

A STUDY OF CURRICULAR ACTIVITY INTERESTS AS EXPRESSED
BY VOCATIONAL AGRICULTURE STUDENTS IN CHEYENNE
AND RAWLINS COUNTIES, KANSAS IN 1969-70

by 682

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Chapter 1

THE PROBLEM

The study of interests gained impetus with the development of the philosophy of occupational choice. The idea that one's occupation should "match" his interests, aptitudes, and abilities necessitated research in these areas.

This study will attempt to determine the interests of students enrolled in vocational agriculture and then apply these expressed interests in the development of a curriculum relevant to the student's needs and interests to supplement the traditional method of curriculum development based on the agricultural needs of the community.

Strong (18) defines interest as activities for which we have liking or disliking and which we go toward or away from, and which cause a continuance or discontinuance of the status quo. He further states that these interests may or may not be preferred to other interests and may continue over varying intervals of time.

Aldrich (1), of Washington, found vocational choice considerations of major importance by students in choosing an occupation. According to Aldrich, important considerations were: interest in work conditions; suitability of work to the student's mental abilities; and wages offered. Aldrich also reported that 36.9 percent made their vocational choice before the junior year and 55.3 percent made their choice during the junior and senior years.

OBJECTIVE

The purpose of this study was to survey curricular interests, job or chore interests, and leisure time interests related to the development of 113 vocational agriculture students in Cheyenne and Rawlins Counties, Kansas.

LIMITATIONS OF THE STUDY

The study was limited to Cheyenne and Rawlins Counties, which included four schools with one high school under one hundred students and one high school over two hundred students in each county.

A survey instrument was developed. The students' responses were limited to the items of student interest which were included in the survey. The writer anticipated that most of the interests of the students were included. The writer taught in McDonald, Kansas and administered the survey to his students. The instrument was administered to the students of Atwood, Bird City, and Saint Francis, Kansas by the vocational agriculture teachers of those schools.

The study was limited to 113 survey instruments which were completed by the vocational agriculture students in Atwood, Bird City, McDonald, and Saint Francis, Kansas.

DEFINITION OF TERMS

Terms used in this study may have had a meaning which could have varied somewhat from those in ordinary usage. The definitions of terms used in this study include:

Curricular Activity Interest - Activities which are included in the curriculum to develop student competence in an agriculture occupation.

Curricular Interest - Interest in agricultural units and activities included in the instructional program.

Job or Chore Interest - Work performance activities the student does at home, or his job experience program.

Leisure Interest - The performance of activities which the student does when not at work.

Occupation - Performance of work for pay that produces a livelihood.

Student Interest in Subject Area - Stated preferences by students for subjects such as vocational agriculture, mathematics, science, social science, business, language, English, health, physical education, and drivers education.

Student Performance in Subject Area - The student's interpretation of degree and quality of achievement in a specified area.

Sum Average - Determined by adding the weighted averages for Atwood, Bird City, McDonald and Saint Francis and then dividing the sum by the number of schools reporting.

Vocational Agriculture - A training program for the preparation of students for production and agriculture related occupations.

Weighted Average - Determined by giving "much" a value of five points, "some" a value of three points, and "little" a value of one point and then dividing by the number of responses.

Chapter 2

REVIEW OF SELECTED LITERATURE

Literature related to student interest was reviewed from the private library of the writer, the library of the Agriculture Education Staff at Kansas State University, and the Kansas State University Library.

Strong (18) stated that, "In general, his (the student) interests indicate the direction he should go, his abilities determine how far he can go; and his motivations, ambition, fight, determination, stick-to-it-iveness indicate how far he will go."

Bail (2), of Arizona, found that course content and class schedules should be planned to meet the needs and interests of all students. He further suggested that introductory courses should include basic principles of science related to agriculture.

Various measures of interest had been developed. Some of them included the Strong Vocational Interest Blank; the Ohio Vocational Interest Survey which is especially aimed at helping youth in vocational development; and one of the leading interest inventories, the Kuder Preference Record. This form is useful in helping students identify broad fields of work from which they may obtain job satisfaction.

Mallison and Crumbine (12), investigated the stability of Kuder scores between grades nine and twelve and found considerable stability

in the scores. For eighty percent of the students the highest areas of interest at the ninth grade remained among the three highest at the twelfth grade.

In a study by Super (19), a developmental approach to occupational choice was used in his study of adolescents even though the research design was cross-sectional. He hypothesized, and to a limited extent demonstrated, that there is a progressive development in the vocational thinking of boys as they move toward adulthood. The author described three distinct periods in the process of making occupational choices, which he believes coincided fairly well with certain ages; the period of fantasy choice, during latency; the period of tentative choice, during adolescence; and the period of realistic choice, during early adulthood. Occupational choice, Super concluded was determined largely by fantasy prior to pubescence, then by interest, next by capacity considerations which the author defined as considerations of opportunity in relation to ability, interest, and value.

In another work, Super (20) stated the specificity of information which boys had about preferred occupations, was rather substantial in so far as occupational requirements were concerned. This may be sufficient for ninth graders, who need to make decisions largely of direction rather than of actual entry. Knowledge of duties, conditions of work, and other important characteristics of the occupations were found to be limited.

Super further stated the specificity of planning was also low; more than half of the ninth graders had apparently done little about

getting information on which to base high school plans. About one-third of the boys made no appropriate high school plans related to their preferred occupations, nor post high school plans. However, acceptance of responsibility for choice was fairly widespread in the group.

Bittner (4), of Michigan, stated that 209 students, or 15.3 percent of the total enrollment of 1370 students left vocational agriculture at the end of the 1960-61 school year. Forty-three and one tenth percent of those dropping vocational agriculture were freshmen, 35.8 percent were sophomores, and 21.1 percent were juniors. Of the total student loss, 75.6 percent chose other high school subjects, 11.0 percent moved away, 12.9 percent left school, and 0.5 percent were listed as dead. Bittner found that the significant factors which apparently influenced the decision of farm boys to discontinue vocational agriculture were not the relative opportunities these boys had to enter farming, but a less favorable attitude toward farming and lack of desire to capitalize upon a farming background as an aid to becoming established in an agricultural occupation.

Decosta (8) stated that interests are part of the motivational system in man. The psychological needs in early life become the interests of youth which developed into values and value systems in later life.

Cherry (6), of Pennsylvania, found vocational agriculture instructors rated the FFA Organization as most important followed by items of leadership such as public speaking and on FFA History.

