

PREFERRED PATTERNS FOR THE PREPARATION OF INSTRUCTORS
OF POST-SECONDARY AGRICULTURE
PROGRAMS IN KANSAS

by

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Chapter 1

INTRODUCTION

Kansas junior colleges have, since their inception, accepted the responsibility of offering comprehensive programs. These colleges provided not only the liberal arts curriculums, but also some vocational-technical programs. A survey in 1936 found that the following vocational programs were being offered: accounting, salesmanship and advertising, office practice, machine shop, auto mechanics, carpentry, printing, costume design, clothing, foods, and general business including secretarial courses, to name a few.

From the early 1950's to the present, the community junior colleges have offered over sixty-five different vocational-technical programs. In 1966-1967 over 1,300 students were enrolled in vocational offerings--approximately 15 percent of the total enrollment of all community junior colleges. Enrollment in these types of offerings increased 24 percent in 1967-1968.

Information contained in the above quotation, Heinrich (1969:227), and similar analytical reports as described by Yarrington (1969), Cohen (1972), and Gleazer (1973), reveal the past developments of community junior colleges and their curricula. Also, these same reports lead to basic predictions as to what trends may be characteristic of these junior colleges in the future. Even though there is still predicted growth in the number of community colleges and more so a guaranteed expansion of their curricula (especially in the vocational technical fields due to such influences as the Vocational Educational Acts of 1963), there is obvious contrast in the 1970's when compared to the 1960's. One area of interest and considerable importance is that of obtaining qualified instructors for the community junior colleges and more specifically, vocational technical agriculture faculty.

Contrary to those past circumstances of the 1960's when vocational

agriculture positions were abundant and adequately prepared teachers were scarce, community junior college administrators can now recruit future faculty members from a supply which most generally will exceed their demand. Continued construction of new educational facilities and expanded diversification of the colleges already present, create a necessity for more instructors. On the other hand, overall job shortages due to the present economic conditions and the availability of recent graduates with advanced degrees, are giving today's community college administrators an opportunity to select potential instructors from many individuals, Kovach (1973). It is important to note that the highest degree in quality of teachers and teaching performance is a requisite objective for any educational institution and these centers of education must strive forward in an attempt to satisfy this objective. However, much uncertainty can be involved through the processes of selecting a staff. Where will these faculty members come from? Who will these people be? And most importantly--how will these prospective teachers be prepared?

Bond et al. (1971) brought out the fact that it has been standard procedure for senior colleges and universities to encourage less endowed graduates of master's and doctoral programs to seek junior college teaching positions. In other words, the traditional approach to staffing community colleges has been more or less a typical selection of people that have become available to teach. This is also substantiated to some degree by Bond et al. (1971) when he described five major sources for community college recruitment of instructors: other junior colleges, senior colleges and universities, secondary schools, business-industry, and graduate schools. Colleges have just looked for people with congeniality, credentials, and some training or experience. Engel (1974:2) puts it in perspective by

describing the hiring of community junior college faculty as a "marriage of convenience" instead of a recruitment of competent instructors.

If the present supply of available instructors is going to be utilized to its potential and efficient recruitment of competent vocational technical agriculture teachers be accomplished at the community college level, then certain criteria must be met. First, the college must define exactly what they require of their present and desire for their future instructors. The diversity in each individual junior college suggest several possibilities in types of staff (e.g., Do these community colleges consider their vocational agriculture curricula transfer, terminal, or both?). Thus, the difference in their answers would influence the variety of faculty. Bond et al. (1971) gives an example of this when he states that it is often required for members in vocational and technical programs to experience practical knowledge in their field significantly different from that of their colleagues. Also, the initial bachelor's degree might even be quite superfluous for such instructors. Along the same line of reasoning, urban community colleges emphasizing their own philosophies of education are going to expect different qualities in their faculty members than the rural junior college. Secondly, if these colleges are to continually have an adequate supply of "qualified" persons from which they may select their agriculture faculty, there must be some program or several programs developed to insure an ample number of these prospective educators. These two criterion are very closely related because the community junior colleges must ascertain their role in society so they may distinguish their staffing needs, Gleazer (1968). And once these needs are determined, the proper education and/or training must be made available for the preparation

of potential staff members. It is realized that all objectives can be accomplished when these areas of interest are thoroughly investigated. Therefore, continued research pertinent to the subject of teacher development in agriculture at the community college level must be maintained in order to provide data relevant to today's conditions.

Statement of the Problem

The purpose of this study was manifold. An attempt was made to determine what differences, if any, existed between three groups of vocational agriculture representatives (the state vocational agriculture supervisors, an administrator from each community college, and the agriculture faculty of those same colleges) as they perceived the preferred patterns of academic and occupational preparation for Kansas community junior college vocational agriculture instructors. At the same time, this study was to determine if the same trends existed while examining each college agriculture curriculum as separate individual instructional areas rather than an entity in itself. Thirdly, data was collected and tabulated examining the relationships which pertained to certain descriptive characteristics about the cooperating community colleges, their administration, and faculty.

Significance of the Study

This study was designed to benefit all persons connected with or having the potential to be involved with the vocational technical agriculture programs of Kansas community junior colleges. Evaluation of the information received from this study enables interested persons to realize what types of preparation are required and/or desired by the individuals involved with supervising, hiring, and working with community college

agriculture instructors. Analysis of this data gives aid to senior college administrators so that they may better organize their teacher education programs in order to develop the more "preferred" vocational agriculture instructor. Also, an important purpose for conducting this study was to provide descriptive information for the future agriculture teacher about Kansas community junior colleges, their vocational agriculture programs, and what type of teacher is considered most favorable for employment within their particular agriculture curriculum.

