

WHY TEACHERS OF VOCATIONAL AGRICULTURE
IN KANSAS LEAVE THE FIELD

by 147

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INTRODUCTION

The writer of this report, a teacher of vocational agriculture for seven years at the time of the report, had been interested in the problem of teacher tenure during all his teaching experience. In the reading of professional literature several published articles increased his interest in this field. An article by Conville and Anderson pointed out that the selection and retention of competent teachers has been one of the most important responsibilities of superintendents and boards of education.¹

They further wrote that in evaluating a school district, state departments of education and regular accrediting agencies have been concerned with the quality and permanency of the staff. Experience has supported the observation that good school systems generally have tended to attract and hold good teachers. The highest rates of turnover have been usually found in those states with the lowest standards of admission to teaching.²

Dr. Zeran, Dean of the College of Education, Oregon State University, in his textbook on professional education, wrote that teacher stability has been closely associated with high professional standards. Turnover in the total teaching staff of the nation had not fallen below 10 per cent at any time, with the

¹Rosine Conville and Stuart A. Anderson, "Teacher Turn-Over in Coles County, Illinois," Educational Administration and Supervision, 42:10, January, 1956.

²Loc. cit.

average being around 15 per cent.¹

Edmineton and others indicated that reduction in turnover had generally expected to be one of the results of tenure coverage but that a study in 1940-41 and 1946-47 had indicated that turnover was not lessened by tenure.²

Dr. H. M. Hamlin, head of Vocational Agriculture Teacher Education at the University of Illinois, wrote that the mobility of superintendents has been studied more frequently than mobility of classroom teachers. A study of 737 school systems in Illinois, Iowa, and Michigan, each employing from twenty to 59 teachers, found that stability among school-board members was related to stability among school superintendents. In low turnover districts, superintendents more often were promoted from the ranks and had no other superintendency. Delegation of authority by boards to superintendents was higher in systems with low turnover, whereas board interference or district relationship with personnel and citizens, by-passing superintendents, was found in districts with high turnover.³

Other readings and observations by the writer indicated that low standards discourage people with career ambitions and attract

¹Franklin R. Zeran, The High School Teacher and His Job, p. 43.

²Robert W. Edmiston, John Clar, and Donald Garrison, "Tenure of Administrative Heads of Public Schools," Educational Administration and Supervision, 36:130, March, 1950.

³Herbert M. Hamlin, Public School Education in Agriculture, p. 29.

individuale without perticular qualifictione for occupetione, individuale willing to drift from one job to another, thue in-creasing the demand for replacements. There were some observed internal factors, subject to some measure of control by the teaching profession itself.

It was also a belief of the writer that the supply of persons qualified to perform a designated service, particularly one of high order such as teaching, is not susceptible to easy measurement. Standards of acceptability in teaching have always varied widely from state to state, from district to district, and among the subjects to be taught. Also, the availability of those persons already in a given locality and of those willing to come from elsewhere who can meet the local standards will vary from time to time.

A National survey showed that the number of agricultural education majors in the nation was declining every year since 1961 when there were 759, to 691 in 1964-65. The survey was reported in a professional news letter sent out by the National Vocational Agriculture Teachers Association. "Last fall 1003 new men entered vocational agriculture teaching positions indicating a turnover of about 91.5 per cent. One hundred and twenty teachers were still needed but unavailable at that time."¹

The news letter further reported that the number of new

¹Letter from James Wall, Executive Secretary of National Vocational Teachers Association, to Teachers of Vocational Agriculture, April 11, 1966. Topic of Letter: Recruiting Future Teachers for Vocational Agriculture.

positions per year had been estimated to be about 1318 per year from the next three years. It appeared that not only would more teachers be needed but many would be teaching in new programs.

In order to recruit more teachers of vocational agriculture the National Vocational Agriculture Teachers Association endorsed the plan of the Professional Personnel Recruitment Committee of the Agricultural Division of the American Vocational Association. Mr. C. C. Buethe, State Supervisor of Vocational Agriculture Education in Kansas, was serving on this committee at the time. The committee had developed plans and materials which they suggested would help meet the teacher shortage problem if those concerned would do their part. The Plan for Action section of the committee contacted leaders in each of the states asking for the establishment of commissions on recruitment for Agricultural Education and that teachers be provided with suitable brochures, folders, posters, etc., to aid them in contacting students and parents, that "Teachers of Teachers" be recognized through awards, and that the total effort be coordinated with those of the Land Grant Colleges and other interested groups.¹

Hoover stated that vocational agriculture teachers in this country have been needed. Concerning agricultural employment, he said, "More than 2,000 new teachers are employed each year in departments of vocational agriculture in high schools, agricultural colleges and agricultural extension service."²

¹ Loc. cit.

² Norman K. Hoover, Handbook of Agricultural Occupations, p. 219.

This indicated the need for competent, trained individuals as vocational agriculture instructors in the public secondary and some state junior colleges in this country. However, Kansas State University could supply only 15 of 25 needed vocational agriculture teachers for public secondary school job openings in Kansas during the fall of 1964.¹

Dr. Agan, Head Teacher Educator in Agricultural Education at Kansas State University, reported that on the average, 20 per cent of the vocational agriculture teachers of Kansas change teaching positions or leave the field every year.²

The author observed that theoretically this would mean a complete crop of new teachers every five years, but this had never happened and probably never would. There had always been those who stayed with teaching of vocational agriculture as life careers. It was assumed by the author that there always would be; therefore, Kansas would never have a complete new crop of teachers every five years. The men teaching vocational agriculture in Kansas have used their teaching careers as stepping stones to other positions. This rate of turnover was alarming to the author and increased his interest in making a study concerning why the men have left the profession of teaching vocational agriculture and what professions were taken up by those who left.

¹David Mugler, of Kansas State University, in a talk to possible agricultural students to Kansas State University at an Area Vocational Agricultural Teachers Conference, Scandia, Kansas, January 20, 1965. Permission to quote secured.

²Dr. Raymond J. Agan, "Losing Our Teachers," p. 2 (Mimeographed).

The 20 per cent of the vocational agriculture teachers who have left the field in an average year or have changed teaching positions in Kansas every year was of much concern to those in the field of agricultural education. It was with these thoughts in mind that the study was developed by the investigator concerning the question as to why teachers of vocational agriculture in Kansas left the field.

STATEMENT OF THE PROBLEM

This study of former vocational agriculture teachers, those who left the profession between July 1, 1960, and June 30, 1965, was undertaken to answer the question, "What have been the causes of the vocational agriculture teachers leaving the profession?" and to determine what field of work the former teachers entered after leaving the profession. All parts of Kansas have been losing vocational agriculture teachers at an alarming rate. The problem was divided further into the following questions:

1. Have vocational agriculture teachers been using their positions as stepping stones to other positions?
2. Have teachers who left been teachers who thought they would make teaching vocational agriculture their life occupations?
3. Have salaries played a vital part in causing vocational agriculture teachers to leave the profession?
4. Have former vocational agriculture teachers believed in what they taught, farming, so strongly that they have taken it up as their full time occupations?

5. Have discipline problems been contributing factors in causing teachers to leave the profession?
6. Have former vocational agriculture teachers thought they reached their ceiling in earning capacity as vocational agriculture teachers?
7. Have high school administrators been a cause of former vocational agriculture teachers leaving the field?
8. Have former vocational agriculture teachers done graduate work prior to leaving the field?

Further, it was hoped that the material within this report would aid the agricultural education professors of the College of Education, Kansas State University, in curriculum planning and the advising of future students. The answers to why teachers were leaving the field would be of benefit in reducing the number leaving if preventative measures were applied.

LIMITS OF THE STUDY

The study was limited to those graduates in agricultural education from Kansas State University of the years 1940 through 1964, who taught vocational agriculture in a reimbursed program of vocational agriculture for a minimum of one year and who did not elect to teach vocational agriculture in Kansas after June 30, 1965. The study did not cover those who had left the profession because of retirement.

The study covered only reimbursed vocational agriculture departments in the state of Kansas. The study did not include teachers who left the profession if they returned any time before

the start of the 1965-66 school term.

Limitations of the study were as limited as were:

1. The extent to which the significant factors were included in the study.
2. The extent to which the men queried uniformly interpreted the items on the questionnaire.
3. The extent to which the interpretations of men queried agreed with the interpretations intended relative to the items on the questionnaire.
4. The extent to which each individual responding was able to appraise factors accurately and without bias.
5. The extent to which the impersonal procedure of mailing the questionnaires affects response.
6. The extent to which the author was able validly to interpret and describe the data secured.

DEFINITIONS OF TERMS USED

For the purpose of this study, certain words were set aside and given special definitions. The definitions were not necessarily those of common usage and were defined solely for the purpose of this study.

Agricultural education graduates. In this report, these words signified those students that pursued a study of agricultural education at Kansas State University, Manhattan, Kansas, and received their Bachelor of Science degree.

Factor. A term used to refer to the circumstances which produced a satisfied or dissatisfied result.

Field. Kansas State University has trained students to become vocational agricultural instructors since 1918. Being a vocational instructor was the "field" for which they were trained.

Former teacher(s). Agricultural education graduates that once taught vocational agriculture that did not continue teaching.

In-service teacher(s). Teacher(s) that were teaching in a reimbursed department of vocational agriculture in Kansas and did not leave the profession during the study.

Instructor(s). Instructor(s) was interpreted as meaning those individuals providing instruction to a student in a desired course of study. This referred to both university instructors as well as vocational agricultural instructors in public secondary and state junior college schools.

Occupational status. Vocation, job, or earning power area pursued during the limits of the study by non-teachers at the time of the study.