Student scores were high on items readily accessible to and of immediate interest to ninth grade boys.

Magisos (11) reported that generally first year students became aware of vocational agriculture early, making the decision to enroll shortly before the decision was necessary. The vocational agriculture facilities attracted the most, while the study of livestock and shop practices ranked the most interesting features. The family, the agriculture instructor, and older boys enrolled in vocational agriculture exerted the most personal influence on the decision to enroll. Fairs and shows ranked first in events influencing that decision. School counseling services exerted minor influence.

In a study in Kentucky, Bruce (5) noted that boys enrolled in vocational agriculture because of their ability and their interest in supervised practice programs. Additional factors influencing enrollment in vocational agriculture included potential ability of boys to benefit, class schedules, parent counseling, principals, counselors, vocational agriculture teachers, and publicized programs with teachers optimistic about the future of agriculture.

Ringen (16) found that twenty-two graduates ranked the high school courses in order of importance as follows: vocational agriculture, mathematics, physical science, commerce, English, industrial arts, physical education, social science, and music.

When the courses were ranked in the order of importance for thirteen graduates in other than production agriculture occupations, vocational agriculture was first followed by mathematics, English,

physical science, commerce, physical education, social science and music.

In a study by Cooper (7), of Maryland, most vocational agriculture student's standardized test scores indicated significantly lower intelligence level and lower mathematic achievement of pupils enrolled in agriculture as compared with the total male population of their grade. Eighty-eight percent of the students having extensive farm experience planned occupations that utilized skills learned in vocational agriculture and two-thirds reported farm residence.

McRill (13) found the I.Q. distribution of the vocational agriculture students to be similar to the normal distribution of the age group, and agriculture grade point averages were higher than academic grade point averages.

In a study by Patton (15), male non-agriculture students had a slightly higher average intelligence quotient than agriculture students. The mean intelligence quotient for non-agriculture students was 101. The mean for agriculture students was 96. Non-agriculture students had a higher grade point average in English, biology, algebra, geometry, business, mathematics, and social studies.

Lester and O'Kelley (10) reported students in vocational agriculture completed fewer high school units of mathematics, social studies, science, and foreign language than did students in the non-vocational agriculture group.

Hagen (9) reported employers preferred to hire persons with a good background in English, speech, salesmanship, mathematics, and

specialized study in the area of vocational agriculture related to their particular agri-business. An aggressive leader who followed orders, accepted responsibility, and got along well with people possessed the personal traits employers desired.

Noakes (14), of New York, reported students were interested in agricultural courses in one or more occupational areas in agriculture. Preferences for occupational areas were: conservation, forestry, and campsite activities; agriculture machinery and mechanics; farm work, operation, and management; ornamental horticulture, landscaping, and floriculture; and agricultural sales and service.

Bingham (3) found that jobs in agriculture are becoming more technical. He also stated certain activity and competency areas should be emphasized in vocational programs in high school to develop occupational competency with wide application. Some activity interests with wide application are contacting people, selling, using manuals, maintaining and operating machines, handling money, keeping records, and filing. Widely applicable competency areas include fertilizers, crop production, insect and disease control, nutrition and rations, and operating tractors and machines.

Students should be assisted in gaining meaningful work experience to develop desirable work habits.

Robinson (17) reported that considering the nation as a whole, twenty-eight percent of all leisure time is spent watching television. Visiting or entertaining friends followed at seventeen percent. The study further reported that seven percent of all leisure time was spent

reading newspapers, two percent reading magazines, and only one percent in reading books. The remaining forty-three percent of leisure time was divided among the following diverse activities; non-work travel, resting, religion, organizational activities, adult education, hobbies, sports, outdoor activities, going places for entertainment, conservation, and miscellaneous social activities. The author reported that leisure time averages five hours per day.

The related literature indicated that research has been completed on curricular interests of vocational agriculture students. The evidence indicated there is a process of occupational career development from grades nine through twelve.

Chapter 3

METHOD OF RESEARCH

The purpose of the study was to survey the curricular, job or chore, and leisure time interests of the vocational agriculture students in Cheyenne and Rawlins Counties of Kansas.

Selection of the Population

All of the vocational agriculture students were from the four schools in Cheyenne and Rawlins Counties where livestock, crop production, and agriculture related industries were similar and were included in this survey.

The Survey Instrument

A survey instrument was developed which was administered by the vocational agriculture teachers of each student who was enrolled in vocational agriculture. The students indicated interest and performance in subject areas of study in the total high school curriculum.

Students responded to their interest in areas of curriculum which were adopted from the interview schedule prepared by Dr. James Albracht of Kansas State University. This included the following thirteen items; working out-of-doors; working with your hands; working with agriculture equipment and motors; working with welders and shop equipment, working with lawns; working with trees and shrubs; beautifying the landscape; keeping records and accounts; meeting and speaking

with others; selecting and showing livestock; selecting and raising crops; managing a farm business; working in an agriculture business.

The students were asked to respond to nine interest areas: working with machinery and tractors; keeping records; repairing equipment; building projects; performing mechanical tasks; working with livestock; doing shop work; driving automobiles; raising crops; and a blank space for other responses.

Students indicated interest in seven leisure time activities. These included: driving automobiles and cycles; listening to television; radio or stereo; riding horses; participating in sports; constructing crafts; playing a musical instrument; and reading.

The Pre-test

The survey was administered to the same thirty-eight McDonald vocational agriculture students and the results were analyzed. A revision was made to use a Likert scale of "much interest," "some interest," and "little interest" instead of the original procedure of ranking in order the topic ideas.

The Survey

The survey form was administered to the students of vocational agriculture in Cheyenne and Rawlins Counties. The vocational agriculture teachers in the high schools of Atwood, Saint Francis, and Bird City, Kansas were personally contacted by the writer and asked to administer the survey instrument to the students in their programs. The revised survey instrument was reviewed and directions explained

to the instructors. One hundred and thirteen vocational agriculture students in grades nine through twelve completed the survey instrument.

Method of Data Analysis

Frequency statistics were used to compare the interest of ninth, tenth, eleventh and twelfth grade students. A sum average was determined for each of the activities by grade placement by adding the weighted averages and then dividing the sum by the number of schools included in the survey.

Chapter 4

ANALYSIS OF DATA

The study was designed to survey the curricular, job or chore, and leisure time interests of the vocational agriculture students. This chapter will discuss the results of the survey.