Limitations of the Study

This investigation was limited to the nine individual members who constitute the state supervising staff of vocational agriculture education, the nine head administrators involved with the hiring of instructors for each participating Kansas community junior college (i.e., those that have agriculture curricula), and the 26 total agriculture faculty members of the above mentioned institutions.

Definition of the Terms

Kansas Post Secondary Vocational Technical Agriculture Schools:

The post secondary vocational technical agriculture schools are those Kansas community junior colleges which have vocational technical agriculture programs.

Post Secondary Vocational Technical Agriculture Programs:

Post secondary vocational technical agriculture programs are those curricula containing at least one instructional area in vocational agriculture.

Instructional Areas:

Instructional areas are the specific fields

of instruction in vocational agriculture as identified by the United States Office of Education.

Agricultural Production: Livestock and plant production on commercial and part-time farms. Production science, farm mechanics, and business management should be included in the curriculum for these students.

Example: Farming, ranching, farm manager, hatcheryman, custom worker.

Agricultural Supplies: Principles and practices of processing, marketing, and servicing of such things as farm chemicals, feeds, seeds, fertilizers, and small equipment connected with these.

Example: Employee of grain elevator or garden center, custom applicator, seed salesman.

Agricultural Mechanics: Operating, marketing, and servicing of agricultural power, machinery, and related equipment. Assembly, adjustment, maintenance, and repair of machinery, structures, and convenience devices.

Example: Employee of machinery service center, machinery dealer, or electrical company, soil conservation aide, farm equipment operator.

Ornamental Horticulture: Principles and processes concerned with the production, management, sales, and services in greenhouses, nurseries, and garden stores. Turfgrass management and landscaping is also included.

Example: Nurseryman, florist, landscape aide, golf course employee, greenhouse operator.

Selected Agriculture Representatives: The selected agriculture representatives are those state supervisors, administrators, and instructors involved with the vocational technical agriculture programs of the Kansas community junior colleges. These people were chosen as the sample to be surveyed and thus sent a questionnaire.

State Vocational Agriculture Supervisors: Those members of the agriculture education staff and members of the agriculture education teacher educator staff as defined by the director of agriculture education for the state of Kansas.

Administrators: Those persons in the administrative positions of the community junior colleges of Kansas directly responsible for the hiring of vocational agriculture instructors.

Instructors: Those teachers who actively participate in a vocational agriculture program in the community junior colleges of Kansas.

Instructor Qualifications: Instructor qualifications are the required and desired characteristics of teachers in the vocational technical agriculture programs of Kansas community junior colleges.

Required Qualifications: The regulations of the State Board of Education pertaining to issuance of certificates to teach in junior college vocational technical agriculture programs as described by the Certificate Handbook for the state of Kansas.

Desired Qualifications: Those educational and/or occupational experiences which are possessed by present and future instructors in vocational technical agriculture programs as identified by the selected agriculture representatives.

Educational Experience: The amount and kind of education beyond the state of Kansas certification requirements.

Occupational Experience: The amount and kind of work in an agricultural related business in which sufficient experience has been received for teaching competence in that particular area.

Types of Curricula: The terminal, transfer, and/or combination programs for vocational technical agriculture in the Kansas community junior colleges.

Terminal: Those programs of study designed to prepare the students for immediate employment.

Transfer: Those programs of study designed to prepare the student for transfer to a four year college.

Combination: Those programs of study designed to prepare the students for either entering employment or continuing their education in college.

Area of Specialization: That major field of study in which sufficient education has been received for teaching competence in that particular area.

Chapter 2

REVIEW OF SELECTED LITERATURE

Introduction

A review of the literature concerning the patterns of preparation for vocational technical agriculture teachers of community junior colleges has shown that several previous investigations have been accomplished. Likewise, many studies pertaining to teacher preparation in other curricula have been completed. All patterns of preparation are not mentioned in every study; however, most of these characteristics are considered necessary for teaching excellence in community colleges and thus a broad range of relevant material is expressed in the literature review.

Required Qualities

Landrith (1971) states that only ten states require a junior college teaching certificate; however, it is obvious that each individual state requires a certain level of educational accomplishments before granting a teaching position in their community junior colleges. Often an individual state's requirements will differ considerably from the other states depending on their own educational goals, facilities, teaching staffs, and other pertinent factors. Likewise, the administrators of these colleges desire several personal qualifications of their agriculture faculty members above the set state requirements. These characteristics are desired by most all administrators; however, different situations also warrant distinct changes from the norm. A search through the literature has revealed several

related studies involving the desired qualities of vocational technical agriculture teachers.

Desired Qualities

Phair (1973) completed a rather comprehensive survey study of staffing patterns in California community junior colleges during 1972. Of all the colleges investigated, 827 new faculty members were hired. By categorizing the characteristics of those instructors, trends can be seen as to what type of teachers community college administrators were looking for in order to fill the vacancies. Most positions went to males at a 58% rate. The race differentiation was shown by 78% of the new teachers being Caucasian, 9% Chicano, 8% Black, 3% Asian, 1% Native American, and 1% other. Age was also a personal character which Phair (1973) surveyed and found that most people hired were between the ages of 26 and 42. The amount of educational and/or occupational experience was another factor selected for study. It was found that 3% of the new faculty members had no previous teaching experience, 1% had been research assistants, 9% were teaching assistants, 3% completed some form of practice teaching and 17% had taught previously in secondary schools. Twenty-six percent came to the community colleges with experience as college faculty and 15.1% had experience at four year universities. Although 7% had acquired a doctor's degree, 9% of those individuals hired had less than a bachelor's degree, and 17% less than a master's degree. The areas of specialization were lead by health services with 17%, trade-technical with 9%, english with 7%, and public personnel services at 6%.

