

A STUDY TO DETERMINE THE FACTORS WHICH INFLUENCED
THE PRODUCTION AGRICULTURE EXPERIENCES FOR
STUDENTS WITH LIMITED RESOURCES

by

WILLIAM JERRY GOOS

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CHAPTER I

THE PROBLEM

The State Plan of Vocational Education (1974) for Secondary Programs in Agriculture Education requires that each student participate in a work experience program if the school's program is to be approved by the Kansas Department of Education Vocational Division. The following is an excerpt of Paragraph 4, page 26..."4. Work experience is a very important portion of the specialized training. In addition to the 540 hours of instruction, the student must secure a minimum of 360 hours of supervised work experience in either the school's agriculture mechanics shop, greenhouse, school farm, or 450 hours of supervised experience in an agricultural business or farm. The work experience shall correspond directly with the student's vocational objective. The student must be compensated for time spent at the work station unless such experience is provided in the school laboratory or carried as a productive project on the home farm. An accurate record will be maintained by the student to include competencies gained, hours worked, and compensation received."¹

¹Division of Vocational Education, A Handbook for Planning, Developing, and Implementing Vocational Education in Kansas, (Kansas State Department of Education, 1974), p. 26.

Vocational Agriculture teachers, as a group, are very innovative, and they try to provide the best learning situations for their students but, it seems at times, are limited in their efforts by the school and community assets. This study was designed to investigate the ramifications of school, FFA Chapter, or business sponsored work experience programs in the realm of production agriculture experience programs for students who were limited by finances, land, or a combination of finances and land. It was perceived by the writer that the community assets, population, and business assistance, such as the number of business sponsored programs, had a direct influence on the Vocational Agriculture department's capacity to formulate production agriculture experience programs for students who were denied such opportunities by virtue of their personal situation.

HYPOTHESIS

The opportunities for Vocational Agriculture students of limited resources with which to engage in a production agriculture experience are directly related to the school's and community's assets.

STATEMENT OF THE PROBLEM

Determine the relationship, if any, of school and community assets on production agriculture experience programs for Vocational Agriculture students who do not have

the land, capital (finances), or both with which to engage in such an experience.

LIMITATIONS

This study was limited to those schools in Kansas reporting production agriculture experience opportunities for students in Vocational Agriculture. Twenty instructors were identified with such programs for the 1973-1974 school year.

The review of literature was limited to the period 1965-1974, with the major emphasis being placed on studies conducted during the last six years of this period. Pre-1965 material has lost some of its relevance, due to changes in legislation regarding Title I funds for elementary and secondary education.

OPERATIONAL DEFINITIONS

Operational definitions used in this study are presented here and may or may not have the same meaning as those which are in common usage.

Independent Variable

Production agriculture project. Any project that involves the students' participation in growth or development of plant or animal products for market.

Dependent Variable

School assets. School owned or rented land for agriculture purposes to include school or FFA Chapter

funds for financing projects.

Community assets. Community business composition and business cooperation with the Vocational Agriculture department in leasing land or making available, capital at regular or reduced interest rates for the use of students in Vocational Agriculture.

Other

Student with limited resources. Students in Vocational Agriculture who are unable to engage in a production agriculture exercise because of access to land, availability of finances (capital), or both.

CHAPTER II

REVIEW OF THE LITERATURE

Phipps (1968), an authority on Vocational Agriculture education, feels that production agriculture experience programs should be made available to students who can profit from the program and not necessarily be restricted to those who are committed to earning a living from the farm. The students' aspirations are the most important factor. Ralthrop and Hill (1972), in discussing the views of a local advisory council and school administration are in agreement with Phipps. They specify that boys as well as girls from both city and rural homes should be afforded the opportunity to take Vocational Agriculture, primarily because of the vast employment opportunities related to agriculture.

Brinkley and Hammonds (1970) express the opinion that experience programs afford the student the opportunity to earn money (capital), to establish a small breeding herd of desirable animals and/or to mass machinery or equipment to support the desired agricultural goals. All of this can lead to establishment, in a farming occupation, of a person with the necessary experience to make management decisions or to provide a source of income along with useful background experience for application in

agriculture related occupations.

Taft (1968) views Vocational Agriculture as being important in the future for city schools, but its development with adequate programs is dependent upon aggressive leadership of those engaged in curriculum planning and especially district and state supervisors of Agriculture Education.