Subject Area Interest and Performance

Table 1 indicates that tenth grade vocational agriculture students displayed the highest degree of interest in driver education with a sum average of 3.12 followed by 3.11 for ninth grade students. The twelfth grade students had a sum average for interest of 2.65 with 2.63 for eleventh grade students. The highest level of performance in driver education was indicated by tenth grade students with a sum average of 4.17 followed by 4.09 for students in the ninth grade. Eleventh grade students indicated a sum average for performance of 3.69 and 3.11 for students in grade twelve.

The highest degree of interest in physical education was shown by ninth grade students with a sum average of 4.20 followed by 4.05 for students in the tenth grade. Those in grade twelve indicated a sum average for interest of 3.78 with 3.03 for eleventh grade students. The highest level of performance in physical education was indicated by ninth grade students with a sum average of 4.38 followed by 3.94 for tenth grade students. Students in grade twelve had a sum average in performance of 3.20 with 3.09 for eleventh grade students.

Table 1. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest and Performance in Selected Subject areas of Study

Subject Area	Grade Levels							
	Nine		Ten		Eleven		Twelve	
	Int.	Perf.	Int.	Perf.	Int.	Perf.	Int.	Perf.
Driver Education	3.11*	4.09	3.12	4.17	2.63	3.69	2.65	3.11
Physical Education	4.30	4.38	4.05	3.94	3.03	3.09	3.78	3.20
Vocational Agriculture	4.42	4.33	4.75	4.13	4.25	3.63	4.60	4.63
Business	4.30	2.68	4.10	3.63	3.22	2.60	2.60	3.13
Science	3.03	3.66	2.90	3.11	2.36	2.36	2.73	2.83
Social Studies	3.50	2.76	2.35	2.24	2.13	2.29	2.53	2.80
Language	2.87	3.84	2.33	4.18	1.08	1.86	1.93	2.66
English	2.25	3.71	2.25	0.94	2.60	2.52	1.70	3.18
Health	2.32	3.41	2.50	3.41	2.20	3.01	2.71	2.85
Mathematics	3.75	3.03	2.78	1.60	2.20	2.40	2.33	2.33

*Sum average was determined by adding the weighted averages for Atwood, Bird City, McDonald, and Saint Francis and then dividing the sum by the number of schools reporting.

The highest degree of interest in vocational agriculture was indicated by twelfth grade students with a sum average of 4.63 followed by 4.33 for those in the ninth grade. Students in grade ten had a sum average of 4.13 with 3.63 eleventh grade students.

The highest degree of interest in business was displayed with a sum average of 4.30 for ninth grade students followed by 4.10 for tenth grade students. Students in grade eleven had a sum average of 3.22 followed by 2.60 for grade twelve students. The highest level of performance in business was indicated by tenth grade students with a sum average of 3.63 followed by 3.13 for those in the twelfth grade. Students in grade nine had a sum average of 2.68 followed by 2.60 for those in grade eleven.

The highest level of interest in science was shown by a sum average of 3.03 for ninth grade students followed by 2.90 for the tenth grade students. Students in grade twelve indicated a sum average of 2.73 followed by 2.36 for the eleventh grade students. The highest degree of performance in science was indicated by a sum average of 3.66 for students in the ninth grade followed by 3.11 for tenth grade students. Students in grade twelve indicated a sum average of 2.83 followed by 2.36 for the eleventh grade students.

The largest sum average in social science interest was 3.50 indicated by the ninth grade students followed by 2.53 for the twelfth grade students. Students in grade ten had a sum average of 2.35 followed by 2.13 for those in grade eleven. The highest sum average in performance was indicated by 2.80 for twelfth grade students

followed by 2.76 for those in the ninth grade. Students in grade eleven indicated a sum average of 2.29 followed by 2.24 for tenth grade students.

The highest degree of interest in language was indicated by a sum average of 2.87 for the ninth grade students followed by 2.33 for the tenth grade students. Those in the twelfth grade had a sum average of 1.93 followed by 1.08 for those in the eleventh grade. The highest level of performance in language was displayed by a sum average of 4.18 for tenth grade students followed by 3.84 for ninth grade students, 2.66 for twelfth grade students, and 1.08 for the eleventh grade students.

The greatest interest in English was indicated by a sum average of 2.60 for those in the eleventh grade followed by 2.25 for ninth and tenth grade students. At the bottom of the scale were the twelfth grade students with a sum average of 1.70. The highest degree of performance in English was indicated by a sum average of 3.71 for the ninth grade followed by 3.18 for twelfth grade students, 2.52 for the eleventh grade students, and 0.94 for those in the tenth grade.

The highest degree of interest in health was indicated by a sum average of 2.71 for the twelfth grade students followed by 2.50 for the tenth grade students, 2.32 for ninth grade students, and 2.20 for the eleventh grade students. The highest degree of performance in health was displayed by a sum average of 3.41 for the ninth and tenth grade students, followed by 3.01 for eleventh grade students, and 2.85 for those in the twelfth grade.

The greatest interest in mathematics was indicated by a sum

average of 3.75 for ninth grade students followed by 2.78 for tenth grade students. The sum average of 2.33 was indicated by the twelfth grade students, and at the bottom of the scale was 2.20 for the eleventh grade students. The highest degree of performance in mathematics was indicated by the sum average of 3.03 for ninth grade students followed by 2.40 for eleventh grade students, 2.33 for twelfth grade students, and 1.60 for those in the tenth grade.

Job or Chore Activities

Working with machinery and tractors. It can be determined by examining the data in Table 2 that all of the students indicated a high degree of interest in working with machinery and tractors. The highest levels of interest were indicated by eleventh and twelfth grade students with sum averages of 4.35 and 4.44 respectively. Ninth and tenth grade students indicated a slightly lower degree of interest in this area.

Keeping records. The information in Table 3 indicates that the students surveyed displayed a relatively lower degree of interest in keeping records. The highest degree of interest in this area was indicated by tenth and twelfth grade students with identical sum averages of 3.00. Atwood tenth grade students responded with an especially high level of interest (4.50). Eleventh (2.63) and ninth grade (2.21) students indicated lesser interest in keeping records.