In a similar follow-up study during 1973-74, Phair (1974) again investigated California community junior colleges of which there were 732 new faculty members. Of those instructors, 78% were Caucasian, 8% Chicano, 7% Black, and 3% Asian. There was a significant increase in the number of

teachers hired between the ages of 50-63; however, the younger age groups showed no change when compared to previous studies. Also, Phair (1974) pointed out that 9% of these instructors had come from other states. The educational requirements proved to be closely related as 10% had less than a bachelor's degree, 18% had less than a master's degree, and 7% did have doctor's degrees. Eighteen percent of the new instructors were classified in the no experience category, 3% received some practice teaching, 4% had been teaching assistants, and 1% had previous research experience. Of the new faculty members, more came from elementary schools than secondary schools and 31% came from other colleges. Again, health services lead all areas in the total number of positions filled.

In general a summary of the two above investigations can be described by Landrith (1971:185) when he said:

"Many junior college administrators find it necessary to 'create' a faculty out of the heterogenous group who teach at their institution. On the staff is the young doctorate, fresh from graduate school, and the skilled technician with twenty years of experience in industry."

Landrith (1971:184) also stated:

"Fulfilling the functions of the community college requires employment of staff with appropriate academic backgrounds and/or practical experience. Persons with advanced degrees may be employed to teach transfer curricula. However, it is not always possible to employ faculty with degrees for occupational programs."

A study by Ohberg (1973) showed that race, along with the kind and amount of education, were important selection factors for potential junior college instructors. This investigation described the responses received by three job seekers after sending out resumes during the 1971 job rush. One candidate had a bachelor's degree from a predominately black college, one had a master's degree from a well-known university, and the other had a doctor's

degree from a well-known university. There was no information given to the possible employers as to sex, race, or age, of these three individuals, although it could be assumed that the individual with the bachelor's degree was black and the person with a PhD had attended a community college. The results showed that the black candidate with the bachelor's degree received the most encouragement for interviews (especially for an administrative position). The individual with the master's degree was second in the number of responses and the person with the doctor's degree was last.

Several investigations have explored the possibility of too much academic preparation and not a sufficient amount of practical knowledge. Taylor (1973) cited a study showing where the qualities of learning in the community junior college are not necessarily enhanced by the copious supply of teachers with doctor's degrees. Teaching quality is a factor selected for by the college administrators and as a general rule PhD's do not prepare one to teach. Also, Engel (1974) shows community college instructors must be oriented to the student due to the fact that this is what junior college teaching positions demand. Thus, this is a major factor which is selected for by the "hiring bodies" when interviewing potential teachers. Blocker (1974) noted that community college teacher qualities rely extensively on the preparation received from experience teaching in secondary schools and/or higher educational institutions plus the acquisition of a master's degree. Internships in junior college teaching is also a looked for characteristic as shown by Gleazer (1974). All of this is also substantiated by Wellman (1974) as his studies show that junior college administrators are looking for teachers that have more general backgrounds rather than specialties in one specific area. Also, faculty oriented to teaching are selected far more than ones oriented to research. Personality and the master's degree are

most popular in selection of community college teaching personnel as described by Brawer (1973). And Kovach (1973) shows in his survey studies that the chief administrative officers of community colleges desire potential teachers to possess a master's degree in a subject field. Advanced work beyond the master's was specified as being desirable; however, a doctor's degree is not needed or wanted.

Studies more closely related to the area of vocational technical agriculture and the desired preparation for persons planning to teach in that field are represented by investigations of Cragun (1969) and the American Association of Junior Colleges (1968). The AAJC (1968) suggests that teachers must be practitioners of the art of teaching with competence in the occupational field of the area. Also, they should have recent occupational experience in that field which they intend to teach. Cragun (1969) found that the bachelor's degree in vocational agricultural education, the master's degree in an area of specialization, a specialist's degree in agricultural education with occupational experience in that area, plus teaching experience in vocational agriculture is the most desired pattern of preparation as seen by the teachers, deans, and/or directors of post-high school technical agriculture programs.

Conclusion

The above literature covers a broad range of variables which have all been characteristics relevant to the desired preparation of junior college teachers in vocational technical agriculture. Obviously, all administrators demand the minimum requirements which are set up by their individual state's laws and most likely would want their teachers fully certified. Desired traits such as competency in teaching, compatibility with the students, a working knowledge of the subject matter, etc. are also considered

highly important for quality teaching in agriculture. The literature shows that all of these characteristics are not mentioned in every study; however, most of these qualities are considered necessary by these people for excellent teaching.

Chapter 3

METHOD AND PROCEDURE

Introduction

It was the intention of this writer to obtain opinions as to what educational and/or occupational patterns of preparation are desired for instructors of vocational agriculture in the community junior colleges of Kansas. Therefore, certain predetermined agriculture representatives were selected to answer a questionnaire pertaining to the above topic. Other related questions were asked in order to gain information about these particular colleges. The following is a description of the methods and procedures used in the study.

Subjects

A list consisting of the total population of Kansas agricultural education staff members, the agricultural education teacher educators, the agricultural education instructors and their hiring administrators, was obtained from the Director of Agricultural Education, Division of Vocational Education, Kansas State Department of Education. From this population, a sample consisting of the nine agricultural education supervisors and teacher educators, the nine administrators of Kansas community junior colleges who are in charge of hiring agriculture teachers, and the twenty-six vocational agriculture instructors of the above colleges was established. Among these selected agriculture representatives, many years of experience in teaching and supervising of vocational technical agriculture at the community college

level has been accumulated. (This will be further evaluated to more depth in Chapter 4: FINDINGS AND RESULTS.)

Development of the Instrument

Adapted from a similar instrument used for a more extensive study about agriculture teacher preparation by Cragun (1969), a questionnaire was developed containing eleven basic patterns of preparation for community junior college vocational technical agriculture instructors. It was designed to give information identifying what types of instructors are desired for teaching vocational agriculture (four specific instructional areas) in the community junior colleges of Kansas. Also, descriptive information about the sample surveyed and their particular junior colleges could be tabulated and analyzed from the instrument.