Reimbursed departments. Departments of vocational agriculture having a teacher listed on the list of Vocational Agriculture Teachers of Kansas, 1959-60 through 1965-66, published by the State Department of Vocational Education Office, Topeka, Kansas.

Teacher(s). This term was synonymous with that of "instructor(s)."

Tenure. When an individual had stayed at one occupational location or area for a certain length of time, he had gained "tenure." This term was implied as such in this report.

Usable responses. An area of the returned questionnaires

suitable for tabulation and use in the study.

Vocational agriculture. Vocational agriculture in Kansas has been compounded of four parts: classroom teaching, farm mechanics, supervised farming, and the Future Farmers of America organization, correlated in a "learning by doing" situation in public high schools.

METHOD OF RESEARCH

Research material needed was obtained through: (1) a study of records at Kansas State University, Manhattan, Kansas, and the State Board for Vocational Education, Topeka, Kansas; (2) interviews with faculty members connected with agricultural education at Kansas State University; and (3) questionnaire survey of former teachers who taught vocational agriculture in Kansas between July 1, 1960, and June 30, 1965 (see Appendix, Exhibit #2).

Literature was reviewed in preparation for the study. With the help of his advisors, the writer then prepared a questionnaire designed to be mailed to the former teachers of vocational agriculture who were Kansas State University graduates. Special attention was given to a dissertation with a similar problem written by Wolf at Ohio State University.¹ Special attention was also given to a study completed by Roderick at the University of

¹Willard H. Wolf, "The Influence of Selected Factors Upon the Vocational Choice of Graduates Majoring in Agricultural Education During The Years 1929-48," Doctor of Philosophy Dissertation, Ohio State University, Columbus, 1953.

Missouri.¹

The report paralleled a master's report by Severance titled, "The Occupations of Graduates in Agricultural Education Who Did Not Teach Vocational Agriculture."²

The three-page questionnaire was mailed to all former Kansas teachers of vocational agriculture who had left the profession since 1960 through 1965. In the five-year period covered by the report, 118 teachers had left the profession. Of the 118 teachers who had left, 56 were graduates of Kansas State University between 1940 through 1964. There were others who were graduated from Kansas State University but they had left the field because of retirement.

Teachers that left the field who had been graduated from a college other than Kansas State University were not sent questionnaires. There were 27 Oklahoma State University graduates, two each from the University of Missouri and Colorado State University, and one each from the University of Florida, Mississippi State College, and the University of Wyoming. The parent college of two former teachers was unknown. Four of the former teachers were deceased, while six left then returned to the field, and 16 teachers retired who had an average of 22.6 years of experience.

¹C. V. Roderick, "Why Former Teachers of Vocational Agriculture Left The Profession," Department of Agricultural Education, College of Education, University of Missouri, Columbia, 1953.

²Harold D. Severance, "The Occupations of Graduates in Agricultural Education Who Did Not Teach Vocational Agriculture," Master's Report, Kansas State University, Manhattan, Kansas, 1966.

A teacher who had graduated from Kansas State University in 1923 held the record as the oldest degree teacher at the time of the study. Fourteen of the 16 retiring teachers were graduates of Kansas State University. Of the remaining two, one had graduated from the University of Missouri and the other from Fort Hays State.

Between 1960 and 1965, 56 teachers had left the field for reasons other than retirement. Of the 56 possible subjects, the addresses were obtained for 54 of them and 52 usable questionnaires were returned in time for tabulation. The study, therefore, included 52 former Kansas teachers of vocational agriculture. Not all questions were answered, nor were all questions usable that were answered. Ninety-two per cent of the questionnaires were returned and were usable at least in part.

A study of the list of vocational agriculture teachers of Kansas for the years 1959-60 through 1965-66 revealed that 118 teachers had left the profession.¹ This indicated to the writer that 12.6 per cent of the teachers were leaving the field each year.

Table 1 was constructed to reveal the number of teachers leaving the field by years. In 1964, 31 or 16.2 per cent of the teachers left the field. On the average, Kansas lost 24.8 teachers per year during the five-year period covered by the study.

¹"Vocational Agriculture Teachers of Kansas, 1959-60 through 1965-66," supplied by the State Department of Vocational Education, Topeka, Kansas.

Table 1. Teachers of vocational agriculture in Kansas who left the profession by years, 1961-1965.

	1961	1962	1963	1964	1965	Total
Number of teachers in vocational agriculture teaching in Kansas	197	190	188	191	190	
Total number of teachers leaving this field of vocational agriculture in Kansas--Six returned to teaching before the close of this study.	24	27	22	31	20	124 ¹
Number of teachers leaving the field of vocational agriculture in Kansas who were graduated from Kansas State University in agriculture education between 1940 through 1964	4	13	8	16	17	58 ²
Average number of teachers leaving the field of vocational agriculture in Kansas each year	12.2	14.2	11.6	16.2	10.5	Average 12.6

¹Average number of teachers leaving per year = 24.8.

²Two subjects have died--one each in 1962 and 1963.

Further study by process of elimination of the list of vocational agriculture teachers of Kansas for the years 1959-60 through 1965-66 revealed that 87 or 45.8 per cent (average number of teachers per year in Kansas covered by the study 190.33¹) of the 190.33 had not changed schools during the study. Another 18 teachers or 9.5 per cent of the teachers had taught the five years but had changed positions at least once. The two groups represent 105 or 55.3 per cent of the vocational agriculture teachers covered by the study. The investigator concluded that teachers leaving the field were doing so from a minority of the departments of vocational agriculture.

A cover letter (see Appendix, Exhibit #1) and the three-page questionnaire were mailed to the 56 former teachers who left the field during the five-year period covered by the study. Of the 56 questionnaires sent, two were returned because of no forwarding address. Fifty-two usable or 91.9 per cent of the 56 questionnaires were returned. It was not the intention of the writer to question those who had left the field and returned again during or before the beginning of the fall of 1965.

Identity of the former teachers' questionnaires was revealed by a code. The identified questionnaires were used in comparative research with records from the State Vocational Education Office in Topeka.

The procedure used in analyzing the data included a con-

¹Loc. cit.

solidation of the 52 returned questionnaires in order that a summary of available data and information concerning the problem could be made.

The limits of the study were for the years July 1, 1960, through June 30, 1965; however, some of the material included the years 1966 and 1967, and was presented in this report.

REVIEW OF SELECTED LITERATURE

Literature related to the central theme of this study was reviewed from the private library of the writer, including volumes of The Agricultural Education Magazine and other professional journals, the Oaklay, Kansas, City Library, and the Kansas State University Library. A study was made of reports by Dr. Ralph Bender, Ohio State University, and Professor C. V. Roderick, University of Missouri, and others through inter-library loan. Selected studies were reviewed for inclusion in this report.

Since 1917 the vocational agricultural teaching profession has been conducted throughout the United States under the provision of the Smith-Hughes Act.¹

Roderick, in a study published in 1953 titled, "Why Former Teachers of Vocational Agriculture Left the Profession," found that of the 147 usable returns, the largest group or 23.6 per cent was teaching in fields other than vocational agriculture. It was

¹Lloyd J. Phippe, Handbook on Agricultural Education in Public Schools, p. 3.

further found that 22.4 per cent were engaged in farming and an equal number in agricultural commercial work. Those in commercial work were classed into three categories: saleswork, managerial, and educational work. Thirteen men were doing sales work, 14 were managers of agricultural commercial companies, and five were in educational work for such concerns.¹

The remaining 46 or 31.4 per cent were engaged in various types of work such as farm managers 6, government agricultural agencies 6, agricultural extension 6, doctor of veterinary medicine 5, retired 4, business for self 5, student 3, and veterans administration 2. There was one each in the following types of work: minister, geologist, research chemist, optometrist, mail carrier, insurance adjuster, magazine editor, land appraiser, and medical doctor.²

In conclusion Roderick stated that "limited opportunities for advancement" was the major reason given for leaving the teaching profession. Additional findings were that teachers of vocational agriculture reach the ceiling in earnings in their profession rather quickly; there seemed to be but little salary differential in teaching between inexperienced and experienced men; former teachers of vocational agriculture did not complain of the long work day required in teaching as long as they thought they were getting paid for their extra effort; and two per cent of those responding ranked as the Number One reason for leaving the profession: "The high school administration was unsympathetic to the vocational program."³

¹Roderick, op. cit., p. 3.

²Loc. cit.

³Ibid., p. 5.

Nelson, in 1954, expressed his views concerning the job satisfaction of midwestern teachers. He mentioned security of job as the highest dissatisfaction area among teachers. This was followed by: (1) salary, (2) social approval, (3) work load, and (4) opportunities for advancement.¹

During a five-year period a study was made in Michigan of former teachers. Usable returns were analysed from 71 former teachers. Sixty-four per cent of those who began teaching had left the field by 1965. The study covered a select group of years from 1952 through 1961.²

The study by Thompson found that the former agriculture teachers had very stable careers, they moved infrequently while teaching, and were likely to have only one or two jobs after leaving the classroom. The former agriculture teachers had decided on teaching as a career only after they entered college. The group was found to have self-expression and people oriented values and teaching satisfied these values.³

Sasman, concerned as to why instructors leave the vocational agricultural teaching profession, listed the lack of recognition for their work as the first factor.⁴

¹Kenneth Nelson, "Interests and Job Satisfaction of Midwestern Teachers," The Agricultural Education Magazine, February, 1954, 26:178.

²John F. Thompson, "A Look at Some Who Quit Teaching," The Agricultural Education Magazine, January, 1967, 39:156.

³Ibid., p. 158.

⁴L. M. Sasman, "Why Do Instructors Leave Vocational Agriculture?" The Agricultural Education Magazine, August, 1953, 26:46.