Repairing equipment. The students responded with relatively less interest to repairing equipment as seen in Table 4. The ninth

Table 2. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working with Machinery and Tractors

Grade Level	Weighted Average of Responses*				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average**
Nine	4.60	4.50	3.80	3.60	4.14
Ten	3.60	4.10	4.30	4.00	4.00
Eleven	4.10	4.30	4.00	5.00	4.35
Twelve	4.30	-- ***	4.50	4.50	4.44
Average					4.23

*Weighted averages were calculated by using a Likert scale value of 5 points for each "much" response, 3 points for "some" and 1 point for "little" responses and then dividing the sum by the number of responses.

**Sum average was determined by adding the weighted averages for Atwood, Bird City, McDonald, and Saint Francis and then dividing the sum by the number of schools reporting.

***There were no twelfth grade responses from Bird City High School because there were no twelfth grade students enrolled in vocational agriculture.

Table 3. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Keeping Records

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	2.70	2.50	1.50	2.15	2.21
Ten	4.50	2.70	2.30	2.50	3.00
Eleven	2.20	2.33	3.00	3.00	2.63
Twelve	3.30	--	2.50	3.20	3.00
Average					2.71

Table 4. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Repairing Equipment

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.10	4.00	3.50	3.70	3.82
Ten	3.60	3.80	4.01	3.00	3.60
Eleven	5.00	3.60	3.50	3.00	3.77
Twelve	3.30	--	3.50	2.40	3.06
Average					3.54

and eleventh grade students indicated the highest levels of interest in this area with sum averages of 3.82 and 3.77 respectively. The tenth grade students displayed slightly less interest (3.60) and the twelfth grade (3.06) students indicated the least interest in repairing equipment.

Building projects. The data in Table 5 reveal that the students indicated a generally lesser degree of interest in building projects although the twelfth grade (5.00) students from Atwood responded with a very high level of interest. The greatest interest in building projects was displayed by twelfth grade (4.23) students. Ninth and tenth grade students indicated slightly less interest and the eleventh grade (3.40) students displayed the least amount of interest in building projects. Saint Francis eleventh grade (1.00) students indicated especially low interest in this area.

Performing mechanical tasks. The information in Table 6 indicated that a lesser degree of interest was displayed by the students in performing mechanical tasks. The eleventh grade students indicated the greatest interest in this area with an especially high weighted average of 5.00 for Saint Francis eleventh grade students. The ninth grade students displayed slightly less interest (3.75) followed by (3.56) for the twelfth grade students. The least amount of interest in performing mechanical tasks (3.15) was indicated by tenth grade students. McDonald tenth grade students had an especially low weighted average of 1.50.

Table 5. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Building Projects

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.70	4.00	2.80	4.41	3.91
Ten	4.40	3.80	3.50	4.00	3.92
Eleven	4.10	4.30	4.20	1.00	3.40
Twelve	5.00	--	3.50	4.20	4.23
Average					3.86

Table 6. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Performing Mechanical Tasks

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.10	4.00	3.50	3.40	3.75
Ten	3.80	3.50	1.50	3.80	3.15
Eleven	3.20	4.30	3.40	5.00	4.00
Twelve	4.00	--	3.50	3.20	3.56
Average					3.61

Working with livestock. The information in Table 7 indicates that the students surveyed responded with a high degree of interest in working with livestock. Both the tenth and eleventh grade students showed the greatest interest (4.42) in this area. The twelfth (4.30) and ninth (3.92) grade students indicated slightly less interest in working with livestock.

Table 7. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working with Livestock

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.70	3.30	3.90	3.80	3.92
Ten	4.50	4.40	4.00	4.80	4.42
Eleven	4.70	4.30	5.00	3.70	4.42
Twelve	4.60	--	3.30	5.00	4.30
Average					4.26

Doing shop work. The students indicated a high degree of interest in doing shop work as can be determined from the data in Table 8. The twelfth grade (4.53) students indicated the greatest interest in this area followed by eleventh (4.32), tenth (4.20), and ninth (4.08) grade students respectively.

Driving automobiles. The information in Table 9 indicates that the students surveyed displayed a high level of interest in driving

automobiles. The greatest interest was displayed by tenth grade (4.50) students with slightly less interest for ninth grade (4.42) students. The eleventh (3.90) and twelfth grade (3.90) students indicated the least interest in driving automobiles.

Table 8. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Doing Shop Work

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.40	4.00	3.80	4.15	4.08
Ten	4.11	4.10	4.60	4.00	4.20
Eleven	4.70	3.60	4.00	5.00	4.32
Twelve	4.60	--	5.00	4.00	4.53
Average					4.28

Table 9. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Driving Automobiles

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.40	5.00	3.80	4.51	4.42
Ten	4.40	4.10	4.50	5.00	4.50
Eleven	4.70	3.60	4.30	3.00	3.90
Twelve	4.00	--	3.50	4.20	3.90
Average					4.18

automobiles. The greatest interest was displayed by tenth grade (4.50) students with slightly less interest for ninth grade (4.42) students. The eleventh (3.90) and twelfth grade (3.90) students indicated the least interest in driving automobiles.

Raising crops. A lesser degree of interest in raising crops was indicated by the students surveyed. The highest level of interest was displayed by eleventh grade (3.70) students followed by tenth (3.49) and twelfth grade (3.46) students respectively. The least interest in raising crops was displayed by the ninth grade (2.92) students, as shown by the information in Table 10.

Table 10. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Raising Crops

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	2.40	3.70	2.80	2.81	2.92
Ten	4.10	3.84	3.70	2.33	3.49
Eleven	4.40	3.60	3.80	3.00	3.70
Twelve	2.10	--	4.50	3.80	3.46
Average					3.39

Leisure Time Interests

Driving automobiles and cycles. It can be determined from the data in Table 11 that the students surveyed indicated a high degree of interest in driving automobiles and cycles as a leisure time activity. The highest level of interest was displayed by ninth grade (4.43) students followed by those in the tenth grade (4.35). The eleventh (4.07) and twelfth (3.88) grade students indicated slightly less interest in driving automobiles and cycles.

Table 11. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Driving Automobiles and Cycles

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.42	4.75	3.80	4.77	4.43
Ten	4.55	4.42	4.45	4.00	4.35
Eleven	4.71	4.33	4.25	3.00	4.07
Twelve	4.33	--	3.50	3.83	3.88
Average					4.18

Listening to television, radio, and stereo. The students surveyed indicated a lesser degree of interest in listening to television, radio, and stereo as determined from the data in Table 12. Twelfth grade (4.22) students indicated the greatest interest followed by the ninth grade (4.19) students with slightly less interest. The

least interest was displayed by tenth (3.68) and eleventh (3.44) grade students respectively. Saint Francis eleventh grade students indicated a very low level of interest in listening to television, radio, or stereo with a weighted average of 1.00.