The writer consulted members of the agriculture education staff at Kansas State University in order to get proper guidance for the construction and revision of the questionnaire.

Following the initial revisions and upon the recommendations of Tuckman (1972) the questionnaire was pilot tested by administering it to a graduate seminar class consisting of agriculture education students at Kansas State University. Upon analyzing the results, final revisions were made and the questionnaire forms were coded by number and mailed or given personally to the selected sample of vocational agriculture representatives along with an introductory cover letter explaining the investigation.

Over eighty percent of the sample responded to the first mailing of the questionnaire (Chapter 4: FINDINGS AND RESULTS) so a follow-up letter to the nonrespondents was not mailed. Blai (1972) analyzing data on expected returns for questionnaire surveys, found that persistent follow-ups, both mail and telephone calls, are needed to achieve much higher percentages

over 80%. Therefore, it was felt by this writer that sufficient data had been collected and continued follow-ups would not increased the percentage of returns to a significant degree.

Treatment of Data

The selected sample was instructed to respond to those patterns of preparation which they desired to be characteristic of junior college vocational agriculture teachers. They were to circle the letter(s): SA-Strongly Agree; A-Agree; D-Disagree; and SD-Strongly Disagree.

Upon receipt of the returned questionnaire, the circled answers were assigned a weighted number (SA-6, A-4, D-2, and SD-0), the numbers tabulated, and the mean score for each pattern of preparation as seen for each of the four instructional areas was calculated. As seen in the tables, the "Total" mean scores were calculated by summation of the individual mean scores of the groups of agriculture representatives and dividing by three. Likewise, the "Composite Score" seen in Table 6 was derived by summation of the rankings of the instructional areas and dividing by four, then assigning the proper rank. The information was then summarized and is presented in Chapter 4: FINDINGS AND RESULTS.

Chapter 4

FINDINGS AND RESULTS

Introduction

The following is an analysis of the information gathered from a questionnaire survey determining the desired patterns of preparation for vocational technical agriculture instructors of Kansas community junior colleges as perceived by a selected group of agriculture representatives.

Comparison of the Sample Size, Number, and Percent of Returns of Each Group of Vocational Agriculture Representatives

The tabulated data in Table 1 shows that a total of 44 questionnaire forms were distributed representing 100 percent of the sample. Of this group of 44 selected agriculture representatives, 9 were supervisors of Kansas vocational agriculture programs, 9 were administrators responsible for hiring agriculture teachers in Kansas community junior colleges, and 26 were instructors of vocational technical agriculture in the above colleges.

Responses came from 9 supervisors representing a 100 percent return, 7 administrators representing a 77.7 percent return, and 21 instructors representing an 80.8 percent return. One instructor's response was not useable. Therefore, only 20 instructor respondents out of a total of 26 were used which represented 76.9 percent of all instructors. A composite total was calculated giving a total sample size of 44 agriculture representatives. Useable returns were tabulated for 36 respondents or 81.6 percent compared to the total number of 37 returns or 84.1 percent.

Table 1

Comparison of the Sample Size, Number, and Percent of Returns of
Each Group of Vocational Agriculture Representatives

	Sample Size	Number of Returns	Percent Returned	Useable Returns	Percent Returns Used
Supervisors	9	9	100.0	9	100.0
Administrators	9	7	77.7	7	77.7
Instructors	26	21	80.8	20	76.9
Totals	44	37	84.1	36	81.8

Comparison of the Number and Percent of Respondents in Each Group of Vocational Agriculture Representatives Arranged by the Number of Years of Experience Each Has Had as an Educator

In order to determine the most desired patterns of preparation for the community junior college instructors, it was felt by this writer that a selected group of agriculture representatives with an adequate amount of educational experience would significantly complement the investigations. Therefore, Table 2 was designed to indicate the number of years each group of representatives has had as an educator.

The information tabulated in Table 2 shows that there were no individual supervisors with less than five years of experience as an educator. One supervisor fell between the 6 and 10 years of experience range representing 11.1 percent of the total and 8 supervisors or 88.9 percent had over 10 years of experience as educators. There was more variation among the instructors as 9 or 45.0 percent of them had less than 5 years of experience, 2 or 10.3 percent had between 6 and 10 years of experience, and 9 or 45.0 percent had over 10 years of service in education. The composite total showed that 9 or 25.0 percent of all of the selected agriculture representatives had less than 5 years of experience as educators, 3 or 8.3 percent of them had between 6 and 10 years of experience, and 24 or 66.7 percent of them had over 10 years of experience as educators, thus showing that this sample consisted of a relatively high accumulation of experience as educators.

Table 2

Comparison of the Number and Percent of Respondents in Each Group of
Vocational Agriculture Representatives Arranged by the
Number of Years of Experience Each Has
Had as an Educator

Vocational Agriculture Representatives								
Number of Years of Experience	Supervisors		Administrators		Instructors		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 5	0	00.0	0	00.0	9	45.0	9	25.0
6 to 10	1	11.1	0	00.0	2	10.0	3	8.3
Over 10	8	88.9	7	100.0	9	45.0	24	66.7
Totals	9	100.0	7	100.0	20	100.0	36	100.0

Comparison of the Number and Percent of Respondents in Each Group of Vocational Agriculture Representatives Arranged by the Number of Years Each Has Had in His Present Position

Likewise, the writer felt that the number of years of experience the selected sample of agriculture representatives have had at their present position was another important characteristic complementing the study. Therefore, Table 3 was designed to indicate the number of years each group of representatives have had in their present position.