Severance found in his study of Kansas State University agricultural education graduates that did not elect to teach vocational agriculture: "Beginning vocational agricultural teachers received \$443.33 more than non-teachers for their first occupation," however, "non-teachers received \$3,480.19 more in pay than in-service teachers at time of the study."¹

Sixty-six per cent of Severance's subjects were "highly satisfied" or "reasonably well satisfied" concerning the security the vocational agricultural teaching profession offered; although 51.5 per cent of the respondents were "somewhat dissatisfied" or "very dissatisfied" concerning the opportunity for advancement of himself in the vocational agricultural teaching profession. Salary was indicated most often as the first ranked reason by 64 respondents as to why they did not teach vocational agriculture. Lack of advancement possibilities was indicated most often as the second ranked reason by 61 respondents as to why they did not teach vocational agriculture.²

A study completed in the Department of Agricultural Education at the University of Tennessee showed that salary was the main factor influencing teachers to leave the profession. The study included all teachers who quit teaching vocational agriculture in Tennessee between July 1, 1946, and June 30, 1956. There were 239 persons in that category. Those who had died and those who had retired were not included in the survey. The

¹Severance, op. cit., pp. 45-46.

²Loc. cit.

remainder were surveyed by mail; 131 useble replies were received and analyzed.¹

Respondents to the Tennessee study geve more than one reason relating to the salery factor. Eighty-nine per cent of the former teachers checked one or more of the reasons releting to salery, indicating that this factor influenced their decision to quit teaching vocational agriculture. Ranking second to salary was "limited chance for promotion in vocetional agriculture." The next most important factor, or composite factor, was the school administretion, grouped on the questionnaire ee followe:

1. School administrators showed little or no interest in vocational agriculture.
2. School administrators gave little or no aid in securing needed supplies and equipment.
3. Lack of cooperation and understanding from echool administrators.
4. School administrators would not errange a suitable schedule for vocational agriculture.²

The occupations pursued by the former teachers of vocational agriculture in Tennessee were summarized as followe:

<u>Occupation</u>	<u>Number</u>
Salesman	16
Government agriculturel agencies	13
Self-employed	12
Agricultural Extension Service	10
High school or elementary teaching	9
Non-agriculturel government agencies	7

¹A research report, "Why Teachers of Vocational Agriculture in Tennessee Leave the Profession," issued by Department of Agricultural Education, University of Tennessee, Knoxville, May, 1958, p. 1.

²Loc. cit.

<u>Occupation</u>	<u>Number</u>
School principal	7
College teaching	7
Farming	6
Superintendent of schools	6
Agricultural commercial companies	5
Insurance business	5
Vocational agriculture teaching in other state	5
Veterans'-on-farm training program	5
Non-agricultural commercial companies	4
Student	4
Unemployed	4
Others	6

A Master's Report, written by Schrag, concerned the employment history of vocational agricultural teachers in Kansas for the years 1918 through 1947. "A more promising future" was indicated by 54.8 per cent of the vocational agricultural teachers as the reason they left the field. This was followed by 43 per cent leaving the field for "better pay." Thirteen per cent of Schrag's analyzed teachers left the teaching field because they were "dissatisfied."¹

Kusel mentioned the fact that he liked teaching students as a factor in continuing to teach vocational agriculture when a new job opportunity was offered. He indicated there would be no financial advantage and that his family would not benefit his change of occupations.²

A desire to farm and a desire for a more permanent home were

¹Elmer Phillip Schrag, "Employment History of Vocational Agriculture Teachers in Kansas," Master's Report, College of Education, Kansas State University, Manhattan, 1955, Table 9.

²John Kusel, "A New Job Came Along and I Stayed," The Agricultural Education Magazine, June, 1963, 35:260.

brought out in Roderick's study as well as: interested in research, asked to leave the profession, too many reports, too much dictation, felt call to ministry, enjoyed outside work, a chance to acquire own business, too much competition with athletic interests.¹

Lambert at the University of Kentucky reported that, "Ninety-eight per cent of teachers indicated that school conditions influenced their decision to continue teaching."² Other high areas pointed out by Lambert as to the satisfaction of teaching vocational agriculture were: (1) working with high school farm boys; (2) working with young people and being able to guide and counsel them; (3) born and reared on a farm and wished to be closely associated with the farm; and (4) family wanted him to continue teaching vocational agriculture.

Urbanisation has opened opportunities in vocational agriculture in Frane's report on why he stayed in the field. Frane pointed out that the change brought about in his community by urbanization offered more agricultural opportunities such as floriculture, landscaping, greenhouse work, and work of this nature.³

Roderick reported that "Over 75 per cent of the men surveyed planned on teaching as a life career when they started, while

¹Roderick, *op. cit.*, p. 5.

²Edwin E. Lambert, "Why Teachers of Vocational Agriculture Continue to Teach," *The Agricultural Education Magazine*, March, 1963, 35:194.

³Reed Frane, "The Community Changed--I Decided to Stay," *The Agricultural Education Magazine*, August, 1963, 36:42.

less than 25 per cent planned on using it as a 'stepping stone' to something else. It was interesting to note that 50 per cent of those who did plan on using it as a stepping stone taught over 10 years. Two taught more than 25 years before changing their work."¹

With the above views in mind, it was the writer's opinion that the vocational teaching profession had been enjoyed and successfully lived by many who otherwise would have done a good job in other areas of employment.

The writer concluded in the Review of Literature that there could be varied reasons as to the satisfaction and dissatisfaction of teaching vocational agriculture. These presented views were the background of this study.

DISCUSSION OF QUESTIONNAIRE

The questionnaire used in obtaining data for this report contained 17 questions (see Appendix, Exhibit #2). Whether the former teachers had plans on teaching for a lifetime or for a shorter term were to check: (1) Planned to teach as a full career until retirement, or (2) No plans on the length of teaching, or (3) Did not plan to teach as a career.

From the Review of Literature the author presented several studies which indicated salary as being an important factor involved in vocational agriculture teachers leaving the field. An open-end question pertaining to salary was asked individuals

¹Roderick, *op. cit.*, p. 11.

directly concerned with this study. There was also a choice to rank the importance of salary in deciding to become a former teacher.

The former teachers were asked to check from choices the condition which best fit their situation in relation to:

- (1) Administrator's feelings towards vocational agriculture,
- (2) Hours of graduate work completed before resigning last teaching position,
- (3) The extent to which superior lesson plan preparation is essential to effective vocational agriculture teaching,
- (4) Which level of class required the most teaching preparation, and
- (5) Were discipline problems factors in leaving the teaching of vocational agriculture?

On the second page of the questionnaire the former teachers were asked whether they would advise a "qualified" young man to pursue the agriculture education curriculum at Kansas State University if: (1) he plans on teaching vocational agriculture as a lifetime profession, (2) he plans on using teaching as a "stepping stone" to some other vocational profession, and (3) he plans ultimately to return to the farm.

In relation to Cook's thesis, five questions were presented in the questionnaire that were to be answered as to how the individual felt. The respondents' answers were to be placed in one of five columns ranking from "highly satisfied" to "very dissatisfied."¹

¹Donald Eugene Cook, "Occupational Status of West Virginia University Agricultural Education Graduates, 1951-1961," Master's Thesis, West Virginia University, Morgantown, 1962, Appendix.

In questions 13 and 17 of the questionnaire, individuals directly concerned were asked to give their views concerning two questions. The two questions involved the stating of their own ideas concerning: (1) whether they would consider teaching vocational agriculture again or not and what factors they would like to see changed before entering the profession again, and (2) how the training and experience in vocational agriculture had assisted in their present work.

Since a review of literature disclosed several factors concerning job satisfaction and dissatisfaction, a question (question 14) was entered in the questionnaire concerning reasons why the individuals had decided to leave the field.

A list of 20 reasons, with space for "other" if the individual wanted to list others, was provided for individual's selection. From the list of reasons provided, the individual directly concerned was to select and rank his choice which ranged from "major reason" to "not connected with leaving."

It was felt by the writer that the questionnaire was somewhat personal in some areas; therefore, no names from returned questionnaires were used in this report.

LOCATION OF FORMER TEACHERS

As indicated in Table 2, 44 or 84.6 per cent of respondents remained in Kansas with five located in four different states and three located in three different foreign countries at the time of the study. As revealed by Table 2, approximately one out of five had lived in Kansas at the time of the study.

Table 2. Former teachers remaining in Kansas.

Location	Number of responses	Per cent
Kansas	44	84.6
Other states	5	9.6
Foreign countries	3	5.8
Totals	52	100.0

States other than Kansas and foreign countries were shown in Table 3. Missouri attracted two respondents while Arkansas, California, and Indiana each attracted one. The foreign countries which each attracted a respondent were Guatemala, Leone, and Nigeria. As indicated in Table 3, the investigator concluded that no one state or foreign country in particular, other than Kansas, attracted the former Kansas teachers of vocational agriculture.

Table 3. Location by states, other than Kansas, and foreign countries.

Location	Number of responses	Per cent
States		
Arkansas	1	1.92
California	1	1.92
Indiana	1	1.92
Missouri	2	3.84
Total of other states	5	9.6
Foreign countries		
Guatemala	1	1.92
Leone	1	1.92
Nigeria	1	1.92
Total of foreign countries	3	5.86
Total in states other than Kansas and foreign countries	8	15.4

A study of the data presented in Tables 2 and 3 revealed to the investigator that if the same data were applied to future vocational agriculture teachers in Kansas who become former vocational agriculture teachers, there is approximately an 85 per cent chance that they would be located in the state of Kansas. The individuals directly concerned in the study were located in five of the nation's 50 states and in three foreign countries.