Table 12. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Listening to Television, Radio, and Stereo

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.41	4.25	4.00	4.11	4.19
Ten	3.44	3.85	4.45	3.00	3.68
Eleven	4.14	4.33	4.30	1.00	3.44
Twelve	3.33	--	5.00	4.33	4.22
Average					3.88

Riding horses. A lesser degree of interest was indicated for riding horses according to the information in Table 13. Twelfth grade (4.11) students indicated the greatest interest followed by ninth grade (3.47) students. Tenth (3.18) and eleventh (3.12) grade students indicated lower levels of interest respectively. Saint Francis eleventh grade students displayed especially low interest in riding horses with a weighted average of 1.00.

Table 13. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Riding Horses

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	3.85	2.75	3.75	3.55	3.47
Ten	3.00	2.42	4.81	2.50	3.18
Eleven	2.71	5.00	3.80	1.00	3.12
Twelve	4.33	--	5.00	3.00	4.11
Average					3.44

Participating in sports. The responses in Table 14 reveal that the students in the survey indicated a high degree of interest in participating in sports. The greatest interest was displayed by tenth grade (4.90) students followed by ninth grade (4.60) students. Twelfth grade (3.38) students indicated less interest in participating in sports and the least interest was displayed by eleventh grade (3.37) students with an especially low weighted average of 1.00 for Saint Francis students in grade eleven.

Constructing crafts. The information in Table 15 indicated that the students surveyed displayed a lesser degree of interest in constructing crafts. Eleventh grade (4.12) students responded with highest interest in this area followed by twelfth (3.43) grade students. Somewhat less interest in constructing crafts was indicated by ninth grade

(3.00) students. The tenth grade (2.73) students indicated the least interest in this area.

Table 14. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Participating in Sports

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.71	5.00	4.50	4.22	4.60
Ten	4.11	4.71	4.30	3.50	4.90
Eleven	3.85	3.66	5.00	1.00	3.37
Twelve	2.00	--	5.00	3.16	3.38
Average					4.06

Table 15. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Constructing Crafts

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	2.14	3.25	2.80	3.82	3.00
Ten	2.77	2.42	3.50	2.25	2.73
Eleven	3.57	3.66	4.25	5.00	4.12
Twelve	3.66	--	3.50	3.15	3.43
Average					3.32

Playing a musical instrument. The students in the survey displayed a lower degree of interest in playing a musical instrument. Tenth grade (2.92) students indicated the greatest interest with an especially high weighted average of 4.55 for Atwood students. Less interest was indicated by ninth (2.07), twelfth (1.72), and eleventh (1.65) grade students respectively, as indicated by Table 16.

Table 16. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Playing a Musical Instrument

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	1.00	1.75	3.50	2.05	2.07
Ten	4.55	1.85	2.81	2.50	2.92
Eleven	1.85	2.00	1.75	1.00	1.65
Twelve	2.33	--	1.00	1.83	1.72
Average					2.09

Reading. A lower degree of interest in reading was displayed by the students surveyed as indicated from the data in Table 17. Ninth grade (3.01) students indicated the greatest interest followed by tenth (2.91) and twelfth grade (2.83) students respectively with slightly less interest. Eleventh grade (2.20) students displayed the least interest in reading as a leisure activity.

Table 17. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Reading

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	2.42	3.00	3.75	2.88	3.01
Ten	2.88	3.28	3.00	2.50	2.91
Eleven	2.57	2.00	3.25	1.00	2.20
Twelve	3.00	--	2.00	3.50	2.83
Average					2.73

Curricular Activity Interests

Working out-of-doors. The responses in Table 18 indicated a high degree of interest in working out-of-doors. Twelfth grade students indicated the greatest interest with a sum average of 4.86 followed by eleventh grade (4.80) students with a slightly lower weighted average. Ninth (4.58) and tenth (4.57) grade students respectively, indicated slightly less interest in working out-of-doors.

Working with their hands. The students surveyed displayed a high degree of interest in working with their hands according to Table 19. Twelfth grade (4.70) students indicated the greatest interest. Eleventh (4.47) and ninth (4.40) grade students indicated slightly lower weighted averages. The least interest in working with their hands was displayed by students in grade ten (3.49).

Table 18. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working Out-Of-Doors

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.50	5.00	4.25	4.57	4.58
Ten	5.00	4.14	4.63	4.50	4.57
Eleven	4.71	5.00	4.50	5.00	4.80
Twelve	5.00	--	5.00	4.60	4.86
Average					4.70

Table 19. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working with Their Hands

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.42	4.25	4.25	4.68	4.40
Ten	2.75	3.28	4.45	3.50	3.49
Eleven	5.00	3.66	4.25	5.00	4.47
Twelve	5.00	--	5.00	4.80	4.70
Average					4.26

Working with agricultural equipment and motors. The data in Table 20 indicated that the students surveyed displayed a high degree of interest in working with agricultural equipment and motors. Eleventh grade students indicated the highest level of interest with a sum average of 4.52 followed by twelfth grade students with 4.44. Ninth grade (3.86) students indicated lower interest in working with agricultural equipment and motors and the least interest was displayed by tenth grade (3.77) students.

Table 20. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working with Agricultural Equipment and Motors

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.14	4.50	3.62	3.21	3.86
Ten	3.88	4.14	4.09	3.00	3.77
Eleven	5.00	4.33	3.75	5.00	4.52
Twelve	4.33	--	5.00	4.00	4.44
Average					4.15

Working with welders and shop equipment. The students surveyed indicated a high degree of interest in working with welders and shop equipment. The data in Table 21 indicated the highest level of interest was displayed by ninth grade (4.50) students followed by students in grade twelve (4.38). The eleventh grade (4.12) students displayed

slightly less interest and the least interest in working with welders and shop equipment was indicated by students in grade ten (3.29).