Trends of small farms being consolidated into larger, more efficient units, small rural schools being consolidated into district units, and the population of students residing in the suburb or city dwelling has brought about great changes in teaching and accomplishing the objectives of Vocational Agriculture education. The advent of these changes has reduced the students' access to land upon which to engage a production agriculture experience which is a useful background for those who will be employed in some facet of agri-business. To surmount the land problem, Murry (1968) utilizes a school farm in metropolitan Miami that is 20 acres in size for his students to use to conduct their production experiences. These students raise and market ornamental plants, chickens, eggs, vegetables, and a few steers. Hargrave (1968) reports utilizing a land laboratory in his school for the same purpose. Both of these instances incorporate land owned by the school. McCracken (1967) reports the local FFA Chapter's activity of renting small acreages of land for production experiences and procedures of finances (capital) through the FFA Production Credit Association. Emmanuel (1966) discusses the use of

Title I funds from the Elementary and Secondary Education Act of 1965 for financing the purchase of animals for students who apply and meet the criteria of "underprivileged". The criteria definition is "the student either lacks the funds to buy livestock, his parents are unable or unwilling to provide him with the animals, or they simply lack the interest to help him". This funding is through the school finances and are available relative to the interest of the administration and the rapport of the Vocational Agriculture teacher with the administration. In the venture, the local FFA Production Credit Association and the local Production Credit Association combine efforts to make capital available for loan to those students who carry out the expenses of the engagement in the production experience. Running (1969) discusses the Peavey Company's involvement in Vocational Agriculture education which shows that industry is interested in doing more than providing the cash and cooperative training opportunities for the students of agriculture. Many more avenues are open to those teachers who are provided with catalytic ideas that create awareness of opportunities.

CHAPTER III

DESIGN AND PROCEDURE

METHOD

This study was designed to determine the relationship of a community's assets to the public school's provision of opportunities for the students of limited resources to engage in a production agriculture experience program. In the writer's judgement, there may be several factors which influence the school's ability to provide these experience opportunities to students with limited resources. In addition, the writer attempted to determine the limiting factors of the students as well as those of the community.

The questionnaire was developed with the assistance of faculty members and graduate assistants in the College of Education. The semi-finalized questionnaire was submitted to a graduate level seminar class for comments, evaluation, and relevance of content. The questions which were considered to be relevant were included in the final instrument.

POPULATION

The population for the study consisted of Vocational Agriculture instructors in Kansas who had programs in action which afforded the opportunities being studied.

Since this group was so small, 100% (20 instructors) were sampled. The names of the instructors and addresses were obtained from information provided by the Kansas State Board for Vocational Education.

MEASUREMENT

The responses to the items in the questionnaire were recorded in tabular form. Sixteen tables were constructed to reflect the facets of the programs in operation. All data was analyzed and discussed in terms of percentages so comparisons could be facilitated. Some schools reported on more than one successful program in progress at the time of the survey. The writer determined the additional data significant to this report, and it is included.

CHAPTER IV

FINDINGS

The questionnaire was sent to twenty Vocational Agriculture instructors and was designed to obtain general information about the community's assets, population, and business involvement or support. The questionnaire also included questions to obtain descriptions of successful production agriculture experience programs in progress. From the general information, the community environment of each school surveyed could be analyzed and compared to others of the group to determine existant relationships to the occurrence of experience programs.

The questionnaire contained a set of two pages of inquiries. The first was general in nature, concerning the teacher's educational achievement, the community environment, and what appeared as the limiting factors in the provision of experience programs as viewed by the individual teachers. The second page explored the ramifications of individual programs which were successful.

Of the twenty questionnaires mailed, eighteen were returned for a 90 percent return. These eighteen returns were tabulated, catagorized, and relative percentages computed for analysis. Tables were developed to aid in study and evaluation of the surveyed data.

BIOGRAPHICAL INFORMATION ON TEACHERS

In evaluating the student's environment, the writer would be remiss if the teacher's biographical information were not analyzed for indications of influence upon provision of experience programs for students of limited resources. Instructors were asked to indicate the degree held, years of teaching experience, and years in present position. The degrees held by the Vocational Agriculture teachers varied from the B. S. to the M. S. + 30, as indicated by information in Table 1. Thirty-nine percent of the group had attained the M. S. degree which was indicated as the most common category of educational achievement. Nine teachers had attained less than a Master of Science degree, and nine teachers had attained a Master of Science degree or more.

Table 1
Educational Achievements of Teachers

Level	Number of Teachers	Percent of Group
B. S.	5	27
B. S. + 15	4	22
M. S.	7	39
M. S. + 15	1	6
M. S. + 30	1	6
Total	18	100

From the analysis of data in Table 2, there appeared to be a correlation between teacher experience and the occurrence of successful student experience programs. Teachers with ten years or less experience represented 72 percent of the group. Although 22 percent of the group had sixteen to twenty years of experience, it appeared that the new teachers were aggressively exploring fresh avenues with which to enhance their programs by providing work experience opportunities. It is possible the sixteen to twenty year group represents those who have been extremely successful in the past with programs of this nature and are very innovative teachers.