Analysis of the information in Table 3 shows that 5 supervisors representing 55.6 percent have had less than 5 years of experience in their present position. Two supervisors or 22.2 percent fall between the 6 and 10 year range as well as the over 10 years of experience group. On the same order, 2 administrators representing 28.6 percent have had over 10 years experience. These administrators or 42.8 percent of that group are categorized in the 6 to 10 year bracket. The individual instructors represent the educators with the least amount of experience in their present positions as 12 or 60.0 percent of them have under 5 years of experience. Seven have between 6 and 10 years of experience representing 35.0 percent with only 1 instructor or 5.0 percent of that group having over 10 years of experience at his present position. A composite total of all groups included together shows that 19 agriculture representatives or 52.8 percent have less than 5 years of experience at their present position. Twelve or 33.3 percent of them possess between 6 and 10 years of experience and 5 representing 13.9 percent have over 10 years of experience. These statistics showing a smaller accumulation of experience might give reason as to how or why certain desired patterns were chosen as compared to the others.

Table 3

Comparison of the Number and Percent of Respondents in Each
Group of Vocational Agriculture Representatives
Arranged by the Number of Years Each Has
Had in His Present Position

Vocational Agriculture Representatives								
Number of Years of Experience	Supervisors		Administrators		Instructors		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 5	5	55.6	2	28.6	12	60.0	19	52.8
6 to 10	2	22.2	3	42.8	7	35.0	12	33.3
Over 10	2	22.2	2	28.6	1	5.0	5	13.9
Totals	9	100.0	7	100.0	20	100.0	36	100.0

Average Enrollments of the Nine Participating Kansas Community Junior Colleges as Estimated by Their Administrators and Instructors

Enrollment information was tabulated in Table 4 so that descriptive characteristics of the community junior colleges having vocational technical agriculture curricula could be seen. This data also complements the study as it is easily seen what size of institutions the selected sample represents.

Table 4 shows that there is an average day time enrollment of 915 with a range from 259 to 2180 students. Night time enrollment averages about 260 students with a range from 100 to 500. Within the agriculture curricula, there is an average of 100 students ranging from 40 to 200 persons.

Table 4
Average Enrollments of the Nine Participating Kansas
Community Junior Colleges as Estimated by Their
Administrators and Instructors

Classification of Students	Average Number of Students	Range	
		Low	High
Day Time	915	259	2180
Night Time	260	100	500
Agriculture	100	40	200

Items of Teacher Preparation Ranked in Descending Order (Based on Agricultural Production) by Mean Responses of the Total Group of Supervisors, Administrators, and Instructors

Table 5 was designed to show how the selected sample of agriculture representatives ranked each individual pattern of teacher preparation within a particular area of instruction. Thus an overall picture could be developed describing the most desired patterns of preparation as seen by either the supervisors, administrators, and/or instructors.

As seen by Table 5, the item of teacher preparation that is preferred by most people surveyed is; bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization. Only did the administrators when selecting for pattern preparations under agricultural production, rank this item differently. They ranked it 2 with a mean score of 4.33 in comparison to all other rankings of 1 with a range from a mean score of 4.33 to 5.30.

In general, the second most desired pattern chosen was; bachelor's degree in agriculture, master's degree in area of specialization and occupational experience in area of specialization. As shown by Table 5, all groups of representatives ranked this pattern of preparation 2 or above except the supervisors when describing agricultural production and supplies. The mean scores for those two groups were both 4.89 while the range of those higher ranking mean scores was from 4.32 to 5.10.

A bachelor's degree in agricultural education, master's degree in area of specialization, and teaching experience in vocational agriculture was desired and ranked 3 (ranging in mean scores from 3.67 to 4.11) by over one-half of the representatives. Supervisors describing all four areas of instruction and instructors describing agricultural mechanics ranked this item of preparation lower. Their ranking and mean scores in consecutive

order were: agricultural production 6--3.78; agricultural supplies 6--3.56; agricultural mechanics 6--3.56; and ornamental horticulture 6--3.78 as seen by the supervisors. The instructors gave agricultural mechanics a rank of 5 and a mean score of 3.41. As stated above, all other representatives ranked this pattern 3 with mean scores ranging from 3.67 to 4.11.

In five cases, a bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience ranked 4 with a mean score ranging from 3.00 to 4.67. This item of preparation was also ranked 5, five times and 6, twice in the remaining seven categories with a mean range from 3.00 to 4.00.

Both supervisors and instructors ranked a bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education, 3, under the areas of instruction, agricultural mechanics and ornamental horticulture. The range of mean scores for the supervisors was 4.44 to 4.67 and that of the instructors was 3.53 to 3.76. Rankings and ranges varied from a high of 2--5.11 for supervisors describing agricultural supplies to a low of 9--2.67 for administrators describing agricultural production.

The following are similar patterns of teacher preparation because there are no particular trends as to how they are ranked other than in a general descending order. Bachelor's and master's in agricultural education and occupational experience in area of specialization; bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and teaching experience in vocational agriculture; bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization. These three patterns are ranked in the middle of the total group of patterns

even though there are high and low mean scores for all areas of instruction.

Likewise, the next three items of teacher preparation naturally rest at the bottom of the scale. A bachelor's, master's and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture ranks as high as 5 with a mean score of 3.00 for administrators when describing agricultural mechanics and as low as 11 with a mean score of 2.00 for instructors when describing agricultural mechanics. A community junior college or AVTS education and occupational experience in the area of specialization follows with no category ranking above 6 or mean score being greater than 3.56. Even though instructors describing agricultural mechanics ranked a high school education and occupational experience in the area of specialization as high as 3 with a mean score average of 3.53, this pattern is the least desired by most of the selected agriculture representatives and the trend is to place it on the bottom.