Table 21. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working with Welders and Shop Equipment

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.66	4.50	4.25	4.57	4.50
Ten	3.88	3.14	3.64	2.50	3.29
Eleven	4.71	3.00	3.75	5.00	4.12
Twelve	4.33	--	5.00	3.80	4.38
Average					4.07

Working with lawns. The information in Table 22 indicates that the students surveyed responded with a lower degree of interest to working with lawns. The greatest interest was displayed by the students in grade twelve (3.07) followed by those in grade nine (2.72). Eleventh grade (2.45) students indicated a lower level of interest and the least interest was displayed by tenth grade students (2.22). It may be noted that Saint Francis students in all grades displayed a greater degree of interest in working with lawns than did the other students surveyed.

Table 22. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working with Lawns

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	2.14	3.50	2.25	3.00	2.72
Ten	2.11	1.85	1.90	3.00	2.22
Eleven	3.28	2.00	1.50	3.00	2.45
Twelve	3.00	--	3.00	3.20	3.07
Average					2.62

Working with trees and shrubs. Working with trees and shrubs was responded to with a lower degree of interest by the students in the survey. The data in Table 23 indicated that twelfth grade (2.93) students displayed the greatest interest in this curricular interest. Somewhat less interest was displayed by students in grades eleven (2.24) and nine (2.17) respectively. The tenth grade (2.09) students indicated the least interest in working with trees and shrubs.

Beautifying the landscape. The students surveyed indicated a lower degree of interest in beautifying the landscape. As can be seen from the information in Table 24 the twelfth grade students displayed the highest interest with a sum average of (3.08). Students in grades nine (2.77) and eleven (2.68) respectively indicated slightly less interest. The students in grade ten (2.37) displayed the least interest

in beautifying the landscape. Again students from Saint Francis indicated a relatively higher level of interest in this area than did the students of the other schools.

Table 23. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working with Trees and Shrubs

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	2.00	2.25	1.75	2.68	2.17
Ten	2.12	2.14	2.09	2.00	2.09
Eleven	2.71	1.00	2.25	3.00	2.24
Twelve	3.00	--	3.00	2.80	2.93
Average					2.35

Table 24. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Beautifying the Landscape

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	3.28	3.00	2.25	2.57	2.77
Ten	2.11	2.14	1.73	3.50	2.37
Eleven	2.71	2.00	3.00	3.00	2.68
Twelve	3.33	--	2.50	3.40	3.08
Average					2.48

Keeping records and accounts. A lower degree of interest in keeping records and accounts was displayed by the students surveyed. The information in Table 25 indicated that students in grade twelve (2.73) displayed greatest interest in this area followed by those in grade nine (2.26). A lower level of interest in keeping records and accounts was displayed by students in grades eleven (1.97) and ten (1.62) respectively.

Table 25. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Keeping Records and Accounts

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	2.71	2.75	1.75	1.84	2.26
Ten	1.44	2.14	1.90	1.00	1.62
Eleven	2.28	2.33	2.25	1.00	1.97
Twelve	3.00	--	2.00	3.20	2.73
Average					2.15

Meeting and speaking with others. The students in the survey responded to meeting and speaking with others with a lower degree of interest. From the information in Table 26, it can be seen that students in grade twelve (3.40) indicated the greatest interest in this area. A lower level of interest was displayed by students in grades nine (2.82), ten (2.54) and eleven (2.35).

Table 26. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Meeting and Speaking with Others

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	3.00	2.75	2.75	2.78	2.82
Ten	2.55	3.28	2.09	2.25	2.54
Eleven	3.57	2.33	2.50	1.00	2.35
Twelve	4.00	--	3.00	3.20	3.40
Average					2.78

Selecting and showing livestock. Selecting and showing livestock was responded to with a lesser degree of interest by the students surveyed. The data in Table 27 indicated that students in grade twelve (3.77) displayed the greatest interest followed by slightly less interest for students in grades eleven (3.68), ten (3.23) and nine (3.19) respectively.

Selecting and raising crops. The information in Table 28 revealed that the students surveyed displayed a lesser degree of interest in selecting and raising crops. The greatest interest was indicated by students in grades eleven (3.22) and twelve (3.20). A slightly lower level of interest in this area was displayed by students in grades ten (2.92) and nine (2.87) respectively.

Table 27. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Selecting and Showing Livestock

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	3.85	3.50	3.25	2.15	3.19
Ten	3.22	3.85	3.36	2.50	3.23
Eleven	4.14	4.33	3.25	3.00	3.68
Twelve	3.00	--	4.50	3.80	3.77
Average					3.47

Table 28. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Selecting and Raising Crops

Nine	2.71	3.75	2.75	2.26	2.87
Ten	2.77	3.28	3.36	2.25	2.92
Eleven	2.71	3.66	3.50	3.00	3.22
Twelve	2.00	--	4.00	3.60	3.20
Average					3.05

Working in an agricultural business. The students surveyed indicated a lesser degree of interest in working in an agricultural business according to the information in Table 29. Students in grade eleven (4.31) displayed the greatest interest followed by students in

grades ten (4.09) and twelve (4.08). The least interest in this curricular area was displayed by students in grade nine (3.52).

Table 29. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Working in an Agricultural Business

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	3.85	4.00	3.75	2.57	3.52
Ten	4.00	4.71	3.91	3.75	4.09
Eleven	4.14	4.33	3.75	5.00	4.31
Twelve	3.83	--	5.00	3.40	4.08
Average					3.00

Managing a farm business. The data in Table 30 indicated that the students surveyed displayed a lesser degree of interest in managing a farm business. The greatest interest in this area was indicated by eleventh grade (4.33) students followed by twelfth grade (4.03) students. Slightly less interest in managing a farm business was displayed by students in grades nine (3.69) and ten (3.53).

Table 30. Responses of Students from Four Kansas High Schools in Cheyenne and Rawlins Counties to Interest in Managing a Farm Business

Grade Level	Weighted Average of Responses				
	Atwood	Bird City	McDonald	Saint Francis	Sum Average
Nine	4.33	4.50	3.25	2.68	3.69
Ten	4.11	3.57	4.45	2.00	3.53
Eleven	4.42	3.66	4.25	5.00	4.33
Twelve	4.00	--	4.50	3.60	4.03
Average					3.90

Summary of Findings

The students indicated the highest degree of interest in vocational agriculture of the subject areas listed in the survey. The level of performance attainment by the students was also rated very high for vocational agriculture.