Table 2
Teacher Experience

Years of Teaching	Number of Teachers	Percent of Group
1 - 5	9	50
6 - 10	4	22
11 - 15	1	6
16 - 20	4	22
Total	18	100

Teacher tenure, as indicated in Table 3, indicated 67 percent of the group with experience programs have been in their present position five years or less. This is probably indicative of the aggressiveness of the teacher in

a new position in developing a Vocational Agriculture program to fit the particular school.

Table 3
Teacher Tenure

Years	Number of Teachers	Percent of Group
1 - 5	12	67
6 - 10	4	22
11 - 15	2	11
16 - 20	0	0
Total	18	100

SCHOOL AND COMMUNITY ENVIRONMENT

Community environment information is contained in Table 4. The size of the town and student enrollment information reflect the scope of the schools surveyed as to the town size and enrollments. The schools surveyed were in communities which ranged in size from 125,000 people to 300 people. Two of the schools, from towns with populations of 25,000 and 125,000, were classified as urban by virtue of size. It is rather difficult to ascertain a clear-cut line between urban and rural communities, so, this being the case, size alone was used as the determinant factor. The sixteen remaining towns were classified as rural by size. The average size of the towns surveyed, excluding the urban towns, was 160.1, and an average high school enrollment was

382.1. The writer perceives it would be misleading to use population figures of the two urban communities, since it is obvious there are multiple high schools in the community. Enrollment in these two schools reflected percentages that appeared to be near normal for the remainder of the group surveyed. From this data, it appeared that one of every five or six students is enrolled in Vocational Agriculture. This represents approximately 22 or 23 percent of the school's total enrollment.

Of the students enrolled in Vocational Agriculture, between 82 and 84 percent are members of the local FFA Chapter. In reviewing the FFA membership verses the Vocational Agriculture enrollment, there are, in some instances, 100 percent plus membership in FFA Chapters. This may be because some of those students who have graduate and are in college belong, plus those that are chapter members but were not enrolled when the survey was taken.

The largest Vocational Agriculture department had three full time teachers with the smaller ones having only one teacher. The average number of teachers was 1.5. The average teacher-student ratio was 1:50 which is a slightly higher ratio than is desirable for the most effective teaching.

SCHOOL LIMITATIONS

The teacher's view of school limitations in providing the work experience for production agriculture programs is reflected in Table 5. Finance appeared as the single largest limiting factor at 44 percent of the group reporting.

Table 4

Size of Town and Student Enrollment Data

Size of Town	Students in High School	Students in Vo Ag	Percent of School Enrollment	Vo Ag Students in FFA	Percent of Vo Ag Students in FFA	Number of Teachers	Teacher/Student Ratio
300	142	62	43	60	97	1	62
300	135	33	24	31	94	1	33
361	126	50	40	21	42	1	50
900	165	40	24	35	88	1	40
900	650	130	20	135	104	3	43
900	600	64	11	68	106	1	64
1200	900	120	13	60	50	2	60
1300	200	80	40	46	58	2	40
1300	211	75	36	33	47	1	75
2000	215	54	25	52	96	1	54
2000	240	35	15	55	157	1	35
2000	750	130	17	130	100	3	43

Table 4 (continued)
Size of Town and Student Enrollment Data

Size of Town	Students in High School	Students in Vo Ag	Percent of School Enrollment	Vo Ag Students in FFA	Percent of Vo Ag Students in FFA	Number of Teachers	Teacher/Student Ratio
2400	325	49	15	50	102	1	49
5000	660	120	18	77	64	3	40
5000	310	50	16	42	84	1	50
5500	485	77	16	46	60	1	77
25,000	1300	69	5	69	100	1	69
125,000	855	159	19	68	43	2	79
S* 31,361	6114	1169	373	941	1349	24	815
S* Avg 1960.1	382.1	73.1	23.3	58.1	84.3	1.5	50.9
Tot 181,361	8269	1397	397	1078	1492	27	963
Avg 10,075.6	459.4	77.6	22.0	59.9	82.9	1.5	53.5

S* -- Total Minus the Two Large Urban Communities

Twenty-seven percent viewed land as their largest limitation. Local interest, which 17 percent listed, could probably be changed or eliminated through careful and sound program development by the affected Vocational Agriculture teachers. The writer considered that it was significant that two of the schools surveyed reported no limitations, and both of these schools had rather large investments in their programs. (See Appendix C)

Table 5
School Limitations

Limitations	Number of Schools	Percent of Group
Finance	8	44
Land	5	28*
Local Interest	3	17*
No Limitations	2	11
Total	18	100*

* Rounded to Next Whole Percent

Schools reporting finances as the limitation in Table 6 had eight programs in progress, 50 percent of which were under \$500 and 50 percent ranging up to \$36,000. The writer perceives that the program with a \$36,000 investment may be a misnomer of a financial limitation, although the desire is there to expand further than the present finances will permit. Some would not consider this case to be a

financial limitation, but a giant desiring to grow larger.