QUESTIONNAIRE RESULTS

As revealed in Table 4, 20 or 28.1 per cent of the occupations chosen by the former teachers of vocational agriculture did associate with the field of education, and 10 or 14.9 per cent of the occupations chosen by the former teachers were listed as education and research at college and university level.

Seven of the former teachers listed a branch of extension as one of their occupations or their present occupation at the time of the study.

Table 4. Occupations pursued by former teachers of vocational agriculture.

Occupations	Number
Agricultural Missionary	1
Agriculture Stabilization and Conservation Service County Office Manager	2
Banking	2
Bookkeeping	1
Cabinet and Custom Furniture Building	1
Credit--Evans Grain Company	1
Chemical Company Representative	1
Education:	
Administration	1
Guidance Counselor in High School	3
Guidance Counselor part-time and part-time non-reimbursed vocational agriculture	1

Table 4 (cont.).

Occupations	Number
Education (cont.):	
High School Principal	1
Teacher-Coordinator of Trade and Industrial Education	1
Teaching Agriculture (non-vocational) and farming	1
Teaching Biology	1
Teaching Farm Mechanics--Area Vocational Technical School	1
Teaching Fifth Grade	1
Teaching General Shop	1
Teaching Industrial Arts and Farming	1
Teaching Science	1
Teaching Science and Farming	1
Teaching Science and Principal	1
Teaching Vocational Agriculture in Nebraska	1
Teaching Vocational Agriculture in California	2
Vocational Technical School Director	1
Education and Research at College and University:	
Acting Assistant Dean of Agriculture	1
Advisor in Agricultural Education	1
Agronomy--Kansas State University	1
Graduate Assistant	2
Graduate Assistant and Insurance Underwriter	1
Instructor in Agricultural Education	1
Instructor in Poultry Science	1
Teaching--Central Missouri State College	1
Teaching and Research--University of Nigeria	1
Extension:	
County Agricultural Agent	2
County Agricultural Agent (Assistant)	1
County Agricultural Agent (Assistant) and farming	2
County Club Agent - 4-H	2
Farm and Ranch Manager	1
Farm Manager	1
Farmer's Home Administration	2
Farming	3
Fieldman for Co-operative	2
Fieldman for Insurance Company	1
Herdsmen	1
Manager (Assistant) Hutchinson Manufacturing Company	1
Mortgage-Loan Representative	1
Personnel Manager--Hesston Manufacturing Company	1
Repairman for Pipe Line Company and farming	1
Student:	
Studied Counseling	1
Industrial education	1
Worked for M.S. (unqualified)	1

Table 4 (concl.).

Occupations	Number
Safety Director--Farm Bureau	1
Safety Director (Assistant) Farm Bureau	1
Sales:	
Manager--Allis Chalmers Manufacturing Company	1
Representative for Olin Chemical Company	1
Representative for Waddell and Reed Incorporation	1
Vocational Agriculture Assistant Supervision--Kansas	2
Total	71

57 different occupations

Average occupations per respondent---1.4 during years
1960 through 1965

Farming as an occupation was listed by three of the individuals concerned, and four individuals listed part-time farming as a part of their occupation.

The preceding information dealt with the total occupations that former vocational agriculture teachers had pursued.

What were the occupations of these graduates at the time of the study? Table 5 is a listing of the occupations of 52 former teachers of vocational agriculture that did not elect to teach at the time of the study. Education, research and education at college and university, and extension work controlled 27 or 51.9 per cent of the 52 individuals' occupations at the time of the study.

As indicated by Table 5, the investigator concluded that a majority of the former teachers were associated with education through public schools, colleges and universities, or extension at the time of the study.

Table 5. Occupations of former teachers of vocational agriculture at the time of the study.

Occupations	Number
Agricultural Missionary	1
Agriculture Stabilisation and Conservation Service County Office Manager	2
Banking	2
Cabinet and Custom Furniture Building	1
Credit--Evans Grain Company	1
Education:	
Administration	1
Guidance Counselor in High School	3
Guidance Counselor part-time and part-time non- reimbursed vocational agriculture	1
High School Principal	1
Teacher-coordinator of Trades and Industrial Education	1
Teaching Biology	1
Teaching Farm Mechanics--Area Vocational Technical School	1
Teaching Fifth Grade	1
Teaching General Shop	1
Teaching Science	1
Teaching Science and Farming	1
Teaching Science and Principal	1
Teaching Vocational Agriculture in California	1
Vocational Technical School Director	1
Education and Research at College and University	
Advisor in Agricultural Education	1
Agronomy--Kansas State University	1
Graduate Assistant	1
Graduate Assistant and Insurance Underwriter	1
Instructor in Poultry Science	1
Teaching--Central Missouri State College	1
Teaching and Research--University of Nigeria	1
Extension:	
County Agricultural Agent	2
County Club Agent - 4-H	2
Farm and Ranch Manager	1
Farm Manager	1
Farmer's Home Administration	1
Farming	3
Fieldman for Co-operative	1
Herdman	1
Manager (Assistant) Hutchinson Manufacturing Company	1
Mortgage-Loan Representative	1
Personnel Manager--Heaton Manufacturing Company	1
Repairman for Pipe Line Company and Farming	1

Table 5 (concl.).

Occupations	Number
Student:	
Work on M.S. (unqualified)	1
Safety Director--Farm Bureau	1
Sales:	
Manager--Allis Chalmers Manufacturing Company	1
Representative for Waddell and Reed Incorporation	1
Vocational Agriculture Assistant Supervision - Kansas	2
Total	52

43 different occupations

With the different occupations tabulated, a check was made to find the frequency with which former teachers of vocational agriculture changed jobs. Table 6 was constructed for this purpose. It was assumed by the writer that teachers leaving the field in 1964 and 1965 could show no bearing on frequency of changing jobs because of the short year span--1964, and 1965 to 1966, respectively; however, it was indicated by Table 6 that one former teacher leaving in 1964 had pursued three occupations. The former teachers of 1965 were assumed by the writer to be the group having the least frequency of changing jobs at the time of the study. The average frequency for the group was 1.4 for the years 1960 through 1965.

Table 6. Occupations pursued by former teachers of vocational agriculture.

Year of leaving field	Number of usable responses	Number of different occupations			Average frequency in changing occupations
		1	2	3	
1961	4	2		2	2
1962	11	4	7		1.6
1963	6	4	2		1.3
1964	15	11	3	1	1.3
1965	16	15	1		1.1
Totals	52	36	13	3	1.4
Average frequency in changing occupations - 1.4					

Future Employment Upon Becoming Former Teachers

Table 7 reveals the number of individuals that sought employment upon leaving the vocational agriculture teaching profession and the number that were contacted by employers. Twenty-six or 55.3 per cent of those answering question were sought by the employer while 21 or 44.7 per cent of former teachers found future employment. Table 7 indicated to the writer that former teachers were contacted more often by employers than the former teachers contacted employers.

Table 7. Method of obtaining employment upon leaving the profession.

Method	Number	Per cent
Sought the job or profession	21	44.7
Employer contacted teacher	26	55.3
Total	47 ¹	100.0

¹One subject was a full-time student with no employer, one never answered the question on the questionnaire, and three were self-employed.

Decisions to Have Vocational Agriculture Teaching as a Career

In relationship to the length of career that former teachers planned to teach, Table 8 was constructed to show the average length of experience in comparison to the actual experience obtained by the former teacher. Table 8 indicated to the writer that 76.9 per cent of the former teachers surveyed had no plans or had not planned to teach vocational agriculture in Kansas upon entering the field. It was interesting to the writer that 11 former teachers who planned to teach as a lifetime career left the field in ten years or less and that two teachers who did not plan on teaching vocational agriculture as lifetime careers taught 11 years or over.

Table 8. Intentions when entering the teaching profession and years of experience teaching vocational agriculture.

Intentions of teachers	Years experience teaching vocational agriculture						Per cent
	5 yrs. & less	6-10 yrs.	11-15 yrs.	16-20 yrs.	21-25 yrs.	Total	
Planned to teach as a career	7	4		1		12	23.1
No plans on length of teaching	14	9	2		1	26	50.0
Did not plan to teach as a career	9	3	2			14	26.9
Totals	30	16	4	1	1	52	100.0

Administratore's Feelings

A question was asked the former teachers concerning their feelings toward the attitude of the school administrator toward vocational agriculture. As indicated by Table 9, 44 or 84.6 per cent of the 52 respondents had administrators that were "very favorable," "favorable," or "neutral" towards vocational agriculture. The investigator concluded that about 85 per cent of the administrators concerned had no bearing upon the teachers to become former teachers of vocational agriculture.

Table 9. Administrator's feelings towards vocational agriculture.

Response	Number	Per cent
Very favorable	12	23.1
Favorable	23	44.2
Neutral	9	17.3
Disfavorable	7	13.5
Strongly disfavorable	1	1.9
Totals	52	100.0

Graduate Work Completed

Question 6 concerned the number hours of graduate work the individuals had completed before leaving the field. Table 10 disclosed the reactions of the teachers given in the 51 usable responses. As indicated by Table 10, 28 or 54.9 per cent of the former teachers had completed 20 or less hours of graduate work, while 23 or 45.1 per cent of the respondents had completed 21 or more hours of graduate work. Sixteen former teachers or 31.4

per cent of the teachers had a master's degree, and eight of the 16 had graduate hours beyond the master's degree. The average number of hours per former teacher who had graduate hours beyond a master's degree was 13.5 hours.

The investigator concluded that there were two groups when compared to the number of graduate hours completed before leaving the field. The larger, 54.9 per cent, had completed 20 or less graduate hours while the smaller, 45.1 per cent, had completed 21 or more graduate hours. It was noted that 16 former teachers or 31.4 per cent had a master's degree and that half of the 16 had an average of 13.5 graduate hours beyond the master's degree.