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Table 5

Patterns of Teacher Preparation Ranked in Descending Order (Based on Agricultural Production)
by Mean Responses of the Total Group of Supervisors, Administrators, and Instructors

Pattern of Teacher Preparation	Agricultural Production							
	Supervisors		Administrators		Instructors		Total	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
Bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization	1	5.30	2	4.33	1	4.80	1	4.81
Bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization	3	4.89	1	4.67	2	4.70	2	4.75
Bachelor's degree in agricultural education, master's degree in area of specialization, and teaching experience in vocational agriculture	5	3.78	3	4.00	3	4.10	3	3.96
Bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience	4	4.67	5	3.33	4	3.47	4	3.83
Bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education	2	5.11	9	2.67	5	3.40	5	3.73
Bachelor's and master's in agricultural education and occupational experience in area of specialization	4	4.67	8	2.67	6	3.30	6	3.55
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, occupational experience in area of specialization, and teaching experience in vocational agriculture	5	3.78	4	3.67	9	2.80	7	3.42
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization	7	2.67	6	3.20	7	3.10	8	2.99
Bachelor's, master's, and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture	6	3.10	7	3.00	10	2.30	9	2.80
Community junior college or AVTS education and occupational experience in the area of specialization	7	2.67	10	2.33	11	2.30	10	2.43
High school education and occupational experience in the area of specialization	8	2.00	11	0.00	8	3.00	11	1.67

Table 5 (continued)

Pattern of Teacher Preparation	Agricultural Supplies							
	Supervisors		Administrators		Instructors		Total	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
Bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization	1	5.30	1	4.67	1	4.74	1	4.90
Bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization	3	4.89	2	4.33	2	4.63	2	4.62
Bachelor's degree in agricultural education, master's degree in area of specialization, and teaching experience in vocational agriculture	6	3.56	3	3.67	3	4.11	3	3.78
Bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience	4	4.67	6	3.00	4	3.53	6	3.73
Bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education	2	5.11	8	2.67	5	3.47	4	3.75
Bachelor's and master's in agricultural education and occupational experience in area of specialization	5	4.44	4	3.33	5	3.47	4	3.75
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, occupational experience in area of specialization, and teaching experience in vocational agriculture	6	3.56	4	3.33	9	2.74	7	3.21
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization	9	3.10	8	2.67	8	2.84	8	2.87
Bachelor's, master's, and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture	10	2.89	6	3.00	11	2.32	9	2.74
Community junior college or AVTS education and occupational experience in the area of specialization	8	3.33	10	2.00	10	2.53	10	2.62
High school education and occupational experience in the area of specialization	11	2.67	11	0.67	7	3.16	11	1.97

Table 5 (continued)

Pattern of Teacher Preparation	Agricultural Mechanics							
	Supervisors		Administrators		Instructors		Total	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
Bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization	1	5.30	1	4.33	1	4.47	1	4.70
Bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization	2	5.10	1	4.33	2	3.65	2	4.36
Bachelor's degree in agricultural education, master's degree in area of specialization, and teaching experience in vocational agriculture	6	3.56	3	4.00	5	3.41	3	3.66
Bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience	5	4.00	5	3.00	6	3.33	5	3.44
Bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education	3	4.67	7	2.67	3	3.53	4	3.62
Bachelor's and master's in agricultural education and occupational experience in area of specialization	4	4.42	7	2.67	7	3.18	6	3.42
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, occupational experience in area of specialization, and teaching experience in vocational agriculture	6	3.56	4	3.33	9	2.35	7	3.03
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization	9	2.67	9	2.33	9	2.35	10	2.45
Bachelor's, master's, and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture	11	2.44	5	3.00	11	2.00	9	2.48
Community junior college or AVTS education and occupational experience in the area of specialization	6	3.56	9	2.33	8	3.06	8	2.98
High school education and occupational experience in the area of specialization	9	2.67	11	1.00	3	3.53	11	2.40

Table 5 (continued)

Pattern of Teacher Preparation	Ornamental Horticulture							
	Supervisors		Administrators		Instructors		Total	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
Bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization	1	5.30	1	4.40	1	5.06	1	4.92
Bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization	2	4.89	2	4.33	2	4.00	2	4.41
Bachelor's degree in agricultural education, master's degree in area of specialization, and teaching experience in vocational agriculture	6	3.78	3	3.67	3	3.76	3	3.74
Bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience	4	4.00	5	3.00	5	3.73	5	3.58
Bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education	3	4.44	7	2.67	3	3.76	4	3.62
Bachelor's and master's in agricultural education and occupational experience in area of specialization	4	4.00	7	2.67	6	3.18	6	3.28
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, occupational experience in area of specialization, and teaching experience in vocational agriculture	7	3.56	4	3.33	9	2.82	7	3.24
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization	9	2.67	7	2.67	9	2.82	9	2.72
Bachelor's, master's, and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture	9	2.67	6	2.80	11	2.24	10	2.57
Community junior college or AVTS education and occupational experience in the area of specialization	8	3.33	10	2.33	8	2.88	8	2.85
High school education and occupational experience in the area of specialization	9	2.67	11	1.00	7	3.06	11	2.27

Summary of Patterns of Teacher Preparation Ranked in Descending Order by Mean Responses of the Total Group of Supervisors, Administrators, and Instructors

Generally speaking, community junior college vocational technical agriculture instructors are hired upon the recommendations of several people. Supervisors, administrators, and other agriculture instructors express their desires as to what type of teacher and/or teacher preparation they wish to accept for a competent instructor. Therefore, Table 6 has been designed to show the rankings of the number of patterns for teacher preparation that are desired by the total group of selected agriculture representatives for each of four instructional areas.

Table 6 demonstrates that the selected sample ranks a bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization as their most desired pattern of preparation for community junior college agriculture instructors overall as well as in the four areas of instruction.

As was the first pattern, a bachelor's and master's in agricultural education and occupational experience in area of specialization was ranked the same, 2, unanimously overall as well as in the four areas.