As a group, the students surveyed expressed a high degree of interest in these curricular areas: working out-of-doors, with a sum average of 4.70; working with their hands, 4.26; working with agriculture equipment and motors, 4.15; and working with welders and shop equipment, 4.15. The students displayed a lesser degree of interest in the following curricular areas: managing a farm business, 3.90; selecting and showing livestock, 3.47; selecting and raising crops, 3.05; and working in an agricultural business, 3.00. All of the students surveyed responded with a lower degree of interest in the

following curricular areas: meeting and speaking with others, 2.78; working with lawns, 2.62; beautifying the landscape, 2.48; working with trees and shrubs, 2.35; and keeping records, 2.15.

A high degree of interest was indicated by all students surveyed in response to the following job and chore activities: doing shop work, 4.28; working with livestock, 4.26; working with machinery and tractors, 4.23; and driving automobiles, 4.18. A lesser degree of interest was indicated in building projects, 3.86; performing mechanical tasks, 3.61; repairing equipment, 3.54; and raising crops, 3.39. The students displayed a relatively lower degree of interest in keeping records as a job or chore.

The students included in the survey expressed a high degree of interest in these leisure time activities: driving automobiles and cycles, 4.18; and participating in sports, 4.06. They responded with a lesser degree of interest in listening to television, radio, and stereo, 3.88; riding horses, 3.44; and constructing crafts, 3.32. A lower degree of interest was indicated in response to reading, 2.73 and to playing a musical instrument, 2.09 as leisure time activities.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The study was designed to determine the interests of students enrolled in vocational agriculture so that these expressed interests could be considered in the development of a curriculum relevant to the needs and interests of students. The interests of the students are important in the development of curriculum based on the agricultural needs of the community.

Data was collected by using a survey check list. Responses were obtained from one hundred percent or one hundred and thirteen vocational agriculture students enrolled in grades nine through twelve. A weighted average by grade for each of the schools was obtained. A sum average for each of the four schools was obtained by adding the weighted averages for Atwood, Bird City, McDonald, and Saint Francis and then dividing the sum by the number of schools reporting.

It was found that the subject area interest of students in grades nine through twelve was found to be greatest for vocational agriculture. When the students were asked to rate their performance they again ranked vocational agriculture very high.

The students indicated a higher degree of interest in working out-of-doors than in any of the other curricular activities with a sum average for all grades of 4.64. The students also indicated an

enjoyment in working with their hands which yielded a sum average for all grades of 4.26. Working with agricultural equipment and motors followed with 4.15 and working with welders and shop equipment was 4.07. Lesser interest was indicated for managing a farm business, 3.90; selecting and showing livestock, 3.47; selecting and raising crops, 3.05; and working in an agricultural business, 3.00. The students indicated lower degrees of interest in meeting and speaking with others, 2.78; and in keeping records and accounts with a sum average for all grades of 2.15. Horticultural activities ranked low in interest level with sum averages of 2.35 for working with trees and shrubs; 2.48 for beautifying the landscape; and 2.62 for working with lawns.

The students indicated a generally high level of interest in job and chore activities. They indicated the highest degree of interest in doing shop work with a sum average for all grades of 4.28, followed by working with livestock at 4.26; working with machinery and tractors at 4.23; and driving automobiles at 4.18. Lesser levels of interest were indicated in building projects, 3.86; performing mechanical tasks, 3.61; repairing equipment, 3.54; and raising crops, 3.39. The lowest amount of interest was listed for keeping records. This was indicated by the students with a sum average for all grades of 2.71.

Considering leisure time activities the students indicated the highest degree of interest in driving automobiles and cycles with a sum average of 4.18. Interest in participating in sports followed with a sum average for all grades of 4.06. A lesser degree of interest was displayed by the students surveyed in listening to television, radio,

and stereo, 3.88; riding horses, 3.44; and constructing crafts, 3.32. Lower amounts of interest were indicated for reading, 2.73 and playing a musical instrument, 2.09.

CONCLUSIONS

The students in all the grades surveyed indicated a high level of interest in the following areas; working out-of-doors, doing shop work, working with machinery and tractors, working with livestock, and driving automobiles and cycles.

All of the students indicated a lesser degree of interest in repairing equipment, raising crops, selecting and raising crops, and in selecting and showing livestock.

A lower level of interest was indicated by all the students in response to working with trees and shrubs, beautifying the landscape, keeping records and accounts, and in playing a musical instrument.

In comparing the different levels of interest for the specific grades it was found that no extreme differences existed. There was no instance where one grade rated an interest area highly and another rated it low. The differences which did exist were between high and lesser degrees of interest or between lesser and lower degrees of interest.

It may be determined from this study that the interests of ninth grade students are more general and wide ranging than those of students in later grades. The students in grade twelve displayed more specific interests, especially in areas which develop specific job skills.

It is important that student interests be considered in the development of vocational agriculture programs. The initial courses in agriculture should be general in nature and the final vocational agriculture courses should be more specialized and highly occupationally oriented. All vocational agriculture courses should be performance goal centered with an emphasis on activities which develop specific job skills.

RECOMMENDATIONS

As a result of this study the following recommendations were made:

1. Additional studies need to be made to find out what reasons students give who are more interested in some curricular areas than others.
2. Similar studies need to be made in different localities of the state to see if geographical patterns would emerge.
3. Vocational agriculture programs need to be adapted to the differences in the interests of the students for each of the classes.
4. The initial vocational agriculture courses should provide general experiences to all phases of vocational agriculture and be activity oriented.
5. The final vocational agriculture courses should be more specialized and occupationally oriented.

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APPENDIX

A Self-Interest Inventory

Name _____ Grade _____

Address _____ Age _____

Parent's Occupation: Father _____

Mother _____

What school subjects have you liked the most? _____

What school subjects have you liked the least? _____

In which school subjects did you perform the best? _____

In which school subjects did you perform the poorest? _____

What types of jobs or chores have you found the most interesting? _____

What types of jobs or chores have you found the least interesting? _____

What hobbies or leisure time activities do you enjoy doing? _____

What occupations have you observed, read about, heard about, or
thought about that you would like to investigate? _____

What types of activities, jobs or chores have others said that you
performed well? _____

What types of activities, jobs or chores have others said that you performed poorly? _____

What types of activities, jobs or chores do you feel you do the best? _____

Do you have any physical limitations for the performance of any activities, jobs or chores? _____

Do you have any physical capabilities which help you perform certain kinds of activities, jobs or chores especially well? _____

Please place a check on the blank which most closely indicates your interest in doing the following types of activities:

	Little Interest	Some Interest	Much Interest
Working out-of-doors	_____	_____	_____
Working with your hands	_____	_____	_____
Working with agricultural machinery and motors	_____	_____	_____
Working with welders and shop equipment	_____	_____	_____
Repairing electric motors and equipment	_____	_____	_____
Working with lawns	_____	_____	_____
Working with trees and shrubs	_____	_____	_____
Beautifying the landscape	_____	_____	_____
Keeping records and accounts	_____	_____	_____

	Little Interest	Some Interest	Much Interest
Meeting with and speaking with others	_____	_____	_____
Selecting and showing livestock	_____	_____	_____
Selecting and raising crops	_____	_____	_____
Managing a farm business	_____	_____	_____
Working in an agricultural business	_____	_____	_____

A Self-Interest Check List

Name _____ Grade _____
 School _____ Age _____
 Parents Occupation: Father _____
 Mother _____

1. Please place a check mark on the blank which most closely indicates your degree of interest in the following areas of study. Check only those subject areas currently enrolled in or completed.

	Much Interest	Some Interest	Little Interest
Drivers Education	_____	_____	_____
Physical Education	_____	_____	_____
Vocational Agriculture	_____	_____	_____
Business	_____	_____	_____
Science	_____	_____	_____
Social Science	_____	_____	_____
Language	_____	_____	_____
English	_____	_____	_____
Health	_____	_____	_____
Math	_____	_____	_____
Others	_____	_____	_____

2. Please place a check mark on the blank which most closely indicates your degree of interest in the following jobs or chores.

	Much Interest	Some Interest	Little Interest
Working with Machinery and Tractors	_____	_____	_____
Keeping Records	_____	_____	_____
Repairing Equipment	_____	_____	_____
Building Projects	_____	_____	_____
Performing Mechanical Tasks	_____	_____	_____
Working with Livestock	_____	_____	_____
Doing Shop Work	_____	_____	_____
Driving Automobiles	_____	_____	_____
Raising Crops	_____	_____	_____
Others			
_____	_____	_____	_____
_____	_____	_____	_____

3. Please place a check mark on the blank which most closely indicates your degree of performance in the following areas of study. Check only those subject areas currently enrolled in or completed.

	Good	Fair	Poor
Drivers Education	_____	_____	_____
Physical Education	_____	_____	_____
Vocational Agriculture	_____	_____	_____
Business	_____	_____	_____
Science	_____	_____	_____
Social Science	_____	_____	_____
Language	_____	_____	_____
English	_____	_____	_____
Health	_____	_____	_____
Math	_____	_____	_____
Others			
_____	_____	_____	_____
_____	_____	_____	_____

4. Please place a check mark on the blank that most closely indicates your degree of interest in the following leisure time activities.

	Much Interest	Some Interest	Little Interest
Driving Autos and Cycles	_____	_____	_____
Listening to T.V., Radio, or Stereo	_____	_____	_____
Riding Horses	_____	_____	_____
Participating in Sports	_____	_____	_____
Constructing Crafts	_____	_____	_____
Playing a Musical Instrument	_____	_____	_____
Reading	_____	_____	_____
Other			
_____	_____	_____	_____
_____	_____	_____	_____

5. Please place a check mark on the blank which most closely indicates your degree of interest in doing the following activities.

	Much Interest	Some Interest	Little Interest
Working out-of-doors	_____	_____	_____
Working with your hands	_____	_____	_____
Working with agriculture equipment and motors	_____	_____	_____
Working with welders and shop equipment	_____	_____	_____
Working with lawns	_____	_____	_____
Working with trees and shrubs	_____	_____	_____
Beautifying the landscape	_____	_____	_____
Keeping records and accounts	_____	_____	_____
Meeting and speaking with others	_____	_____	_____
Selecting and showing livestock	_____	_____	_____
Selecting and raising crops	_____	_____	_____
Managing a farm business	_____	_____	_____
Working in an agricultural business	_____	_____	_____

A STUDY OF CURRICULAR ACTIVITY INTERESTS AS EXPRESSED
BY VOCATIONAL AGRICULTURE STUDENTS IN CHEYENNE
AND RAWLINS COUNTIES, KANSAS IN 1969-70

by

GERALD EUGENE BERNHARDT

B. S., Colorado State University, 1968

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

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The study was designed to determine curricular interests, job and chore activity interests, and leisure time interests of students enrolled in vocational agriculture.

Data was collected by using a survey check list administered by the vocational agriculture instructors of the four high schools selected for the study. Responses were obtained from one hundred percent or one hundred thirteen vocational agriculture students enrolled in grades nine through twelve in four schools in Cheyenne and Rawlins Counties, Kansas. Frequency statistics were used to compare the interests of ninth, tenth, eleventh, and twelfth grade students. A sum average was determined for each of the activities by grade placement by adding the weighted averages and then dividing the sum by the number of schools included in the survey.

The author found that students in all grades and all four schools indicated high degree of interest in vocational agriculture. The students also indicated high performance in vocational agriculture. Lesser interest and lesser performance was indicated for the other subject areas.

The students in all the grades surveyed indicated a high level of interest in the following curricular areas: working out-of-doors; working with their hands; working with agricultural equipment and motors; and working with welders and shop equipment. They indicated a lesser degree of interest in managing a farm business, selecting and showing livestock, selecting and raising crops, and working in an agricultural business. The students displayed a lower level of interest

in meeting and speaking with others, working with lawns, beautifying the landscape, working with trees and shrubs, and keeping records and accounts.

All of the students surveyed indicated a high degree of interest in the following job and chore activities: doing shop work; working with livestock; working with machinery and tractors; and driving automobiles. A lesser degree of interest was indicated in building projects, performing mechanical tasks, repairing equipment, and raising crops. The students indicated a relatively lower degree of interest in keeping records as a job or chore.

The students included in the survey expressed a high degree of interest in the following leisure time activities: driving automobiles and cycles; and participating in sports. A lesser degree of interest was indicated in listening to television, radio, and stereo; riding horses; and constructing crafts. The students responded with a relatively lower degree of interest to reading and to playing a musical instrument.

The author concluded that student interests should be considered in development of vocational agricultural programs and that initial courses in vocational agriculture should be of a general nature and the final vocational agriculture courses should be more specialized and highly occupationally oriented. All vocational agriculture courses should be performance goal centered with an emphasis on activities which develop specific job skills.