooser.¹⁵

By the ninth grade, almost all boys have some vocational preference, however impracticable. It is expected that by the ninth grade this preference would be founded to some degree on reality and that some tentative plans for attaining the preferred vocational goal would be made.¹⁶

The specificity of information which ninth grade boys had about their preferred occupations was rather substantial in so far as occupational requirements were concerned, and this was sufficient for ninth graders who make decisions largely of direction rather than actual entry. The knowledge of duties, conditions of work, and other important characteristics of the occupation was found to be limited. About one-third of the boys made no mention of appropriate high school plans related to their preferred occupation. The intelligence of almost one-half of these ninth grade boys was appropriate for the occupations that seemed inappropriate in terms of the intelligence required. Apparently the typical ninth grade boy has not yet reached a stage at which wisdom of vocational preference can be expected.¹⁷

The nature of the career pattern is determined by the individual's parental socio-economic level, mental ability and personality characteristics, and by the opportunities to which he is exposed.¹⁸

¹⁵Ibid., p. 141. ¹⁶Ibid., p. 60.

¹⁷Ibid., pp. 149-50. ¹⁸Ibid., p. 14.

Magisos¹⁹ found that the family, the agriculture instructor, and older boys enrolled in vocational agriculture exerted the most personal influence on the decision to enroll. Bittner²⁰ found that the personal characteristics of students and their family environments were associated with the number of re-enrollees in the vocational agriculture program.

A national sample of junior college students indicated the following five groups had the greatest influence in their choice of occupations: father, 11 percent; friends or relatives, 10.8 percent; mother, 9.2 percent; guidance counselor, 9.3 percent and the high school vocational education teacher, 5.2 percent.²¹ Generally, the first year student became aware of the vocational agriculture program early, but the decision to enroll was made shortly before the decision was necessary.²²

Walker²³ indicated in a study that the student characteristics associated with high scores in his interest inventory were those whose

¹⁹Joel Hans Magisos, "Identification of Some Factors Influencing First Enrollment of Students in Vocational Agriculture in Northeast Washington," Master's Thesis, Washington State University, Pullman, 1962.

²⁰Richard H. Bittner, "Identification of Selected Characteristics Associated With Continued Student Enrollment in Vocational Agriculture," Ph.D. Dissertation, Michigan State University, East Lansing, 1962.

²¹Aaron J. Miller and Angelo C. Gillie, A Suggested Guide for Post-Secondary Vocational and Technical Education, Ohio State University, Sept. 1970, p. 11.

²²Bittner, op. cit.

²³Robert W. Walker, "Development of a Vocational Agriculture Interest Inventory for Guidance of Eight Grade Students," Ph.D. Dissertation, Pennsylvania State University, University Park, 1962.

fathers farmed, the student's own farming experience, his desire to enroll in vocational agriculture, and his awareness of his parent's encouragement to enroll in vocational agriculture.

Students should be acquainted with agricultural problems, career possibilities, and information sources. Opportunities should be provided to explore farming and other agricultural occupations in a community. The understanding and appreciation of the importance of agriculture in present and future living should be developed. These were the three most important objectives for a prevocational agriculture program in a junior high school.²⁴

Students surveyed in the Aldrich²⁵ study indicated that 36.9 percent made their vocational choice before the junior year and 55.3 percent made their choice during the junior and senior years of high school. Only 7.8 percent had not made a choice at the time of graduation. A national sample of junior college students had approximately the same results with the three highest selections of occupational choices made during the junior year, during the senior year, or between high school and college.²⁶ According to the counselors, 28 percent of the students chose their occupations very well and 52.5 percent well, while 13.6 percent did a poor job.²⁷

²⁴Muhsin Hassain Al-Salman, "The Role of Prevocational Agriculture in the Junior High Schools of New York State," Ph.D. Dissertation, Cornell University, Ithaca, 1965.

²⁵Glen Conan Aldrich, "An Investigation to Identify the Aspects of Occupations Which Rural Boys Consider Important in Choosing an Occupation," Master's Thesis, Washington State University, Pullman, 1962.

²⁶Miller, op. cit., p. 12.

²⁷Aldrich, op. cit.

Nelson²⁸ in a study of high school drop-outs concluded that there needed to be an increased amount of time spent on orientation of students to occupations in the ninth grade. The study also showed approximately one-half the senior high school drop-outs withdrew from the 10th grade and the greatest number of boys left school at the age of seventeen.

Considered of major importance by the students in choosing an occupation were: interest in the work, job security, availability of employment, working conditions, suitability of the work to the student's mental abilities and wages offered. Of minor importance were: chances for rapid advancement within the occupation, desire to build or create things, student's present economic status, interest in helping people, status expected in society, physical requirements and the need for identification within a group.²⁹

Albracht³⁰ in an evaluation study of occupational education programs indicated that graduates with occupational education obtained their jobs sooner than the nonoccupational education graduates, and that they held their jobs longer, and had a lower unemployment rate. Albracht also reported higher wages were received by the graduates of occupational education programs.

²⁸Melven Dean Nelson, "A Study of High School Drop-outs from the Stillwater Senior High School, Stillwater Minnesota, 1957 to 1959," Master's Thesis, University of Minnesota, St. Paul, 1960.

²⁹Aldrich, op. cit.