Table 10. Hours of graduate work completed before resigning from teaching.

Response	Number	Per cent
No hours completed	1	1.9
1 to 5 hours	9	17.6
6 to 10 hours	10	19.8
11 to 15 hours	4	7.8
16 to 20 hours	4	7.8
21 to 25 hours	1	1.9
26 to 30 hours	6	11.8
Had master's degree	8	15.7
Had master's degree plus ___ hours	8	15.7
Totals	51 ¹	100.0

¹One respondent failed to answer question number 6 on the questionnaire.

Lesson Plan Preparation

Question 8 concerned the former teachers' thinking towards the degree to which superior lesson plan preparation was essential

to effective vocational agriculture teaching. The responses were revealed in Table 11. Forty-nine or 94.2 per cent of the 52 respondents considered superior lesson plan preparation "very essential" or "essential" to vocational agriculture teaching. Three former teachers felt that superior lesson plan preparation "doesn't make much difference"; however, no former teachers felt that superior lesson plan preparation was "not essential" to effective vocational agriculture teaching.

Table 11. Relationship of superior lesson plan preparation to effective vocational agriculture teaching.

Response	Number	Per cent
Very essential	26	50.0
Essential	23	44.2
Doesn't make much difference	3	5.8
Not essential	0	0.0
Totals	52	100.0

Discipline Problems

Question 12 concerned the individuals' thinking towards discipline problems as being factors in their becoming former teachers of vocational agriculture. The responses were revealed in Table 12. Forty or 81.6 per cent of the 49 usable responses were "no factor in leaving," while seven or 14.3 per cent responded "minor factor in leaving." Responses from two individuals indicated they were "major factors in leaving" the field. The investigator concluded that a large majority (81.6 per cent)

of the respondents had not considered discipline problems as a factor in leaving the field. One of the respondents who indicated "major factor in leaving," wrote, "The pleasure of teaching was taken away because too many were 'dumped' into classes-- because I could handle them, 'rough neck' boys put into classes."

Table 12. Relationship of discipline problems to the leaving of vocational agriculture teaching.

Response	Number	Per cent
No factor in leaving	40	81.6
Minor factor in leaving	7	14.3
Major factor in leaving	2	4.1
Totals	49 ¹	100.0

¹Three respondents failed to answer question 12 on the questionnaire.

Class Preparation

Question 10 asked how the individuals felt concerning the level of class which required the most teaching preparation. As indicated in Table 13, 18 or 36.0 per cent of the 50 respondents showed "vocational agriculture IV" as their choice. Twelve or 24.0 per cent of the respondents indicated "adult or young farmer class" as being the class level requiring the most teacher preparation.

Table 13. Level of class which required the most teaching preparation.

Response	Number	Per cent
Vocational Agriculture I	3	6.0
Vocational Agriculture II	9	18.0
Vocational Agriculture III	5	10.0
Vocational Agriculture IV	18	36.0
Adult or Young Farmer Class	12	24.0
Not much difference--(this response was written on questionnaire by 3 respondents)	3	6.0
Totals	50 ¹	100.0

¹Two respondents failed to answer question 10 on the questionnaire.

Recommendation of Agriculture Education

The following question was asked of the former teachers surveyed: "Would you advise a 'qualified' young man to pursue the agriculture education curriculum at Kansas State University if?" There were three selections of possibilities for the young man to pursue and the respondents were to indicate "yes" or "no" for each selection. The responses were revealed in Table 14. Over 80 per cent of the usable responses indicated that they would advise a "qualified" young man to pursue the agricultural education curriculum at Kansas State University if: (1) "Plans on teaching vocational agriculture as a lifetime profession," (2) "Plans on using teaching as a 'stepping stone' to some other vocational profession," and (3) "Plans ultimately to return to the farm."

This was an attempt to find out what former teachers thought

of the training received through the curriculum of agricultural education at Kansas State University. The division of the above question could have been answered "yes," all could have been answered "no," or there could have been a combination of "yes" and "no" answers. It was assumed that those who answered all the questions "yes" were well pleased with their training in agricultural education, while those who answered all "no" were not satisfied.

Table 14 indicated to the writer that over 80 per cent of the men surveyed were pleased with their training in agricultural education at Kansas State University and would advise young men to enter the profession as a "stepping stone"; if they intended to return to the farm; and as a lifetime occupation or profession.

Table 14. Willingness of teachers to recommend the agricultural education curriculum.

Response according to plans of youth	Number			Per cent	
	Yes	No	Total	Yes	No
Plans on teaching vocational agriculture as a lifetime profession	47	3	50 ¹	94.0	6.0
Plans on using teaching as a "stepping stone" to some other vocational profession	42	4	46 ²	91.3	8.7
Plans ultimately to return to the farm	36	7	43 ³	83.7	16.3

¹Two respondents failed to answer part "a" on question 9 of the questionnaire.

²Six respondents failed to answer part "b" on question 9 of the questionnaire.

³Eight respondents failed to answer part "c" and one respondent answered both "yes" and "no" on part "c" on question 9 of the questionnaire.

Question 13 on the questionnaire asked the respondents how the training and experience in vocational agriculture assisted them in their present work. The responses were too varied to be classified into a table; they were filed in the Appendix (see Exhibit #3). Former teachers gave several responses while others left the question blank.

Salary

Salary in the field of vocational agriculture teaching was the topic of question 4, followed by an open-end question asking the respondent his present salary. Table 15 indicated that 23 or 44.2 per cent of the 52 respondents had considered low salary a "slight factor" while 9 or 17.3 per cent indicated it as being a "major factor" in leaving the field.

Table 15. Salary as a factor in leaving the field of vocational agriculture.

Response	Number	Per cent
No factor	20	38.5
Slight factor	23	44.2
Major factor	9	17.3
Totals	52	100.0

An open-end question asked the former teachers of vocational agriculture their present salary. Thirty-three or 63.5 per cent of the 52 respondents answered the question. The average salary of the 33 respondents at the time of the study was \$7,736.75. The highest salary given by a former vocational agriculture

teacher was \$16,000.00 and the lowest was \$5,700.00.

The average annual salary of the 186 in-service vocational agriculture teachers in Kansas for the 1965-66 school year was \$6,707.00. The highest salary reported for an in-service agriculture teacher was \$9,200.00 and the lowest was \$5,000.00.¹

Salary Change Upon Leaving

Table 16. Annual salary change upon leaving teaching.

Response	Number	Per cent
A drop of ____ from teaching ¹	7	14.2
No raise from teaching	10	20.4
\$100 to \$299 raise from teaching	4	8.2
\$300 to \$499 raise from teaching	5	10.2
\$500 to \$699 raise from teaching	4	8.2
\$700 to \$899 raise from teaching	4	8.2
A raise of \$900 or over teaching	15	30.6
Totals	49 ²	100.0

¹The seven teachers indicating a drop in annual salary had a mean average drop of \$1,600. The largest drop from teaching was \$3,700, and the smallest was \$300.

²Two respondents failed to answer question 7 on the questionnaire and one stated that he had no salary.

Question 7 concerned the individual's annual salary in his first position after leaving teaching in comparison to that received during his last year of teaching. As indicated in Table 16, 32 or 65.4 per cent of the 49 respondents had received a salary increase when leaving the teaching profession from between "a \$100 to \$299 raise from teaching" through "a raise of \$900 or over from teaching." Fifteen or 30.6 per cent of the respondents indicated "a raise of \$900 or over teaching." It was interesting to the investigator to note that 17 or 34.6 per cent had "no

¹Taken from Vocational Agriculture Fact Sheet - published by State Department of Vocational Education, Topeka, Kansas, June 3, 1966.

raise from teaching" or "a drop of ____ from teaching." Of the seven men indicating a drop in annual salary the mean of the open-end portion of the response averaged \$1,600, the largest drop from teaching was \$3,700, and the smallest was \$300.

Security of Vocational Agriculture Teaching

The next area of information requested from former vocational agriculture teachers was arranged into five questions. The individuals involved checked or marked in the appropriate column one of five answers as to how they best felt concerning the question. The five answers were: (a) highly satisfied, (b) reasonably well satisfied, (c) indifferent, (d) somewhat dissatisfied, and (e) very dissatisfied. Of the 52 questionnaires, 52 answered questions (a) and (c), 51 answered questions (b) and (e), and 50 answered question (d). Three wrote "N/A" near question (b), (d), and (e), and one individual wrote "does not apply" near question (e).

In summarizing this data, it was felt by the writer that it was necessary to include this information in table form; therefore, each question could be discussed and show no leading influence to other questions.

The first question, (a), concerned how the individuals felt concerning the security the vocational agriculture teaching profession offered. As revealed by Table 17, 32 or 61.6 per cent of 52 respondents mentioned they were "highly satisfied" or "reasonably well satisfied." Thirteen respondents checked or marked "somewhat dissatisfied" and one marked "very dissatisfied."

Table 17. Security offered by the vocational agriculture teaching profession.

Response	Number	Per cent
Highly satisfied	11	21.2
Reasonably well satisfied	21	40.4
Indifferent	6	11.5
Somewhat dissatisfied	13	25.0
Very dissatisfied	1	1.9
Totals	52	100.0

Opportunities for Advancement

Question two, (b), asked how the individuals felt concerning the opportunity for advancement for himself in the vocational agriculture teaching profession. Table 18 indicated 24 or 46.15 per cent of the 52 respondents to be "somewhat dissatisfied" or "very dissatisfied." The investigator concluded that 46 per cent (near a majority) of the respondents were dissatisfied with possibilities of advancing in the vocational agriculture teaching profession. However, 20 or 38.5 per cent of the respondents were "reasonably well satisfied" or "highly satisfied" concerning the opportunity for advancement in the vocational agriculture teaching profession.