Table 6

Program Investment of Schools Listing
Finances as Limitation

Program Investments	Number of Schools	Percent of Group
\$1.00 - \$500.00	4	50
\$501.00+	4	50
Total	8	100

Schools reporting land as the limitation, shown in Table 7, had five programs, 40 percent of which were under \$500 and 60 percent over \$500. These ranged up to \$3,500.

Table 7

Program Investment of Schools Listing
Land as Limitation

Program Investments	Number of Schools	Percent of Group
\$1.00 - \$500.00	2	40
\$501.00+	3	60
Total	5	100

Schools listing local interest as the limitation, as indicated in Table 8, had three programs in progress. Sixty-seven percent of these programs had investments

under \$500, and 33 percent were between \$500 and \$1000.

Table 8

Program Investment of Schools Listing
Local Interest as Limitation

Program Investments	Number of Schools	Percent of Group
\$1.00 - \$500.00	2	67
\$501.00+	1	33
Total	3	100

Information in Table 9 provides data for schools listing no limitations. The two schools listed had two programs with investments of \$4000 and \$40,000 respectively.

Table 9

Program Investment of Schools Listing
No Limitation

Program Investments	Number of Schools	Percent of Group
\$4000.00	1	50
\$40,000.00	1	50
Total	2	100

SUCCESSFUL PROGRAMS

Successful programs were subdivided into four types of programs as indicated in Table 10. School farms

represented 44 percent of the programs offered. This was followed by livestock programs at 30 percent and horticulture programs at 20 percent. The grouping of other responses included the school that had a successful farm summer placement program which could be considered to be a productive agriculture experience.

Table 10
Production Agriculture Experience Programs

Program	Number of Participants	Percent of Group
Livestock	10	30
School Farms	13	44
Horticulture	6	20
Others	1	3
Total	30	100

Information in Table 11 illustrated that livestock programs in swine reflected 80 percent of the total livestock programs. Heifer chains and sheep and lambing programs each represented ten percent of the livestock programs.

School farm programs, as given in Table 12, reflected that livestock and crop programs account for 60 percent of the programs for schools with school farms. It is significant to note that the FFA Coop crop operations accounted for 30 percent of the work experience programs in this group.

Table 11
Livestock Programs

Program	Number of Participants	Percent of Group
Sow and Litter	3	30
Feeder Pig	3	30
Gilt Ring	1	10
FFA Coop Swine Operation	1	10
Heifer Chain	1	10
Sheep and Lambing	1	10
Total	10	100

Table 12
School Farm Programs

Program	Number of Participants	Percent of Group
Livestock	4	31
Crops	4	31
Catfish Farm	1	7
FFA Coop Crop Operation	4	31
Total	13	100

Information on horticulture programs in Table 13

indicated that 50 percent of the schools in this group had greenhouse operations, 33 percent had nurseries, and 16 percent had orchards. Greenhouse programs appeared to be the readily adopted programs in the area of horticulture.

Table 13
Horticulture Programs

Program	Number of Participants	Percent of Group
Greenhouse	3	50
Nursery	2	33*
Orchard	1	16*
Total	6	100*

*Rounded to Next Whole Percent

Community relationships and types of programs, given in Table 14, may be one of the most difficult with which to make a valid analysis. Livestock and crop programs were not restricted to the rural communities and neither were greenhouse and nursery programs limited to urban communities. Limitations on land availability are present in both the urban and rural schools but are not restricted to either. One urban school had only financial limitations where another had only land as a limitation. It is difficult to determine the difference between agricultural related businesses and non-agricultural related businesses. It is perceived by the writer that the agricultural related

businesses were not valid due to the fact that the percentages were not indicated by the survey. Numbers of businesses were insignificant without knowing the totals in a particular town and, even with total numbers of businesses, in the absence of a valid definition of agricultural related businesses, the percentages would be meaningless. The survey reflected no business provided facilities or funding for programs in progress. (See Appendix C)