Another pattern, a bachelor's degree in agricultural education, a master's degree in area of specialization, and teaching experience in agricultural education was chosen as the third most preferred pattern by each group of agriculture representatives and thus ranked 3 for all areas of instruction.

Ranking these desired patterns by mean scores places a bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education in the 4 position even though agricultural production is ranked 5.

A bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience shows rankings with a considerable amount of diversity. This pattern is ranked 4 under agricultural production, 6 under agricultural supplies, and 5 in both agricultural mechanics and ornamental horticulture. With this variation, the composite score averages out to a ranking of 5.

The ranking of 6 is desired for the bachelor's and master's in agricultural education and occupational experience in area of specialization for all areas of instruction except agricultural supplies which ranks it as high as 4.

Overall ranking of 7 goes to a bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, occupational experience in area of specialization, and teaching experience in vocational agriculture. All four areas of instruction were ranked the same, 4.

A bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization is ranked 8. However, agricultural mechanics and ornamental horticulture are placed 10 and 9 respectively.

Two 8 rankings and two 10 rankings comprise an overall ranking of 9 for the desired pattern of preparation, community junior college or AVTS education and occupational experience in the area of specialization. The individual area placings were: agricultural production, 10; agricultural supplies, 10; agricultural mechanics, 8; and ornamental horticulture, 8.

Number 10, a bachelor's, master's, and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture, has a ranking of 9 for agricultural

production, agricultural supplies, and agricultural mechanics; however, it is ranked 10 for ornamental horticulture.

The lowest ranked pattern of teacher preparation is a high school education and occupational experience in the area of specialization. A consistent ranking of 11 was given for all instructional areas suggesting that this was the least desired preparation.

Table 6^a

Summary of Patterns of Teacher Preparation Ranked In Descending Order by Mean Responses of the Total Group of Supervisors, Administrators, and Instructors

Pattern of Teacher Preparation	Agricultural Production	Agricultural Supplies	Agricultural Mechanics	Ornamental Horticulture	Composite Score
	Rank	Rank	Rank	Rank	Rank
Bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization	1	1	1	1	1
Bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization	2	2	2	2	2
Bachelor's degree in agricultural education, master's degree in area of specialization, and teaching experience in vocational agriculture	3	3	3	3	3
Bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education	5	4	4	4	4
Bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience	4	6	5	5	5
Bachelor's and master's in agricultural education and occupational experience in area of specialization	6	4	6	6	6
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, occupational experience in area of specialization, and teaching experience in vocational agriculture	7	7	7	7	7
Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization	8	8	10	9	8
Community junior college or AVTS education and occupation experience in the area of specialization	10	10	8	8	9
Bachelor's, master's, and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture	9	9	9	10	10
High school education and occupational experience in the area of specialization	11	11	11	11	11

^a Information extracted, calculated, and tabulated from Table 5.

Comments of the Agriculture Representatives

The selected group of representatives were asked to comment on any other types of preparation they felt might be useful to a vocational technical agriculture instructor in community junior colleges. The following are some of the most pertinent comments:

"Military service."

"Business and economic degrees."

"Bachelor's, master's, and doctor's in area of specialization."

"Bachelor's, master's, specialist, and doctor's in agriculture education."

"Bachelor's degree in area of specialization, large amount of occupational experience in area of specialization."

"Associate's degree in agriculture, a bachelor's degree in agriculture education, and a master's degree in area of specialization or agriculture education, plus occupational experience and high school vocational agriculture teaching experience."

"It would seem to me that the most preparation you can achieve is of value in whatever area you are teaching."

"Most agriculture education majors should stay at high school level, most do not have necessary background material to teach specialized college level courses."

Summary of Findings

The findings of the study sampling forty-four selected agriculture representatives indicated that there was some differences in what each group (supervisors, administrators, and instructors) desired as the patterns of preparation for vocational technical agriculture instructors in Kansas community junior colleges. Not only do they differ as far as the total agriculture programs are concerned, but they also desire to some degree, different items of preparation for each of the four independent areas of instruction surveyed.

After the data was tabulated, the mean scores of the individuals and the mean scores of the groups of agriculture representatives showed distinct trends as to what types of patterns of preparation are desired by these representatives for community college agriculture instructors.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this investigation was to provide information which would be of assistance in determining the desired patterns of preparation for vocational agriculture instructors in Kansas community junior colleges as perceived by a group of selected agriculture representatives.

The instrument used to gather the information was a questionnaire sent to a total of forty-four supervisors, administrators, and instructors of community colleges with agriculture curricula.

Based on the ranking of eleven patterns of preparation in four areas of instruction, data was collected and tabulated showing how the selected sample of agriculture representatives desired instructors in the agriculture programs of their Kansas community junior colleges to be prepared.

Summary

Useable responses were obtained from thirty-six of the forty-four selected agriculture representatives. The findings indicated the following:

1. The supervisors tend to want more education in agriculture for the areas of agricultural production and supplies. They desire teaching experience and occupational experience in all four areas. Having a bachelor's and master's degree in agricultural production and ornamental horticulture is deemed necessary. However, a master's degree isn't considered mandatory in agricultural supplies nor is a bachelor's or master's in agricultural mechanics.

2. A large amount of education is desired by the administrators for each of the four instructional areas. In the area of agricultural production, they stress that a master's degree is highly wanted compared to a bachelor's. Less occupational experience alone, but more agriculture education plus occupational experience is desired by the administrators for agricultural mechanics. Also, these administrators stress the importance of the doctor's degree in all four areas.
3. The instructors tend to follow the same desires as the supervisors. They consider a balance between agriculture education and occupational experience more desired. A master's degree is not so important in agricultural mechanics and ornamental horticulture; however, a master's with occupational and educational experience in agricultural production and supplies is desired. The doctor's degree in all areas is not considered as important.
4. When looking at all of the agriculture representatives as a group, the most desired patterns for preparation in all four areas is a bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization. Also, a bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization is highly desired. As a general rule, the group of representatives desired more education (up to a master's degree) for the instructional area of agricultural production, but a bachelor's degree with a large amount of occupational experience was all that was desired for agricultural mechanics. The patterns which were least desired were: bachelor's, master's and doctor's degree in agricultural

education, occupational experience in specialized area, and teaching experience in vocational agriculture; and a high school education and occupational experience in the area of specialization.