³⁰James Albracht, "Evaluation of Occupational Education Programs," Resource Unit, College of Education, Kansas State University, Manhattan, 1970.

There were many studies reviewed by the writer that dealt with the nonvocational agriculture student verses the agriculture student in the freshman year of college in an agricultural curriculum. The results of the studies indicated that the vocational agriculture students had as good as or better academic records than the non-vocational agriculture students.

In summary, a review of the related literature indicated that the ninth grader was in the stage of prevocational training. His decisions were made on direction rather than in actual vocational choices. Many authors studied the reasons for enrollment in agriculture, while others addressed themselves to the topics of when vocational choices were made, who influenced the student to make the choice, stage at which the student drop-out rate was the highest, and job characteristics considered important by the students. Much of the related information was used in the development of this study which involved the follow-up of the ninth grade students of the Dodge City Senior High School for the 1966-67 school year.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to survey and compare the subsequent performance of the students who did and those who did not study vocational agriculture no. 9 at the Dodge City Senior High School during the 1966-67 school year.

The Dodge City Senior High School is a comprehensive high school offering the student both the academic or college prep courses and the vocational or career courses. The vocational agriculture course is an elective and was selected by 30 students in the fall of 1966. It was these students who were surveyed in the study. The 30 students who did not take the vocational agriculture no. 9 course were selected on a random basis from the total enrollment of boys who were freshmen in the fall of 1966. The students who were selected for this study were chosen from those in school as seniors during the 1969-70 school year. There were 289 seniors who were freshmen during the fall of 1966 and the random numbers technique was used to select the 30 participants in the study as follows, 1, 3, 6, 9, etc.

Dodge City is located in Ford County. The 1970 census showed the county population at 22,587. Dodge City is the county seat with a population of 14,127. Its businesses are centered around agriculture and its related industries.

A questionnaire was developed to measure the subsequent success

of the former ninth grade students who were employed or in school during their first year after graduation. Dr. James Albracht assisted in the development of the questionnaire used in this survey. The questionnaire contained fourteen questions which were answered by all the students who received the questionnaire and eight additional questions which were answered only by the students who had the vocational agriculture no. 9 course. The questionnaire included information to determine the employment status, job satisfaction, adequacy of vocational agricultural education, continued education, and factors which influenced their occupational choice.

The questionnaire was mailed to the former ninth grade students who were in their first year out of high school. Included with the questionnaire was an explanation sheet and a stamped self-addressed envelope. When the questionnaire was not returned in two weeks, a telephone call was made to the student reminding him to return the questionnaire.

The questionnaire was developed on a multiple choice selection basis. The student selected the answer to the question that best fit his particular situation at the time the questionnaire was completed. The responses were tabulated for each of the items on the questionnaire. After analyzing the tabulation results for each item, the findings were then summarized. Conclusions were made on the basis of the summary of the data collected. Recommendations were made for further investigation or study.

CHAPTER IV

FINDINGS

The information in Chapter IV summarized the findings of the study. Included in the tables are the statistics compiled from the responses of the twenty-two ninth grade students who had the vocational agriculture no. 9 course as freshman and the twenty-two students who did not take vocational agriculture no. 9 as freshman at the Dodge City Senior High School during the 1966-67 school year. They were asked to respond to their employment status, job satisfaction, adequacy of vocational agriculture education, continued education, and the factors which influenced their occupational choice.

Each of the areas of the questionnaire were developed on a multiple choice selection basis. The student selected the answer that best fit his particular situation at the time the questionnaire was completed. The results were compiled in tabular form with the number and percentage of the students who answered the questions. The percentages were used to compare the two groups.

The data in Table I indicated that five or 22 percent of the former vocational agriculture no. 9 students, hereafter referred to as vo-ag students, who had vocational agriculture in the Dodge City High School were employed full time, whereas two or 9.1 percent of the ninth grade students who had no vocational agriculture, hereafter referred to as non vo-ag, were employed full time. It is interesting

TABLE I
PRESENT EMPLOYMENT STATUS

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Employed Full-time	5	22.7	2	9.1	7	15.9
Employed Part-time	16*	72.7	19**	86.3	35	79.5
Military Service	1	4.6	1	4.6	2	4.6
College or Vocational School	16***	72.7	19****	86.3	35	79.5
Total	22	100.0	22	100.0	44	100.0

* These were the same individuals who attended college and worked part-time.

** Same as the above.

*** Sixteen worked part-time and attended college full time concurrently.

**** Nineteen students worked part-time and attended college full time concurrently.

to note that all the former ninth grade students who were attending college were also working part time. Only one vo-ag and one non vo-ag former ninth grade student were in the armed services. Sixteen or 72.7 percent of the former ninth grade vocational agriculture students attended college, and nineteen students or 86.3 percent of the non vo-ag ninth grade students went on to college. This was considerably higher for college attendance than was observed from related readings.