Table 14
Community Relationship to Types of Programs

Programs	Town Size	Urban or Rural	Number of Agricultural Businesses	Major Limitations
Heifer Ring	300	Rural	3	Land
Gilt Ring and Crops	125,000	Urban	33	Land
Combination Crops and/or Livestock	900-5000	Rural	6 - 20	Finances(3) Interest(2) Land(2) None(1)
Swine Coop	361-1300	Rural	4 - 17	Finances(1) Land(1) None(1)
Livestock Coop	900-7000	Rural	12 - 20	Finances(1) Land(1)
Greenhouse Nursery Part Crops	1300-25,000	Rural to Urban	9 - 27	Finances(3)

STUDENT LIMITATIONS

Student personal limitations, in Table 15, indicated that 52 percent of the students were limited by both land and finances with which to engage in production agriculture experiences. Finance availability and available time ranked at 17.4 percent each as limitations. The limitation of available time during the school year is considered to be caused by work on the home farm, after school sports, and, in some cases, employment due to family finances. Land represented a limitation to only 13 percent of the group.

Table 15
Student Personal Limitations

Limitation	Number of Students	Percent of Group
Land and Finances	12	52.2
Finances	4	17.4
Available Time	4	17.4
Land	3	13.0
Total	23	100.0

For those who indicated that available time was a limitation, two types of responses are analyzed in Table 16. Fifty percent indicated that working on parent's farm and/or part time employment was the limiting factor, and 50 percent reported that after school sports and/or part time employment represented the limitation.

Table 16
Available Time

Limitation	Number of Students	Percent of Group
Working on Parents Farm and/or Part Time Employment	2	50
After School Sports and/or Part Time Employment	2	50
Total	4	100

SUMMARY

The results in Chapter IV indicated that there were indistinct relationships between the community resources and school enrollments in providing production agriculture experiences. There were strong indications that a relationship existed between teacher experiences and teacher tenure and successful work experience programs. There was no apparent relationship between the number of teachers in a school's Vocational Agriculture department and successful work experience programs. Within the limits of the reported data, few relationships were evident for valid analysis of agricultural related businesses and the occurrence of successful work experience. If anything, the absence of local business participation in student experience programs would indicate non-involvement.

Personal limitations of students seemed rather high

with 17.4 percent of the group being limited by time available due to participation in sports or part-time employment.

The community assets, including the school facilities, seemed to be partially contributory in those instances where aggressive and competent Vocational Agriculture teachers were engaged.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

On the surface, there appeared to be existant relationships of the total community assets to the provision of providing work experiences in production agriculture for students with limited resources. This study was designed to measure and determine the existant relationships between community resources and work experiences.

To aid in this study, twenty Vocational Agriculture teachers were selected to represent the entire state of Kansas. These teachers represented 100 percent of those reporting the desired type programs to the Kansas State Board for Vocational Education. From these twenty instructors, eighteen returns were tabulated into sixteen tables for analysis. Two surveys were not returned and these individuals were sent two follow-up questionnaires in addition to telephonic requests which met the same fate as the original questionnaire.

In analysis of the tabulated information, it became apparent that a relationship existed with the teacher's educational achievement, teaching experience, and tenure. Those teachers with M. S. degrees, teaching experience, and tenure of ten years or less were more evident in having

successful production agriculture experience programs for students of limited resources.

The absence of local business sponsored, or supported, successful work experience programs appeared to be an indication of the businesses not being active in the local school's agriculture program.

Due to the lack of a precise definition for agricultural related businesses and the absence of a current survey of the agricultural related businesses in each town, this information was not analyzed. The school facilities did not appear to be a definite advantage or disadvantage in providing successful work experience programs for students with limited resources.

CONCLUSIONS

The results of this study indicated several factors to be closely related to the school's ability to provide work experiences in production agriculture. Teachers appeared to be the key factor. Having a B. Sc. to M. Sc. degree with ten years or less teaching experience and tenure appeared to be the optimum of teacher achievement for the highest frequency of occurrence of these work experience programs. The writer perceives that teachers may be the most aggressive in the search and development of total programs of Vocational Agriculture during this period. Also contributing is the persuasiveness of these teachers, combined with the resources of the district, the school board,

and administrative support. All of these factors probably enhance the successfulness of pilot programs in the schools surveyed. Although 89 percent of these instructors reported limitations in developing experience programs for their students, each, by some means, had surmounted the limitations and were engaged in successful programs.