Table 18. Opportunity for advancement in the vocational agriculture teaching profession.

Response	Number	Per cent
Highly satisfied	6	11.5
Reasonably well satisfied	14	27.0
Indifferent	7	13.4
Somewhat dissatisfied	17	32.7
Very dissatisfied	7	13.4
Not stating	1	2.0
Totals	52	100.0

Satisfaction in Present Occupation

Satisfaction of present occupation was the next question asked to individuals involved in the study. As indicated in Table 19, of the 52 respondents, all or 100.0 per cent were "highly satisfied" or "reasonably well satisfied" with their present occupation.

Table 19. Satisfaction in present occupation.

Response	Number	Per cent
Highly satisfied	39	75.0
Reasonably well satisfied	13	25.0
Indifferent	-	-
Somewhat dissatisfied	-	-
Very dissatisfied	-	-
Totals	52	100.0

Present Occupation Affected by Agricultural Education

Question four, (d), concerned the individual's thinking towards the agricultural education at Kansas State University in providing helpful instruction towards his present occupation. The responses were revealed in Table 20. Forty-six or 88.4 per cent of the 52 respondents were "highly satisfied" or "reasonably well satisfied." Responses from one individual indicated he was "somewhat dissatisfied" as to the instruction providing help in his present occupation.

Table 20. Opinion towards the agricultural education curriculum at Kenese State University towards present occupation.

Response	Number	Per cent
Highly satisfied	23	44.2
Reasonably well satisfied	23	44.2
Indifferent	4	7.7
Somewhat dissatisfied	1	1.95
Very dissatisfied	-	
Not stating	1	1.95
Totals	52	100.00

Satisfaction of Present Salary

The last question in this area dealt with how the individual felt towards the salary of his present occupation. The reactions shown in the 52 responses were disclosed in Table 21. As indicated by Table 21, 46 or 88.5 per cent were "highly satisfied" or "reasonably well satisfied" towards the salary of their present occupation at the time of the study. Two were "somewhat dissatisfied," and none of the respondents marked "very dissatisfied."

Table 21. Satisfaction with present salary.

Response	Number	Per cent
Highly satisfied	16	30.8
Reasonably well satisfied	30	57.7
Indifferent	2	3.8
Somewhat dissatisfied	2	3.8
Very dissatisfied	-	-
Not stating	1	1.95
Did not apply	1	1.95
Totals	52	100.00

Reasons for Leaving the Profession

In question 14 the respondents were asked to check the appropriate column, varying from "major reason" to "not connected with leaving," as it influenced their leaving the profession of teaching vocational agriculture. As was indicated in Table 22, 18 or 35.5 per cent of the former vocational agriculture teachers checked "limited opportunities for advancement" as the major reason for leaving the field. The three other reasons checked most often as major reason were: ten or 19.78 per cent indicated "felt ceiling reached in earnings," nine or 18.0 per cent, "salary not commensurate with work," and eight or 15.7 per cent "wanted to farm."

The four factors checked most often as "slight factor" in influencing teachers to leave the profession were: fourteen or 27.5 per cent "limited opportunity for advancement," 14 or 27.5 per cent "too many extra-curricular activities," 11 or 22.4 per cent "salary not commensurate with work," and 11 or 22.0 per cent "desire for a more permanent home."

The investigator concluded by combining the responses indicated as "major reason" and "slight reason" that "limited opportunity for advancement" was given by 42 or 82.4 per cent of the former vocational agriculture teachers as being their reason for leaving the profession. Other factors in order were: second, "salary not commensurate with work" by 20 or 40.0 per cent of the men; third, "too many extra-curricular activities" by 19 or 37.3 per cent; fourth, "felt ceiling reached in earnings" by 18 or

Table 22. Reasons for leaving the vocational agriculture teaching profession.

	Major : reason :	Slight : factor :	Minor : reason :	Not connected : with leaving :	Total
Desire for a more permanent home	4	11	5	29	49
Wanted to farm	8	4	3	36	51
Limited opportunities for advancement	18	14	7	12	51
Health	-	1	2	48	51
Too many extracurricular activities	5	14	15	17	51
Did not enjoy teaching	1	7	4	39	51
Salary not commensurate with work	9	11	12	18	50
Uncertain of employment	5	8	8	30	51
School administration non-supportive	6	7	11	27	51
Work day too long	3	4	12	32	51
Wife desired change of profession	-	1	9	41	51
Students difficult to manage	2	3	8	38	51
Retirement plan inadequate	-	9	4	38	51
Asked to leave the profession	-	1	1	49	51
Work not challenging	-	6	4	40	50
Too much state control and supervision	-	3	7	41	51
Poor scheduling of classes	1	2	11	37	51
Felt ceiling reached in earnings	10	8	13	20	51
Department closed	-	-	-	51	51
Desired to teach in another part of the state	2	-	1	48	51
Other	17	-	1	-	18

35.3 per cent; and fifth, "desire for a more permanent home" by 15 or 30.5 per cent.

Former vocational agriculture teachers were asked what one main reason they would give for leaving the teaching profession, on an open-end question. The answers were too varied to classify into a table. They were filed in the Appendix (see Exhibit #4). Many former teachers gave more than one reason and some never responded.

The four factors checked most often as "minor reason" in influencing teachers to leave the profession and number checking were: Fifteen or 29.4 per cent "too many extracurricular activities," 13 or 25.5 per cent "felt ceiling reached in earnings," 12 or 24.0 per cent "salary not commensurate with work," and 12 or 23.5 per cent "work day too long."

The four factors checked as "not connected with leaving" indicated by Table 21 that 51 or 100 per cent of the 51 respondents checked "department closed," 49 or 96.1 per cent "asked to leave the profession," 48 or 94.1 per cent "desired to teach in another part of state," and 41 or 80.0 per cent "wife desired change of profession." The above responses were those checked most often indicating to investigator to be the four most likely not to influence teachers from leaving the teaching of vocational agriculture.

Eight respondents qualified "other" under part "u" of question 14 on the third page of the questionnaire. The responses were too varied to classify (see Appendix, Exhibit #5).

Feeling Toward Returning to the Teaching Profession

Question 15 asked whether the former teachers would consider teaching vocational agriculture again or not. Of the 52 responses, 26 answered the question "yes" and 26 answered "no." Twenty respondents answered to the statement asking them to state conditions under which they would again enter the teaching profession. The responses were too varied to be classified but were filed in the Appendix (see Exhibit #6).

The investigator concluded that 50 per cent of the former teachers would consider returning to the teaching profession; 20 gave a response that they would return along with a qualified statement; and eight gave no qualifications under conditions that they would reconsider the profession of teaching vocational agriculture.

SUMMARY

The purpose of this study was to summarize and tabulate the causes of the vocational agriculture teachers leaving the profession and to determine the occupations that the former teachers entered after leaving the profession.

This study was based on the following sources: (1) Masters' Reports, (2) Masters' Theses, (3) Doctor of Philosophy's Dissertation, (4) articles from the "Agricultural Education Magazine," and (5) a survey of those graduates in agricultural education from Kansas State University of the years 1940 through 1964 who taught vocational agriculture in a reimbursed program of

vocational agriculture for a minimum of one year and who did not elect to teach vocational agriculture in Kansas after June 30, 1965.

Method of research used in the survey included: (1) record check at Kansas State University and the State Board for Vocational Education, Topeka, (2) interviews with faculty members in agricultural education at Kansas State University, and (3) development of a questionnaire which was mailed to 56 former teachers of vocational agriculture.

Fifty-two or 91.9 per cent of the questionnaires were returned in time for the study. Forty-four or 84.5 per cent of the 52 respondents were Kansas residents at the time of the study. Five former vocational agriculture teachers lived in four states other than Kansas, and three were located in foreign countries.

Twenty or 28.1 per cent of the occupations chosen by the former teachers did associate with the field of education and 10 or 14.9 per cent of the occupants were connected to education and research at the college and university level. Extension was the occupation endeavored by seven of the former teachers.

The study disclosed that 57 different occupations had been pursued by 52 respondents during the five-year period covered by the study. At the time of the study, 43 different occupations were pursued by 52 respondents; 51.2 per cent of the group was occupied in education, research and education at the college level, or extension. The former teachers had pursued one and four-tenths different occupations at the time of the study.

Employers contacted 26 or 55.3 per cent of the 47 respondents in obtaining their first position after teaching, and 21 of the respondents reported contacting the employer.

Fifty per cent of the former teachers had no plans on length of teaching as a career upon entering the teaching profession, while 12 or 23.1 per cent of the former teachers planned to teach as a career. Seven who planned to teach as a career when entering vocational agriculture teaching taught five years or less.

Eighty-five per cent of the administrators had not been listed as being a cause for teachers of vocational agriculture to leave the field.

Sixteen or 31.4 per cent of the former teachers had a master's degree upon leaving the profession, and eight had an average of 13.5 graduate hours beyond the master's degree. Twenty or 54.9 per cent of the respondents had 20 or less hours of graduate study.

Superior lesson preparation was considered "very essential" or "essential" by 49 or 94.2 per cent of the 52 former teachers of vocational agriculture.

Discipline problems were "no factor in leaving" as shown by 40 or 81.6 per cent of the 49 respondents. Eighteen or 36.0 per cent of the 50 respondents felt that vocational agriculture IV required the most teaching preparation, while 12 or 24.0 per cent felt that adult or young farmer classes required the most teaching preparation.

Over 80 per cent of the former teachers of vocational agriculture were pleased with their training in agricultural

education at Kansas State University and would advise young men to enter the profession as a "stepping stone," if they intended to return to the farm, and as a lifetime occupation or profession.