The 9th grade vo-ag students were apparently more satisfied with their present job than were the non vo-ag 9th grade students as indicated in Table II. Eighteen or 82.2 percent of the vo-ag students replied that they were highly satisfied or satisfied with their present

TABLE II
SATISFACTION WITH PRESENT JOB

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Highly Satisfied	3	13.6	5	22.7	8	18.4
Satisfied	15	68.6	12	54.5	27	61.3
Dissatisfied	3	13.6	2	9.1	5	11.3
Indifferent	1	4.6	3	13.6	4	9.0
Total	22	100.4%*	22	99.9%*	44	100.0

* The percentage for each item was rounded off to the nearest tenth, and therefore the total for the items may not come out at 100%.

job. This compared with seventeen or 77.2 percent of the non vo-ag students who were satisfied or highly satisfied. Three or 13.6 percent of the vo-ag students were dissatisfied with their present job, while two or 9.1 percent of the non vo-ag students expressed job dissatisfaction. Three or 13.6 percent non vo-ag students were indifferent about their jobs compared to only one or 4.6 percent of the vo-ag students who expressed an indifferent attitude toward his job. Of the total group, thirty-five or 79.7 percent were satisfied with their present occupation which indicated that they had made a successful occupational choice.

Opinions in Table III indicated that four or 18.1 percent of the former vo-ag students were employed in a job for which they were trained, while one or 4.6 percent of the non vo-ag students were employed in a job for which he was trained. Eight or 36.5 percent of

TABLE III
RELATIONSHIP OF PRESENT JOB TO OCCUPATIONAL
COURSE IN HIGH SCHOOL

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Same as Studied	4	18.1	1	4.6	5	11.3
Closely Related	8	36.5	10	45.4	18	40.9
Little Relationship	5	22.7	4	18.1	9	20.6
No Relationship	5	22.7	7	31.9	12	27.2
Total	22	100.0	22	100.0	44	100.0

the vo-ag students reported that they were employed in an area closely related to their training, whereas ten or 45.4 percent of the non vo-ag ninth graders were working in areas closely related to their training. Ten or 45.5 percent of the former vo-ag students were employed in areas that had little or no relationship to their training. This compared with eleven or 50 percent of the non vo-ag former ninth graders.

Information in Table IV indicated that the former vo-ag students

TABLE IV
SUMMARY OF THE BEGINNING WAGE RATE OF THE FORMER
NO. 9 VO-AG AND NON VO-AG STUDENTS
OF THE DODGE CITY HIGH SCHOOL

Factors	Vo-ag		Non Vo-ag	
	No.	Amt.	No.	Amt.
Hourly Wage	17	\$1.58	19	\$1.54
Annual Wage	2	\$956.40	3	\$3,225.34
Total	19*		22	

* Three of the former 9th grade vo-ag students replied they were in partnerships with their fathers in farming operations and no wage was indicated.

responded that their average starting wage was four cents higher than the former non vo-ag students. The average annual wage for two former vo-ag students was \$956.40, while three non vo-ag students earned \$3,225.34 on a yearly average. One of the three non vo-ag students on the annual wage was earning \$7,200 per year as an assistant motel manager.

As indicated in Table V the former vo-ag students reported that their average present hourly wage scale was thirteen cents per hour higher than the former ninth graders who were non vo-ag students. The three non vo-ag students who were on an annual wage indicated an

TABLE V

SUMMARY OF THE PRESENT WAGE RATE OF THE FORMER
NO. 9 VO-AG AND NON VO-AG STUDENTS
OF THE DODGE CITY HIGH SCHOOL

Factors	Vo-ag		Non Vo-ag	
	No.	Amt.	No.	Amt.
Hourly Wage	17	\$1.89	19	\$1.76
Annual Wage	2	\$1,884.60	3	\$3,736.00
Total	19*		22	

* Three of the former 9th grade vo-ag students replied they were in partnerships with their fathers in farming operations and no wage was indicated.

average of \$1,841.40 more per year than the former vo-ag students. This average was affected by one of the three non vo-ag students who had earned \$7,200 a year as an assistant motel manager.

The data in Table VI indicated that the vo-ag students started at

an average wage of \$1.58 per hour compared to the average of a \$1.54 per hour for the non vo-ag students. The present wage of the vo-ag student showed a gain of 31 cents per hour, whereas the non vo-ag students gained on the average of 22 cents per hour. The beginning average annual wage of the two vo-ag students was \$956.40 per year as

TABLE VI

COMPARISON OF THE BEGINNING AND PRESENT WAGE
RATES OF THE FORMER NO. 9 VO-AG AND
NON VO-AG STUDENTS AT THE
DODGE CITY HIGH SCHOOL

Factors	Beginning Wage		Present Wage		Gain	
	Vo-ag	Non Vo-ag	Vo-ag	Non Vo-ag	Vo-ag	Non Vo-ag
Hourly Wage	\$1.58	\$1.54	\$1.89	\$1.76	\$.31	\$.22
Annual Wage	\$956.40	\$3,225.59	\$1,884.60	\$3,736.00	\$928.20	\$510.41

compared to the average annual wage of \$3,225.59 per year for the three non vo-ag students. A gain of \$928.20 per year was shown by the vo-ag students, whereas the non vo-ag students gained on the average of \$510.41 per year. It is interesting to note that there were gains in both groups during their first year of employment after graduation from high school.