The community assets and school facilities only contributed to the successful programs in the presence of the teacher's abilities. Although 100 percent of the schools, or a representative survey of the total schools in Kansas having Vocational Agriculture were not surveyed, it can be summarized that some of those schools would have community and school facilities equal to or superior to the schools surveyed with successful experience programs. If this is true, it would tend to support the results of this study that indicate the individual teacher as being the key to the provision of successful production agriculture experience programs for students with limited resources.

Student limitations were sampled concerning those engaged in successful experience programs to determine the parameters of existant resources causing the student problems. The survey determined that the main student problem areas are land and capital. Available time was also indicated by the teachers as being a problem. School sports programs and student employment appeared to be a conflict that has been solved by some teachers.

The survey indicated the key in a school's provision

for production agriculture experience programs to be in the abilities of the teacher and his relationship with both the community and the students.

RECOMMENDATIONS

In summarizing this report, the writer observed several interesting findings. In an attempt to make these observations more useful, the writer developed several recommendations from the results of the study. These recommendations are based on the replies of Kansas Vocational Agriculture teachers selected as the population for the study. These recommendations are:

1. The Vocational Agriculture teachers make a comprehensive study (on paper) of the businesses in their community to determine a realistic evaluation of the business orientation of their particular community.

2. The business orientation of the community should be used in developing production agriculture programs that fit the particular community. More community assistance could probably be obtained if the programs were comensurate with the local business orientation.

3. An in-depth study of all successful production agriculture experience programs for those students of limited resources should be conducted, possibly as a thesis work, and funded through state funds. This study, when completed, should be distributed to all Vocational Agriculture departments in Kansas to serve as a catalyst for ideas and action. From this, more schools in Kansas, having Vocational

Agriculture departments, could expand their programs to reach more of the less-fortunate students in the lower income communities throughout Kansas.

4. The State of Kansas Vocational Agriculture Department should take steps to encourage teachers to develop programs to encompass those students with limited resources and consequently increase total enrollment in the Vocational Agriculture high school program.

5. A study should be conducted to determine why only twenty instructors of those teaching in Kansas have active programs sponsored by their schools in providing work experience programs in production agriculture for students with limited resources.

6. The State Vocational Agriculture Department should develop a program that can assist in enlightening the local school boards and administrators as to the advantages of production agriculture experience programs in their particular community. It would be advisable for the local teachers to do this, but there appeared to be a communications problem in the majority of the high schools in Kansas. Possibly the student to teacher ratio in many schools could attribute to this problem because some departments in this study (50 percent) had a teacher/student ratio in excess of 1:50.

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APPENDIX A



Department of Adult and Occupational Education
College of Education
Holton Hall
Manhattan, Kansas 66506
Phone: 913 532-5535

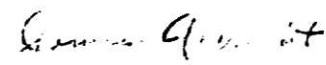
TO:

I am a graduate student at Kansas State University. I am doing a Master's Report on providing production agriculture experiences for Vocational Agriculture students with limited opportunities. Supervised agriculture experiences are one of the most valuable facets for high school youth.

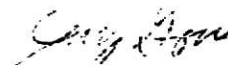
Your department has been identified as one which provides production agriculture experiences for Vocational Agriculture students. I am very interested in analyzing what is being done and in making the information available to the Vocational Agriculture teachers in the state. Therefore, I would like to have you describe one or two of your projects in providing production agriculture experiences.

Please take a few minutes to fill in the enclosed questionnaire and return it to me in the self-addressed envelope. I would like to receive it before January 15, 1974. Thank you.

Approved by,


James Albracht

Sincerely,


Jerry Goos

QUESTIONNAIRE FOR PRODUCTION AGRICULTURE EXPERIENCE

BACKGROUND

1. Years teaching experience _____
2. Years teaching in present position _____
3. Educational Achievement. Circle one: BS; BS + 15; MS; MS + 15.
4. Number of students in school _____
5. Number of students in Vocational Agriculture _____
6. Number of students in FFA _____
7. Population of nearest town _____
8. Number of agriculture related business _____
9. Orientation of community business: _____ Rural; _____ Urban
10. Does school have a farm? _____ No; _____ Yes. If yes, specify type and size:

11. Does school have laboratory accommodations other than a mechanical shop?
_____ No; _____ Yes. If yes, specify: _____

12. How many students participate in school farm or laboratory operation? _____
13. Do students own shares in school farm or laboratory operation?
_____ No; _____ Yes. If yes, specify the system and approximate share
value: _____

14. Please rank school limitations by order of importance for providing
laboratory experiences: _____ finance; _____ land; _____ local interest;
_____ other. If other, please specify: _____

15. Please check if you would like a summary of the results. _____

Production Agriculture Experiences provided by the school for the student:

Please answer the following questions to provide in-depth information about two projects which are sponsored by your school for providing production agriculture experiences.