The average salary of the 33 respondents at the time of the study was \$7,736.75. The average annual salary of the 186 in-service vocational agriculture teachers in Kansas for the 1965-66 school year was \$6,707.00.

Seven or 14.2 per cent of the 49 respondents reported an average annual drop of \$1,600.00 upon leaving the field of vocational agriculture teaching, while 15 or 30.6 per cent indicated a raise of \$900.00 or over above their annual salary in last teaching position.

Thirty-two or 61.6 per cent of the former teachers mentioned that they were "highly satisfied" or "reasonably well satisfied" toward the security offered by vocational agriculture teaching profession.

Twenty-four or 46.15 per cent of the former teachers indicated that they were "very dissatisfied" or "somewhat dissatisfied" toward the opportunities for advancement in the vocational agriculture teaching profession. One hundred per cent of the former vocational agriculture teachers were "highly satisfied" or "reasonably well satisfied" with their present occupations.

Eighty-eight per cent of the respondents were "highly satisfied" or "reasonably well satisfied" toward the agricultural education curriculum at Kansas State University providing helpful instruction toward their present occupations. Being "highly satisfied" or "reasonably well satisfied" with salary of present

occupation was revealed by 46 or 88.5 per cent of the 52 former teachers of vocational agriculture.

The former teachers indicated by a data table that the first reason they left the teaching of vocational agriculture was "limited opportunity for advancement"; second, "salary not commensurate with work"; third, "too many extracurricular activities"; fourth, "felt ceiling reached in earnings"; and fifth, "desire for a more permanent home."

Twenty-six or 50.0 per cent of the former teachers indicated that they would consider returning to the profession.

ACKNOWLEDGMENTS

The writer wishes to express appreciation and gratitude to the following persons: Dr. R. J. Agan, Head Teacher Educator, Agricultural Education, College of Education, Kansas State University, for his valuable guidance and assistance in planning and completing this report, and to Professor Howard R. Bradley, Assistant Teacher Educator, Agricultural Education, College of Education, Kansas State University, for his guidance, encouragement, and support in the field of agricultural education.

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APPENDIX

Kansas State University

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Manhattan, Kansas 66504

Exhibit #1 - Survey Cover Letter

School of Education
Holtz Hall

April 19, 1966

To: Former Vocational Agriculture Teachers of Kansas

FROM: Howard Wallace, Vocational Agriculture Teacher
at Oakley High School, Oakley, Kansas.

SUBJECT: A Survey to Determine Why Former Vocational
Agriculture Teachers Left the Field

Mr. John D. Doe
11 North Elm
Wet City, Kansas 94020

Dear John:

Will you please take five minutes to respond to the following questions? They will help to plan better programs in agriculture education at Kansas State University.

If you would like a copy of the summary of this report please drop me a card in about thirty days.

Your opinions and expedient return will be deeply appreciated.

Sincerely,

Howard Wallace

Graduate Student in
Agriculture Education

This survey is being taken under the guidance of
Dr. R. J. Agan of Kansas State University, Manhattan, Kansas.

Exhibit #2 - Survey Questionnaire

FORMER VOCATIONAL AGRICULTURE TEACHERS WHO LEFT
THE FIELD BETWEEN JULY 1, 1960,
AND JUNE 30, 1965

QUESTIONNAIRE

Directions: Place a (✓) in the line which indicates your answer in the multiple-choice questions.
Please select only one answer for each question.

1. Please list in chronological order the jobs you have held since leaving the teaching of vocational agriculture.

2. In obtaining your first job after teaching vocational agriculture did you---?
 - a. _____ Seek the job
 - or
 - b. _____ Did the employer contact you.
3. What were your plans on number of years to teach vocational agriculture when entering the field?
 - a. _____ Planned to teach as a full career until retirement.
 - b. _____ No plans on the length of teaching.
 - c. _____ Did not plan to teach as a career.
4. Was low salary a factor in your leaving the field of vocational agriculture?
 - c. _____ no factor
 - b. _____ slight influence
 - c. _____ major factor

_____ What is your present salary?
5. How did you consider your administrator's feelings towards vocational agriculture?

a. _____ very favorable	d. _____ disfavorable
b. _____ favorable	e. _____ strongly disfavorable
c. _____ neutral	

Questionnaire--continued

6. How many hours of graduate work had you completed before resigning your last teaching position?

a. <input type="text"/> 1 to 5 hours	e. <input type="text"/> 21 to 25 hours
b. <input type="text"/> 6 to 10 hours	f. <input type="text"/> 26 to 30 hours
c. <input type="text"/> 11 to 15 hours	g. <input type="text"/> had master's degree
d. <input type="text"/> 16 to 20 hours	h. <input type="text"/> master's degree plus <input type="text"/> hours

7. What was your annual salary in your first position after leaving teaching in comparison to that received during your last year of teaching?

a. a drop of from teaching
 b. no raise from teaching
 c. \$100 to \$299 raise from teaching
 d. \$300 to \$499 raise from teaching
 e. \$500 to \$699 raise from teaching
 f. \$700 to \$899 raise from teaching
 g. a raise of \$900 or over from teaching

8. To what extent is superior lesson plan preparation essential to effective vocational agriculture teaching?

a. very essential
 b. essential
 c. doesn't make much difference
 d. not essential

9. Would you advise a "qualified" young man to pursue the agriculture education curriculum at Kansas State University if?

Yes No

a. <input type="text"/>	<input type="text"/>	Plans on teaching voc. ag. as a lifetime profession.
b. <input type="text"/>	<input type="text"/>	Plans on using teaching as a "stepping stone" to some other vocational profession.
c. <input type="text"/>	<input type="text"/>	Plans ultimately to return to the farm.

10. What level of class requires the most teaching preparation?

a. <input type="text"/> vo. ag. I	d. <input type="text"/> vo. ag. IV
b. <input type="text"/> vo. ag. II	e. <input type="text"/> adult or young farmer classess
c. <input type="text"/> vo. ag. III	

Questionnaire--continued

11. Please mark with a check (✓) the appropriate column to each question or statement as to which would best fit your decision:

	Highly Satisfied	Reasonably Well Satisfied	Indifferent	Somewhat Dissatisfied	Very Dissatisfied
a. How did you feel concerning the security that the vocational agriculture teaching profession offered?					
b. How did you feel concerning the opportunity for advancement of yourself in the vocational agriculture teaching profession?					
c. How do you presently feel concerning the satisfaction of your present occupation?					
d. What is your thinking towards the Agriculture Education curriculum at Kansas State University, in providing helpful instruction towards your present occupation?					
e. In relation to the type of occupation that you are presently employed, how do you feel towards your present salary?					

12. Were discipline problems factors in your leaving the teaching of vocational agriculture?

- a. _____ no factor in leaving
 b. _____ minor reason for leaving
 c. _____ major factor in leaving

13. How did the training and experience in vocational agriculture assist you in your present work? _____

 (use back if necessary)

Questionnaire--continued

14. Please mark with a check (✓) the appropriate column to each factor as it influenced your leaving the profession of teaching vocational agriculture.

	Major reason	Slight factor	Minor reason	Not connected with leaving
a. Desire for a more permanent home				
b. Wanted to farm				
c. Limited opportunities for advancement				
d. Health				
e. Too many extracurricular activities				
f. Did not enjoy teaching				
g. Salary not commensurate with work				
h. Uncertainty of employment				
i. School administration non-supportive				
j. Work day too long				
k. Wife desired change of profession				
l. Students difficult to manage				
m. Retirement plan inadequate				
n. Asked to leave the profession				
o. Work not challenging				
p. Too much state control and supervision				
q. Poor scheduling of classes				
r. Felt ceiling reached in earnings				
s. Department closed				
t. Desired to teach in another part of state				
u. Other				

15. Would you consider teaching vocational agriculture again?
 Yes _____ No _____ If YES, please give things that you
 would like to see changed before entering the profession
 again. _____

Questionnaire--continued

16. Check (✓) the three most appropriate blanks which were your experiences from vocational agriculture teaching and the course of study in agriculture education taken at KSU.

- a. ☐ Helped acquire broader general knowledge
- b. ☐ Helped in developing confidence
- c. ☐ Necessary for advancement to present job
- d. ☐ Helped to understand farmers and farm problems
- e. ☐ Improved teaching ability
- f. ☐ Helped to develop judgement
- g. ☐ Gave business management experience
- h. ☐ Helped to "Get along with people"
- i. ☐ Helped to become established in farming
- j. ☐ Gave practice in organization techniques
- k. ☐ Helped to work with adult groups
- l. ☐ Helped to acquire friends
- m. ☐ Improved ability to conduct meetings
- n. ☐ Helped train for leadership
- o. ☐ Developed an appreciation of farm life
- p. ☐ Helped in ability to make a speech
- q. ☐ Others _____

17. What reasons would you give as the main ones that you quit teaching vocational agriculture? _____

 (Use back if necessary)

Remarks:

Exhibit #3.

Responses as Given by Former Teachers of
Vocational Agriculture as to How the Training
and Experience in Vocational Agriculture Assisted
Them in Their Present Work

Forced me to learn to express my own ideas and taught to be creative in my own thinking.

Experience.

Gave experience in leadership, production, shop, and management.

Knowledge acquired and experience in classroom.

Very good training for working with teenagers and adults.

Helped discover management problems.

All phases of experiences and training had been helpful: Helped most was the course outline planning and school administration.

Contacts--and keeping up-to-date on happenings.

Organization, making courses of study, making teaching plans and aids.

Essential.

Helped a great, great deal.

Working with young people, organization of meetings and long time programs--agriculture information or knowledge was very valuable.

Learned to organize and to speak in front of a group.

Broadened background of farming and rural life.