The responses in Table VII indicated that the majority of the vo-ag and non vo-ag students obtained their first job about one week after school was over. Seventeen or 77.2 percent of each group responded that they had obtained their first job about one week after the end of school. Two or 9.1 percent of the vo-ag students were employed about one month after the end of school, while one or 4.6

percent of the non vo-ag students had obtained his job during the first month after school. One or 4.6 percent of the vo-ag students

TABLE VII
PERIOD BETWEEN THE END OF SCHOOL AND THE
BEGINNING OF FIRST JOB

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
About One Week	17	77.2	17	77.2	34	77.3
About One Month	2	9.1	1	4.6	3	6.8
About Three Months	1	4.6	2	9.1	3	6.8
Five Months Or More	2	9.1	2	9.1	4	9.1
Total	22	100.0	22	100.0	44	100.0

and two or 9.1 percent of the non vo-ag students took about three months to find employment. Five months or more was the amount of time needed by two or 9.1 percent of the students in the vo-ag and non vo-ag groups to become employed for the first time since graduation from high school.

The information in Table VIII indicated that three or 13.6 percent of the vo-ag students made their occupational choices before the freshman year. This compared to four or 18.1 percent of the non vo-ag students, who before the freshman year had made their occupational choices. Only one or 4.6 percent of the vo-ag students made his occupational choice before the junior year, while six or 27.3 percent of the non vo-ag students had selected their occupations. The biggest

TABLE VIII
PERIOD OF TIME WHEN OCCUPATIONAL CHOICE WAS MADE

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Before Freshman Year	3	13.6	4	18.1	7	15.9
Before Junior Year	1	4.6	6	27.3	7	15.9
During Junior and Senior Year	12	54.5	7	31.9	19	43.1
After High School	6	27.3	5	22.7	11	25.1
Total	22	100.0	22	100.0	44	100.0

percentage of both groups made their occupational choice during the junior and senior year of high school. This amounted to twelve or 54.5 percent of the vo-ag students and seven or 31.9 percent of the non vo-ag students. Six or 27.3 percent of the vo-ag students waited until after high school to select their occupations whereas five or 22.7 percent of the non vo-ag students chose their occupations after high school. The students in this report made their occupational choices about the same time as those in related studies which were reviewed.

The opinions expressed in Table IX indicated that 19 or 86.3 percent of the vo-ag students replied that they had received excellent or good preparation for their jobs, whereas nine or 40.8 percent of the non vo-ag students felt that they were trained in a good or excellent manner. None of the students in either group replied that they received poor preparation for their job. Three or 13.7 percent

TABLE IX
QUALITY OF VOCATIONAL TRAINING IN
PREPARATION FOR JOB

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Excellent Preparation	2	9.1	2	9.1	4	9.1
Good Preparation	17	77.2	7	31.7	24	54.6
Poor Preparation	0	0.0	0	0.0	0	0.0
Unrelated To Job	3	13.7	13*	59.2	16	36.3
Total	22	100.0	22	100.0	44	100.0

* Eight of the thirteen non vo-ag students had not taken any vocational training during their high school years.

of the vo-ag students were employed in jobs unrelated to their vocational training, whereas thirteen or 59.2 percent of the non vo-ag students stated that their training was unrelated to their job. Eight of the thirteen non vo-ag students had no vocational training during their high school years.

The data in Table X indicated that sixteen or 73 percent of the vo-ag students were highly satisfied or satisfied with their job security, while twenty or 90.9 percent of the non vo-ag students considered their job security as highly satisfactory or satisfactory. Six or 27 percent of the vo-ag expressed dissatisfaction or indifference toward their job security. This compared to two or 9.1 percent of the non vo-ag students who were dissatisfied or indifferent

TABLE X
JOB SECURITY

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Highly Satisfied	8	36.5	7	31.9	15	34.1
Satisfied	8	36.5	13	59.0	21	47.7
Dissatisfied	5	22.7	2	9.1	7	15.9
Indifferent	1	4.3	0	0.0	1	2.3
Total	22	100.0	22	100.0	44	100.0

toward their job security.

The information in Table XI used only the percentages to compare the students because some of the students indicated that they had used more than one form of continued education. The study indicated that 18.5 percent of the vo-ag students attended a vocational school, whereas 6.9 percent of the non vo-ag students had attended a vocational school. At the time of the study 48.2 percent of the vo-ag and 55.1 percent of the non vo-ag students were attending college. On-the-job training was used by 25.9 percent of the vo-ag students and 24.2 percent of the non vo-ag students to further their education. None of the students in either group were enrolled in adult classes but one or 3.4 percent of the non vo-ag students was continuing his education in a company owned school. It was found that 7.4 percent

TABLE XI
CONTINUED EDUCATION BEYOND HIGH SCHOOL

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Vocational School	5	18.5	2	6.9	7	12.5
College	13	48.2	16	55.1	29	51.8
On-the-Job Training	7	25.9	7	24.2	14	25.0
Adult Classes	0	0.0	0	0.0	0	0.0
Company Schools	0	0.0	1	3.4	1	1.8
None	2	7.4	3	10.4	5	8.9
Total	27*	100.0	29**	100.0	56	100.0

* There were five of the vo-ag students who had more than one form of continued education.

** There were seven of the non vo-ag students who had more than one form of continued education.

of the vo-ag students chose not to continue their education after high school, while 10.4 percent of the non vo-ag students terminated their education after high school.