PROJECT I

1. Please describe the production agriculture experiences provided by the school for this student. _____

2. Please rank the following data in order of importance: 1st, 2nd, 3rd, etc. for providing production agriculture experiences.
 - a. Source of capital: ☐ Bank; ☐ Commercial Company; ☐ Other, Specify _____
 - b. Land: ☐ School Owned; ☐ School Rented; ☐ Other, specify _____
 - c. Buildings: ☐ School Owned; ☐ School Rented; ☐ Other, Specify _____
 - d. Equipment: ☐ School Owned; ☐ School Rented; ☐ Other, Specify _____
 - e. Seed: ☐ School owned; ☐ Relative or Friend; ☐ Commercial Company; ☐ Other, Specify _____
 - f. Feed: ☐ School Owned; ☐ Relative or Friend; ☐ Commercial Company; ☐ Other, Specify _____
 - g. Total investment for this project _____
 - h. Instructor evaluation of this project: ☐ Successful; ☐ Not Successful, Please specify _____
3. Limitations of the student for providing his own production or related agriculture experiences. Please rank limitations in order of importance.
 - a. Limitations: ☐ Capital; ☐ Land; ☐ Both; ☐ Other, specify _____
 - b. Is student time a limitation for conducting the above project on his own? ☐ No; ☐ Yes. If yes, please specify reasons: _____
 - c. Student interest of the above project: ☐ High; ☐ Average; ☐ Low.

PROJECT II

1. Please describe the production agriculture experiences provided by the school for this student. _____

2. Please rank the following data in order of importance: 1st, 2nd, 3rd, etc. for providing production agriculture experiences.
 - a. Source of capital; __ Bank; __ Commercial Company; __ Other, Specify _____
 - b. Land: __ School Owned; __ School Rented; __ Other, Specify _____
 - c. Buildings: __ School Owned; __ School Rented; __ Other, Specify _____
 - d. Equipment: __ School Owned; __ School Rented; __ Other, Specify _____
 - e. Seed: __ School Owned; __ Relative or Friend; __ Commercial Company; __ Other, Specify _____
 - f. Feed: __ School Owned; __ Relative or Friend; __ Commercial Company; __ Other, Specify _____
 - g. Total investment for this project _____
 - h. Instructor evaluation of this project: __ Successful; __ Not Successful, Please Specify _____
3. Limitations of the student for providing his own production or related agriculture experiences. Please rank limitations in order of importance.
 - a. Limitations: __ Capital; __ Land; __ Both; __ Other, specify _____
 - b. Is student time a limitation for conducting the above project on his own? __ No; __ Yes. If yes, please specify reasons: _____
 - c. Student interest of the above project: __ High; __ Average; __ Low.

APPENDIX B

Vocational Agriculture Departments who
Participated in this Study

Claflin H. S.

Moundridge H. S.

Colby H. S.

Palco R. H. S.

Crest H. S.

Paola H. S.

Hill City H. S.

Peabody H. S.

Holcomb H. S.

Phillipsburg H. S.

Kingman R. H. S.

Russell H. S.

Labett Co. H. S.

Seaman H. S.

Manhattan H. S.

Trego Com. H. S.

Minneapolis H. S.

Winfield H. S.

APPENDIX C

Selected Data from Questionnaires

Community Number*	1	2	3	4
Rural/Urban Community	Rural	Rural	Rural	Rural
Population of Nearest Town	300	300	361	900
High School Enrollment	142	135	126	165
Agricultural Related Businesses	3	6	8	4
School Laboratory	No	Yes	Yes	Yes
School Farm	No	Yes	Yes	Yes
School Owned Farm	No	No	No	Yes
School Rented Farm	No	No	No	No
FFA Coop Operation	No	No	Yes	Yes
Business Provided Facility	No	No	No	No
Student Share Value in Coop	N/A	N/A	\$5 each	\$5 each
Investment Value of Experience Program	\$350	\$400	\$600	\$300
Number of Acres	0	7	5	5
Student Limitation	Land	Local Interest	Land	Finance

Community Number	5	6	7	8
Rural/Urban Community	Rural	Rural	Rural	Rural
Population of Nearest Town	900	900	1200	1300
High School Enrollment	650	600	900	200
Agricultural Related Businesses	5	20	20	9
School Laboratory	Yes	No	No	Yes
School Farm	Yes	Yes	Yes	Yes
School Owned Farm	Yes	Yes	Yes	No
School Rented Farm	No	No	No	No
FFA Coop Operation	No	Yes	No	No
Business Provided Facility	No	No	No	No
Student Share Value in Coop	N/A	\$5 each	N/A	N/A
Investment Value of Experience Program	\$2000+	\$300	\$300	\$300
Number of Acres	100	3	40	**
Student Limitation	Finance	Finance	Land	Finance