The knowledge of where to look and how to find technical information.

Teaching skills developed.

Gave broad overview of community as it relates to education, and in developing public relations.

Gave broad general background.

Exhibit #3--continued

Promoting ideas and programs along with organizing events were all very good experience.

Wanted to teach on college level in a more specialized area.

Helped to become acquainted in the community.

Gave practical information in a variety of different fields.

Gave good background and better understanding of the farming picture.

Helped understand the need to keep up with the rapidly changing agriculture.

Understanding of human nature.

Leadership training

Planning, organizing and preparation of work.

Interpretation of textbook material.

Understanding students and their various problems.

Helped build confidence and respect.

Would not have been offered the job without the agricultural background.

Ability to work with the public.

Developed skills and judgement in vocational agriculture teaching and training.

Job requires knowledge of machines, materials, and people.

Command of essential skills, both teaching skills and basic farming and agricultural mechanics. Really I feel that I haven't left the profession of teaching vocational agriculture.

Learned to identify problems and work out solutions in a systematic manner.

Broadened general and technical knowledge.

Teaching experience gained through teaching vocational agriculture.

Base for present position.

Exhibit #3--continued

Agriculture education is poor background, course wise but superior from practical end for working on M.S. Degree in Animal Husbandry.

Gave general knowledge of the main interest of Kansas, its activities brought me in contact with people.

It was the best training possible.

Developed teaching skills.

Gave broad knowledge of agriculture and practical experience developed confidence - increased ability to meet people.

Broadened my interest and helped me to decide the areas of primary interest.

Taught how to work with youth, plan ahead and to understand human nature.

Contact with people and activities related to people.

Leadership training - variety of skills from vocational agriculture to advancement.

Exhibit #4.

Responses as Given by Former Teachers of Vocational
Agriculture to an Open-End Question as Being Their
One Main Reason for Leaving the Profession

Wanted to devote more time to farming.

Wanted closer contact with actual farming and ranching.
Advancement.

Wanted to do something else for next 25 years.

Lack of a feeling of security.

Limited opportunities for advancement and felt ceiling
reached in earnings.

Salary.

Position not open near my permanent home (farm).

Felt I had reached the top in the field and wanted new
experience and new challenges.

Future job security and salary advancement.

Salary, retirement, work hours and lack of room for
advancement.

Rough neck boys put in shop classes--Too many boys were
dumped in vocational agriculture because I could handle them.

Low pay and lack of incentive.

The opportunity to advance in the same school system with
less days of work and same pay.

Personal growth and opportunities are limited by short-
sighted attitudes on the part of principals and school board
members, etc.

Very demanding of one's time if taught properly - to broaden
my vocational experiences.

Salary and lack of qualified students.

Desire to teach college level and higher income.

School day program has less value each year.

Exhibit #4--continued

Requires teacher to be an expert in too many areas.

Limited advancement opportunities in salary - Losing its challenges for new experiences. Also extracurricular activities had "tail wagging the dog" so to speak.

Poor quality students.

Salary - Lack of communications between teachers and school board.

Lack of teacher morale because of no opportunity to help plan school policies and programs.

Not satisfied with teaching in general or school administration.

Long hours, poor pay, poor sick leave, no insurance, and retirement policies are very poor.

Lack of enough farm boys for a full-time department.

Personality and my temperament were not suited to dealing with adolescents. Also student teaching was not supervised to the extent which it should have been - Professor did not know me or was afraid to advise me against entering the vocational agriculture teaching profession.

Limited opportunity for advancement and present occupation more enjoyable.

Felt it was near impossible to do a "good job" in the many areas---dissatisfied with budget for vocational agriculture.

Chances to continue work towards a PhD and to work at college level.

Salary.

Myself and my wife had always wanted to do foreign mission work and the opportunity came along.

Small enrollment - students did not see "bright light" in agriculture.

Vocational agriculture programs and objectives were not keeping pace with changing agriculture in the state.

Felt I needed to change jobs for my own peace of mind.

Exhibit #4--continued

Limited horizons as to advancement, salary, and potential of work--too many baby sitting jobs in addition to teaching.

Wanted to farm.

Salary.

Wanted to farm.

Desire to accept a bigger challenge.

No further advancement, small school and poor administration.

Wanted to farm and administrators in NEK since 1960 feel they will only tolerate vocational agriculture until it dies.

Low starting salary and insecurity of job.

Low starting salary and new teachers need professional guidance or specialists in technical problems like extension haa.---Administrator kill the program.

Never planned to teach but school lost teacher and I taught because I never wanted to see the department closed.

Felt the vocational agriculture program could be better served by my being on the supervisory staff.

No salary schedule.

Limited vocational agriculture positions.

No tenure.

Desired different area of the state.

Most vocational agriculture jobs are in small schools.

Exhibit #5.

**Responses as Given by Eight Former Teachers of Vocational
Agriculture to Part u. (Other) of Question 14 on
Third Page of Questionnaire**

Be of more value to agriculture

**Became acquainted with ASCS and liked what was available
in opportunities**

Lack of administrative support

Not enough students

Unification was squeezing school and no future

Needed a change for own good

To broaden vocational experiences

Small enrollment

Exhibit #6.

Responses as Given by 20 Former Teachers of Vocational
Agriculture to Open-End Part of Question No. 15.

If Yes, Please Give Things That You Would
Like to See Changed Before Entering
the Profession Again

A position open within driving distance of my home which I
do not intend to leave.

Salary doubled.

To change from the traditional form of training boys to
farm to train boys for jobs in agriculture.

Yes, but only in the area of adult education, I feel that
this is where the real need is.

More two and three teacher departments with more specialized
teaching.

Better salary and administrative support.

Raise ceiling in earnings, desire a multi-teacher department,
more specialization on part of teacher, "less jack-of-all
trades," and less ticket sales to ball games.

Less emphasis on farming program records and didn't like
having to recruit students.

Salary-equality---True agricultural professions not being
on the defensive all the time.

I would not request any special changes.

Grass roots through legislature and State Department of
Public Instruction as well as administrators joining the support
of patrons of local districts in constructive development of
excellent programs of vocational. Almost every administrator in
our immediate area is opposing (maybe not openly) vocational
agriculture but behind scenes.

Administration better informed by State Department. A
coordination of all vocational programs.

Would like the opportunity to design a curriculum in a good
community that supports a good program.

Higher salary.

Complete revision of curriculum in keeping with modern
times---agri business, etc.

Exhibit #6--continued

I was fortunate to be in a two-teacher department. Vocational agriculture must be taught in fewer schools that can command the services of two or more vocational agricultural subject matter specialists.

No complaints with the profession.

Student farming program supervision.

If all the students were enrolled on a free-choice basis, they want to take vocational agriculture.

I was highly pleased with vocational agriculture as it was and I feel that it is making great strides of improvement, for example, the National Vocational Agriculture Act of 1963.

WHY TEACHERS OF VOCATIONAL AGRICULTURE
IN KANSAS LEAVE THE FIELD

by

JAMES HOWARD WALLACE

B. S., Kansas State University, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Agricultural Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

This study was based on the following sources: (1) Masters' Reports, (2) Masters' Theses, (3) Doctor of Philosophy's Dissertation, (4) articles from The Agricultural Education Magazine, and (5) a survey of those graduates in agricultural education at Kansas State University of the years 1940-64 who taught vocational agriculture in a reimbursed program of vocational agriculture for a minimum of one year and did not elect to teach vocational agriculture in Kansas after June, 1965.

Method of research used in the survey included: (1) record check at KSU and the State Board for Vocational Education, (2) interviews with faculty at KSU, and (3) development of a questionnaire which was mailed to 56 former teachers of vocational agriculture.

The study is based on 91.9 per cent of the questionnaires. Forty-two (84.5%) of the 52 respondents were Kansas residents at the time of the study. Five lived in four states other than Kansas and three in foreign countries.

Twenty (28.1%) of the occupants were associated with the field of education, and 10 (14.9%) were connected to education at college and university level. Extension ranked third.

Forty-three occupations were pursued by 52 respondents; education and extension occupied 51.3 per cent of the former teachers. Employers contacted 26 (55.3%) of the 47 respondents in first position after teaching.

Fifty per cent of the teachers had no plan on tenure when entering the profession, but seven who planned to make teaching a career ended teaching in five years or less. Administrators

were not a cause of respondents leaving the profession in 85 per cent of the cases.

Sixteen (31.4%) of the teachers who left the profession had a master's degree and one-half of those had an average of 13.5 graduate hours. Superior lesson preparation was considered "very essential" or "essential" by 49 (94.2%) of the 52 respondents, while discipline problems were "no factor in leaving" as shown by 40 (81.6%).

Over 80 per cent of the former vocational agriculture teachers were pleased with their training in agricultural education at KSU, and would advise young men to use it as a "stepping stone."

The average annual salary of the 33 respondents was \$7,736.75 at the time of the study compared to \$6,707.00 for the 186 in-service vocational agriculture teachers in Kansas for the 1965-66 school year.

Twenty-four (46.1%) of the 52 respondents indicated they were "very dissatisfied" or "somewhat dissatisfied" with opportunities for advancement in vocational agriculture teaching profession. One hundred per cent of the respondents were "highly satisfied" or "reasonably well satisfied" with their present occupations. Eighty-eight per cent of the 52 respondents indicated they were "highly satisfied" or "reasonably well satisfied" as to the agricultural education curriculum providing helpful instruction towards present occupation.

The 52 former teachers indicated by a data table that their

first reason for leaving the profession was "limited opportunity for advancement"; second, "salary not commensurate with work"; and third, "too many extracurricular activities."

Twenty-six (50.0%) of the former teachers indicated that they would consider returning to the profession, followed by qualifying statements.