The responses in Table XII indicated that there were eight or 36.5 percent of the non vo-ag students who had not taken any vocational courses during high school, whereas the vo-ag students had at least one year of vocational training in the vo-ag no. 9 course. Four or 18.1 percent of the vo-ag students took no additional vocational training beyond the vo-ag no. 9 course, whereas nine or 40.7 percent of the non vo-ag students enrolled in a vocational course for the first time. One or 4.6 percent of the vo-ag students and one or 4.6 percent

TABLE XII
YEARS OF VOCATIONAL COURSE WORK DURING HIGH SCHOOL

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
No Vocational Training	0	0.0	8	36.5	8	18.4
One Year of Voc. Training	4	18.1	9	40.7	13	29.5
Two Years of Voc. Training	1	4.6	1	4.6	2	4.6
Three Years of Voc. Training	5	22.7	3	13.6	8	18.4
Four Years of Voc. Training	12	54.5	1	4.6	13	29.5
Total	22	99.9	22	100.0	44	100.4

of the non vo-ag students received two years of vocational training. Five vo-ag students or 22.7 percent obtained three years of vocational training while three of the non vo-ag students or 13.6 percent remained in vocational training for three years. Twelve or 54.5 percent of the vo-ag students received four years of vocational training. This compared to one non vo-ag student or 4.6 percent who had taken four years of vocational training. It is interesting to note that of the vo-ag students who were introduced to vocational training in the ninth grade, a majority of them continued with some form of vocational training during high school.

The opinions in Table XIII indicated that none of the vo-ag students were in college because of their parent's influence, whereas

TABLE XIII
FACTORS WHICH DETERMINED COLLEGE MAJOR

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Parents Influence	0	0.0	2	9.1	2	4.6
Prestige and Money	4	18.1	3	13.7	7	15.9
Academic Courses in School	3	13.7	5	22.7	8	18.1
Vocational Course in School	4	18.1	4	18.1	8	18.1
Other	5	22.7	5	22.7	10	22.7
Not Enrolled in College	6	27.4	3	13.7	9	20.6
Total	22	100.0	22	100.0	44	100.0

two or 9.1 percent of the non vo-ag students parents influenced them to attend college. Four or 18.1 percent of the vo-ag students listed prestige and money as the deciding factor in choosing their college major, while three or 13.7 percent of the non vo-ag students chose their major because of prestige and money. The academic courses in school were listed by three or 13.7 percent of the vo-ag students as the factor that determined their college major. This compared to five or 22.7 percent of the non vo-ag students who chose their major because of the academic course in school. Four or 18.1 percent of the students in both groups listed vocational courses in high school as the reason they chose the college major they did. Other reasons which included personal satisfaction, father's business, desire to teach and coach,

and experiences were used to determine the college major by five or 22.7 percent of the students in both groups. Six or 27.4 percent of the vo-ag students did not attend college, whereas three or 13.7 percent of the non vo-ag students were not enrolled in college.

The responses in Table XIV indicated that twelve or 54.5 percent of the vo-ag students and five or 22.7 percent of the non vo-ag students would have enrolled in vo-ag no. 9 if they had known what

TABLE XIV
CONSIDERING YOUR PRESENT JOB WOULD YOU HAVE
ENROLLED IN VO-AG NO. 9

Factors	Vo-ag		Non Vo-ag		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Yes, I would enroll	12	54.5	5	22.7	17	38.7
Maybe, I would enroll	8	36.5	5	22.7	13	29.5
No, I would not enroll	2	9.1	12	54.5	14	31.8
Total	22	100.1	22	99.9	44	100.0

their present occupation would have been. Considering their present job, eight or 36.5 percent of the vo-ag students stated maybe they would have enrolled in vo-ag no. 9, whereas five or 22.7 percent of the non vo-ag students thought they might have enrolled in vo-ag no. 9. Two or 9.1 percent of the vo-ag students stated they would not have enrolled in vo-ag no. 9 if they had known their present occupation. Twelve or 54.5 percent of the non vo-ag students would not enroll in vo-ag no. 9 considering their present occupation.

The author wished to determine how the students who had vo-ag no. 9 were using their training, if it was helpful in everyday living and who influenced them to enroll in the freshman agricultural program. The questionnaire was divided into two parts and the following tables are the results of Part B of the questionnaire which was answered only by the students who had taken vocational agriculture no. 9.

The information in Table XV indicated that fourteen or 64.5 percent of the vo-ag students replied they always or often used the

TABLE XV
USE OF VOCATIONAL AGRICULTURE NO. 9 TRAINING

Factors	Use in present job		Use in everyday living and community activities	
	No.	Pct.	No.	Pct.
Always	1	4.5	1	4.5
Often	13	60.0	16	72.5
Seldom	7	31.0	5	23.0
Never	1	4.5	0	0.0
Total	22	100.0	22	100.0

training they received in vo-ag no. 9 in their present job. Seven or 31.0 percent stated they seldom used the training in their present job, while one student or 4.5 percent said he never used the training in his present job. Seventeen or 77.0 percent felt that it was useful in everyday living and community activities. Five or 23.0 percent stated they seldom used it in everyday living and community activities.

As indicated in Table XVI all the students who answered the

TABLE XVI
RECOMMENDATION OF VO-AG TO A FRIEND

Factors	Number	Percentage
Yes	22	100.0
No	0	0.0
Total	22	100.0

questionnaire said they would recommend the course to their friends. This would indicate that they felt there was something in the course for everyone.

The opinions in Table XVII show that eighteen or 82.0 percent of

TABLE XVII
REASON FOR ENROLLING IN VOCATIONAL
AGRICULTURE NO. 9

Factors	Number	Percentage
Interested in Agriculture and its Related Areas	18	82.0
Because my Buddy Did	0	0.0
Curiosity	4	18.0
Other	0	0.0
Total	22	100.0

the students enrolled in vo-ag no. 9 because they were interested in agriculture or its related areas. Four or 18.0 percent enrolled

because they were curious as to what the field of agriculture was all about.