Community Number	9	10	11	12
Rural/Urban Community	Rural	Rural	Rural	Rural
Population of Nearest Town	1300	2000	2000	2000
High School Enrollment	211	215	240	750
Agricultural Related Businesses	20	12	17	3
School Laboratory	No	No	No	Yes
School Farm	Yes	Yes	Yes	Yes
School Owned Farm	Yes	Yes	Yes	Yes
School Rented Farm	No	No	No	No
FFA Coop Operation	Yes	Yes	Yes	No
Business Provided Facility	No	No	No	No
Student Share Value in Coop	\$10 each	\$10 each	\$5 each	N/A
Investment Value of Experience Program	\$4000	\$480	\$200	\$40,000
Number of Acres	3	34	160	100
Student Limitation	None	Land	Local Interest	None

Community Number	13	14	15	16
Rural/Urban Community	Rural	Rural	Rural	Rural
Population of Nearest Town	2400	5000	5000	5500
High School Enrollment	325	660	310	485
Agricultural Related Businesses	8	18	20	15
School Laboratory	Yes	Yes	Yes	No
School Farm	No	Yes	No	Yes
School Owned Farm	No	Yes	No	Yes
School Rented Farm	No	No	No	No
FFA Coop Operation	No	No	No	No
Business Provided Facility	No	No	No	No
Student Share Value in Coop	N/A	N/A	N/A	N/A
Investment Value of Experience Program	\$1000	\$36,000	\$300	\$1000
Number of Acres	0	40	0	21
Student Limitation	Finance	Finance	Finance	Local Interest

Community Number	17	18
Rural/Urban Community	Urban	Urban
Population of Nearest Town	25,000	125,000
High School Enrollment	1300	855
Agricultural Related Businesses	27	33
School Laboratory	Yes	Yes
School Farm	Yes	No
School Owned Farm	No	Yes
School Rented Farm	No	No
FFA Coop Operation	Yes	Yes
Business Provided Facility	No	No
Student Share Value in Coop	\$5 each	\$5 each
Investment Value of Experience Program	\$4,000	\$3,500
Number of Acres	**	75
Student Limitation	Finance	Land

* Communities were numbered instead of named as authors method of maintaining confidentiality of respondents.

A STUDY TO DETERMINE THE FACTORS WHICH INFLUENCED
THE PRODUCTION AGRICULTURE EXPERIENCES FOR
STUDENTS WITH LIMITED RESOURCES

by

WILLIAM JERRY GOOS

B.S., UNIVERSITY OF MISSOURI, 1961

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Agricultural Education

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1974

PURPOSE

The purpose of this study was to determine the factors which influenced the production agriculture experiences of students with limited resources. To accomplish this goal, the writer prepared a research instrument to be completed by twenty selected Vocational Agriculture teachers in Kansas who reported having successful production agriculture experience programs.

METHOD

The questionnaire consisted of two pages of questions which were designed to measure information concerning the instructor, community, successful programs, and student limitations. Eighteen usable responses were returned and tabulated in percentages for analysis.

FINDINGS

No apparent relationship was determined for the businesses involvement or support and the occurrence of production agriculture experience programs. Since no department reported local business support, it can be assumed that business establishments in the community were not involved in providing production agriculture experiences.

No significant relationship was determined as to the school facilities and the occurrence of production agriculture

experience programs. Within the parameters of the study, schools with few facilities had programs and investments as large or larger than those schools with more facilities available. A school's limitations in extending the production agriculture experience programs was not considered the most significant limiting factor since some schools circumvented this problem through the formation of FFA Coops which acted as the agent to rent land and furnish the capital. Forty-four percent of the experience programs involved school farm operations which included both the school property and the FFA Coop rented facilities. Livestock programs involved 30 percent of the reported production agriculture experience programs.

Student limitations reflected 52.2 percent of the group having neither land nor capital with which to engage in a personally funded production agriculture work experience program.

A relationship of teacher tenure and teaching experience of ten years or less appeared to be the most frequent factor in successful production agriculture experience programs. Commensurate with this, it was noted that teachers with educational achievements of the M.S. degree represented the largest category of teachers engaged in successful production agriculture experience programs.

An analysis of this study indicated that the most significant factor in the school's providing production agriculture experience programs depend on the abilities of

the teacher in acquiring the resources either from the school or from other sources.