The data in Table XVIII showed that eleven or 50.0 percent of the students who had taken vocational agriculture no. 9 stated that it had a large influence or some influence on the selection of their occupation. Six or 27.0 percent stated the vo-ag no. 9 course had very little influence in their occupational selection. Five or 23.0 percent

TABLE XVIII
VOCATIONAL AGRICULTURE NO. 9 INFLUENCE ON
SELECTION OF OCCUPATION

Factors	Number	Percentage
Large Influence	1	4.5
Some Influence	10	45.5
Very Little Influence	6	27.0
None	5	23.0
Total	22	100.0

of the students said that vocational agriculture no. 9 had no influence on the selection of their occupation.

Former students who had taken vocational agriculture no. 9 encouraged other students to enroll in the course. Table XIX indicated that seven or 31.0 percent of the students were encouraged to take vo-ag no. 9 by former students that had taken the course. Six or 27.0 percent were encouraged to enroll in vo-ag no. 9 by their parents, while five or 23.0 percent were encouraged by a brother who had taken

TABLE XIX
WHO ENCOURAGED STUDENT TO ENROLL IN
VOCATIONAL AGRICULTURE NO. 9

Factors	Number	Percentage
Parents	6	27.0
Brother	5	23.0
Friend	3	14.5
Counselor	1	4.5
Former Student of Vo-ag No. 9	7	31.0
Total	22	100.0

the course. Three or 14.5 percent were encouraged by friends and the counselor encouraged one student or 4.5 percent.

The information in Table XX indicated that four or 18.0 percent

TABLE XX
YEARS OF VOCATIONAL AGRICULTURE

Factors	Number	Percentage
One Year	4	18.0
Two Years	6	27.0
Three Years	4	18.0
Four Years	8	37.0
Total	22	100.0

of the students had only the freshman program, while six or 27.0 percent enrolled in the sophomore program. Four or 18.0 percent of the students had three years of vocational agriculture training. Eight or 37.0 percent received all four years of the vocational agriculture program offered at the Dodge City Senior High School.

Although the tables in Chapter IV indicated that the students were rated nearly equal in the areas of employment status, job satisfaction, period between the end of school and the beginning of first job and the relationship of their present job to the occupational training in high school, there were individual differences between the vo-ag and non vo-ag students. These differences are summarized in the findings of Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The study was designed to survey and compare the subsequent performance of the twenty-two students who did and the twenty-two students who did not study vocational agriculture no. 9 at the Dodge City Senior High School during the 1966-67 school year. Data was collected by the use of a questionnaire which contained fourteen questions which were answered by all the students who received the questionnaire. Eight additional questions were answered only by the students who had vocational agriculture no. 9. The questionnaire included information to determine the employment status, job satisfaction, adequacy of vocational agriculture education, continued education and factors which influenced their occupational selection. Each of the areas of the questionnaire were developed on a multiple choice selection basis. The student selected the answer that best fit his particular situation at the time the questionnaire was completed. The results were compiled in tabular form with the number and percentage of students who answered the questions. The percentages were used to compare the two groups.

The results of the questionnaire indicated that the students in both groups were satisfied or highly satisfied with their present jobs. It was found that 77.2 percent of each group had their present job one week after their graduation from high school and slightly more than

50 percent of the students were employed in an occupation that was the same as or closely related to the course work they studied in high school. All of the former ninth grade students who were attending college were also employed part-time.

The vo-ag students rated higher than the non vo-ag students in the number of years of vocational course taken during high school. There were 54.5 percent of the vo-ag students who were introduced to vocational training in the ninth grade continued with some type of vocational training during their four years of high school, whereas only 4.6 percent of the non vo-ag students received four years of vocational training in high school. The study indicated that 86.3 percent of the vo-ag students rated their vocational training as good or excellent in preparing them for their present occupation. The vo-ag students had an average of four cents per hour more than the non vo-ag students in their beginning wage. When asked to list their present wage, the vo-ag students had an average of thirteen cents per hour more than the non vo-ag students. Both groups showed wage increases. The vo-ag students had an average increase of 31 cents per hour compared to 22 cents per hour for the non vo-ag group. Considering their present occupation, 90.9 percent of the vo-ag students replied they would have taken vo-ag no. 9, which showed that they considered the knowledge they acquired in the course valuable in their present occupation. Of the non vo-ag students, 45.4 percent stated they would have enrolled in vo-ag no. 9, on the basis of their present occupation. The non vo-ag students had made their occupational choice at an earlier period in high school than did the vo-ag students. Only 18.2 percent of the

vo-ag students had made their occupational choice before the junior year, whereas 45.4 percent of the non vo-ag students had decided on their occupation before the junior year. It was found that 90.9 percent of the non vo-ag students were satisfied or highly satisfied with their job security which compared to 73 percent of the vo-ag students who expressed satisfaction or high satisfaction with their job security. The non vo-ag student had a higher annual wage than did the vo-ag student.

Former students who had taken vo-ag no. 9 encouraged the largest percentage of the students to enroll in the course. They were other reasons as follows: influence of the parents of the students, brother that had taken the course, and friends who had enrolled in vo-ag no. 9. Eighty-two percent of the students replied they had enrolled in vo-ag no. 9 because they were interested in agriculture and its related areas. The other 18 percent of the students enrolled because they were curious as to what the field of agriculture was all about. The majority of the vocational agriculture students replied that the training they received was being used in their present jobs and considered it useful in everyday living and community activities. Fifty-four percent of the former ninth grade vo-ag students remained in the vo-ag program for a period of three years, and 37 percent completed four years of vocational agriculture training. All twenty-two of the former vo-ag students said they would recommend the vo-ag no. 9 course to their friends.

CONCLUSIONS

In summarizing the findings of this study the following con-

clusions were made:

1. Both groups were rated nearly equal in the following areas:
present employment status; satisfaction with present job;
period between the end of school and the beginning of first
job; relationship of present job to occupational course in
high school.
2. The vo-ag students had higher ratings for the following
factors: years of vocational course work during high school;
quality of vocational training in preparation for job;
beginning and ending hourly wage; and considering your present
job would you have enrolled in vo-ag no. 9.
3. The non vo-ag students had higher ratings for job security
and earlier occupational choice. On the basis of three
respondents, the beginning and ending annual wage was higher
for the non vo-ag group.

RECOMMENDATIONS

After analyzing the findings of this study, the following
recommendations were made:

1. More studies should be conducted for further comparison of
the students who did and those who did not study vocational
agriculture to determine the advantages of vocational
agricultural education.
2. The advantages of vocational education should be explained
to all the students and that they be encouraged to enroll in
at least one vocational course during high school.

3. Occupational education should begin in the ninth grade or sooner so that the students may begin to select the courses which will best prepare them for their future occupations.

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APPENDIX

January 5, 1971

Dear Dodge City High School Graduate:

As you are not doubt aware, Agriculture and its related fields have changed drastically in the past few years. We, at the Dodge City High School Vocational Agriculture Department, are constantly trying to update and improve our program of instruction.

I am presently running a study concerning the performance of 30 students who have had freshman agriculture and 30 students who have not had freshman agriculture. If you were one of the 30 who had not taken Voc. Ag. 9, your name was selected at random from the graduating class of 1970.

The success of this study depends entirely upon you, and because of this, I sincerely request your cooperation. The best answer is your own honest opinion. All answers will be kept in strict confidence. If you have any additional comments to the questionnaire, they will be appreciated.

The questionnaire is divided into two parts. Everyone receiving the questionnaire is requested to complete Part A.

If you have had Vocational Agriculture No. 9, you are also requested to fill our Part B of the questionnaire.

Realizing that you are extremely busy, I sincerely appreciate your time and cooperation in helping me with this study. Please return the questionnaire in the enclosed, stamped, self-addressed envelope. I would be grateful for a prompt reply.

Sincerely yours,

Gerald H. Schmitt
Vocational Agriculture Instructor
Dodge City Senior High School

Name _____ Address _____
 Age _____ Social Security Number _____
 Parents Name _____ Parents Address _____
 Employing Firm _____ Your Position _____
 or
 College or Vocational School _____ Major _____

PART A: TO BE FILLED OUT BY ALL WHO RECEIVE THE QUESTIONNAIRE

1. What is your present employment status?
 _____ Employed full-time
 _____ Employed part-time
 _____ Military service
 _____ College or Vocational School
2. How satisfied are you with your present job?
 _____ Highly satisfied
 _____ Satisfied
 _____ Dissatisfied
 _____ Indifferent
3. How closely related is your job to your occupational course?
 _____ Same as studied
 _____ Closely related
 _____ Little relationship
 _____ No relationship
4. What is your present wage rate?
 _____ Hourly wage \$ _____/hr.
 _____ Weekly wage \$ _____/wk.
 _____ Monthly wage \$ _____/mo.
 _____ Yearly wage if self-employed \$ _____/yr.
5. What was your starting wage rate?
 _____ Hourly wage \$ _____/hr.
 _____ Weekly wage \$ _____/wk.
 _____ Monthly wage \$ _____/mo.
 _____ Yearly wage if self-employed \$ _____/yr.
6. How soon after school did you begin your first job?
 _____ About one week
 _____ About one month
 _____ About three months
 _____ About five months or more.
7. When did you make your occupational choice?
 _____ Before freshman year
 _____ Before Junior year in High School
 _____ During Junior and Senior Year
 _____ After High School
8. How well did your vocational training (if any) prepare you for your job?
 _____ Excellent preparation
 _____ Good preparation
 _____ Poor preparation
 _____ Unrelated to job
9. How satisfied are you with your job security?
 _____ Highly satisfied
 _____ Satisfied
 _____ Dissatisfied
 _____ Indifferent
10. What education have you had beyond high school? Check all that apply
 _____ Vocational School
 _____ College
 _____ On-the-job training
 _____ Company schools
 _____ None

11. How many years of Vocational course work did you have in high school? _____ years
List each course _____

12. If you are presently in college, what factor determined your major?
_____ Parents influence
_____ Prestige and money
_____ Academic courses in school
_____ Vocational courses in school
_____ Other (List) _____
13. Would you have enrolled in Voc. Ag. No. 9 if you knew you would be doing what you are now?
_____ Yes, I would enroll
_____ Maybe, I would enroll
_____ No, I would not enroll
14. Your present college major will prepare you for what job?

PART B: TO BE COMPLETED ONLY IF YOU HAVE HAD VOCATIONAL AGRICULTURE NO. 9

1. Are you currently using Vocational Agriculture Training in your job?
_____ Always
_____ Often
_____ Seldom
_____ Never
2. Was it useful for everyday living and community activities?
_____ Always
_____ Often
_____ Seldom
_____ Never
3. Would you recommend this course to your friends?
_____ Yes
_____ No
4. Who encouraged you to enroll in Vocational Agriculture No. 9?
_____ Parents
_____ Brother
_____ Friend
_____ Counselor
_____ Student who took Voc. Ag. 9.
5. Did Voc. Ag. 9 have an influence on the selection of your occupation?
_____ Large influence
_____ Some influence
_____ Very little influence
_____ None

6. Why did you enroll in Voc, Ag. No. 9? ANSWER THE FOLLOWING QUESTION ONLY IF IT PERTAINS TO YOU

_____ Interested in Agriculture
and its related areas

_____ Because my buddy did

_____ Curiosity

_____ Other (List) _____

8. Why did you drop Voc.
Ag. 9 after the freshman
year?

_____ Changed your career
goal

_____ Another vocational
area would prepare you
better

_____ Changed to academic
subjects

_____ Other (List _____

_____)

7. How many years of Vocational Agri-
culture did you complete?

_____ one year

_____ two years

_____ three years

_____ four years

A COMPARISON OF THE PERFORMANCE OF TWENTY-TWO STUDENTS
WHO DID AND TWENTY-TWO STUDENTS WHO DID NOT STUDY VOCATIONAL
AGRICULTURE NO. 9 AT THE DODGE CITY SENIOR HIGH SCHOOL
IN 1966-67

by

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The purpose of this study was to survey and compare the subsequent performance of the twenty-two students who did and the twenty-two students who did not study vocational agriculture no. 9 at the Dodge City Senior High School during the 1966-67 school year. Data was collected by the use of a questionnaire which contained fourteen questions which were answered by all the students who returned the questionnaire. Eight additional questions were answered only by the students who had the vocational agriculture no. 9 course. The questionnaire included information to determine the employment status, job satisfaction, adequacy of vocational agriculture education, continued education and factors which influenced their occupational selection. Each of the areas of the questionnaire were developed on a multiple choice selection basis. The student selected the answer that best fit his particular situation at the time the questionnaire was completed. The results were compiled in tabular form with the number and percentage of responses for each of the items. The percentages were used to compare the performance of the vo-ag students with the non vo-ag students.

Former students who had taken the vo-ag no. 9 course encouraged the largest percentage of the students to enroll. They were followed, in order, by the parents of the students, a brother that had taken vo-ag no. 9 and friends who had enrolled in the course. All twenty-two students of the vo-ag no. 9 course surveyed replied that they would recommend the course to their friends which indicated they felt they learned enough in the course to make it worthwhile for their friends to enroll. Eighty-two percent of the vo-ag students said they enrolled in vocational agriculture no. 9 because they were interested in agriculture and its related areas. The remaining 18 percent replied they

enrolled because they were curious as to what the field of agriculture was all about. Fifty-four percent of the former ninth grade vo-ag students remained in the vo-ag program for a three year period, and 37 percent completed the four years of vocational agriculture offered at the Dodge City Senior High School.

The majority of the former vocational agriculture students stated that the training they received in the vo-ag no. 9 course was being used in their present jobs and they considered it useful to them in everyday living and community activities. Of the vo-ag students, 86.3 percent rated their vocational training as good to excellent in preparing them for their present occupations. Of the twenty-two vo-ag students who were introduced to vocational training in the vo-ag no. 9 course, 54.5 percent continued with some type of vocational training in high school, whereas only 4.6 percent of the non vo-ag students received four years of vocational training. The vo-ag students had an average of four cents per hour more than the non vo-ag students in their beginning wage. When asked to list their present wage, the vo-ag students had an average of thirteen cents more per hour than the non vo-ag student, although both groups had wage increases the first year.

The results reported that the students in both groups were satisfied or highly satisfied with their present jobs. Each group had 77.2 percent of their present jobs one week after graduation from high school and slightly more than 50 percent of the students were employed in occupations that were the same as or closely related to the course work that was studied in high school. There were 45.4 percent of the non vo-ag students who had decided on their occupations before the

junior year of high school, whereas only 18.2 percent of the vo-ag students had decided on their occupations by the junior year.

As a result of the study the author concluded that the students in both groups were rated nearly equal in the following areas: present employment status; satisfaction with present job; period between the end of school and the beginning of first job; relationship of present job to occupational course in high school. The vo-ag students had a higher rating in percent for the following areas: years of vocational course work in high school; quality of vocational training in preparation for job; beginning and ending hourly wage and considering their present job would they have enrolled in vo-ag no. 9. The non vo-ag students had a higher rating in percent for job security and for an earlier occupational choice. On the basis of three respondents the beginning and ending annual wages were higher for the non vo-ag students.

The author recommended that occupational education should begin by the ninth grade or sooner so the students can begin to select the courses that will best prepare them for their future occupations. Additional studies should be made to compare the value a student obtains from the vocational education courses in high school. The writer also recommended that every student should be encouraged to enroll in at least one vocational education course while in high school.