Conclusions

All items and areas measured in this investigation show certain trends to the desired patterns of preparation for junior college agriculture teachers as noted by the sample surveyed. These trends suggest that certain levels of education, a master's degree, is sufficient to teach agriculture in community junior colleges as long as there is an equal balance between educational and occupational experience.

It is important to conclude that each representative, whether he was a supervisor, an administrator, or instructor possessed different ideas as to what they desired most in the four instructional areas. However, when grouped together, a general trend could be seen as to what were the most desired patterns of preparation.

Recommendations

Investigations on this particular topic have been accomplished in the past and the literature shows that more studies of this nature will obviously be repeated in the future. With the expanding development of these community colleges and their changing philosophies, research must be completed to keep abreast with all of these demanding situations. The single most important recommendation to this problem of determining the preferred pattern for preparation of community college teachers is to continue the necessary research of this problem and repeated investigations every three years would be highly beneficial to discover any changes in the trends.

Secondly, the individual community junior colleges must identify their roles and develop a working philosophy to fit in the present day educational system, as suggested by Gleazer (1968). Classification and definition of the preferred characteristics of the present and future faculty members must then be accomplished to correlate with that role and philosophy.

The third recommendation is applicable to the present staffs and prospective teachers in community colleges of the future. They must be notified as to what traits are required and desired of them so that they may start their preparation as soon as possible.

Also, if senior colleges and universities cannot educate potential teachers as seen fit by the junior college administrations, then those community colleges must take it upon themselves to develop appropriate programs or at least communicate with the higher level institutions in order to get the proper training for their future teachers, Wallenberger (1971).

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APPENDIXES

APPENDIX A



KANSAS STATE UNIVERSITY

January 30, 1975

Department of Adult and Occupational Education
College of Education
Holton Hall
Manhattan, Kansas 66506

Dear Postsecondary Agriculture Representative:

The traditional approach to staffing postsecondary agriculture positions has been more or less a typical selection of persons who have become available to teach. This study is being conducted in order to examine the desired patterns of preparation for postsecondary agricultural teachers. Information received from this study will describe the specific types of preparation preferred for postsecondary agricultural teachers and thus aid the many people concerned with educating these prospective agriculture instructors.

Your institution has been selected to take part in this study. With the participation of knowledgeable and experienced people such as yourself, a more complete and accurate assessment may be accomplished. Please complete the questionnaire in its entirety and promptly mail it back to me in the stamped and addressed envelope by February 6, 1975.

All data will be coded by number and the questionnaire, itself, destroyed upon return. Also, all personal information received from this survey will be kept confidential and by no means will your identity or that of your institution be divulged.

Your time and effort are greatly appreciated and upon request a copy of the final results will be sent to you as soon as they are completed.

Enclosed is a dime for you to have a cup of coffee on me while you take a few minutes to complete the questionnaire, and then promptly return it to me.

Sincerely,

A handwritten signature in cursive script, reading 'L. Kent Shaw'.

L. Kent Shaw
Graduate Student in
Agricultural Education

Approved by,

A handwritten signature in cursive script, reading 'James Albracht'.

James Albracht, Coordinator
Agricultural Education

PREFERRED PATTERNS FOR THE PREPARATION OF INSTRUCTORS
OF POST SECONDARY AGRICULTURE PROGRAMS IN KANSAS

Questionnaire

This questionnaire consists of two parts with each section being completely independent from the other. Total completion of each part is necessary for an accurate analysis of this survey, so please answer all items.

Part I: History and Biographical Information.

Please check or fill in the appropriate answer.

1. 1. Number of years you have been an educator.
_____ under 5 years
_____ 6 to 10 years
_____ over 10 years
1. 2. Number of years you have been in your present position.
_____ under 5 years
_____ 6 to 10 years
_____ over 10 years
1. 3. You are currently employed as
_____ a supervisor of post-secondary agriculture programs.
_____ an administrator to a post-secondary agriculture program.
_____ an instructor in a post-secondary agriculture program.
_____ other: _____
1. 4. Your community college has an enrollment of approximately
_____ day students.
_____ night students.
_____ does not apply (supervisors, etc.).
1. 5. Your total post-secondary agriculture program has an enrollment of
_____ students.
_____ does not apply (supervisors, etc.)
1. 6. A copy of the summary of this study will be sent to you if you complete the following.
Name _____
Address _____
School _____

Definition of Terms:

Area of Specialization: that major field of study in which sufficient education has been received for teaching competence in that particular area.

Occupational Experience: work in an agricultural related business in which sufficient experience has been received for teaching competence in that particular area.

Terminal: those programs of study designed to prepare the students for immediate employment.

Transfer: those programs of study designed to prepare the students for transfer to a four year college.

Combination: those programs of study designed to prepare the students for either employment or continuing their education in college.

Part II: Educational and Occupational Experience.

Post-Secondary Agriculture Programs

Directions:

Please indicate how YOU feel regarding the MOST preferred patterns for the preparation of instructors for post-secondary programs in Agricultural Production, Agricultural Supplies, Agricultural Mechanics, and Ornamental Horticulture. Please circle the letter(s) indicating how you feel about each preparation pattern: SA=Strongly Agree; A=Agree; D=Disagree; and SD=Strongly Disagree.

Preferred Patterns of Preparation

	Agricultural Production	Agricultural Supplies	Agricultural Mechanics	Ornamental Horticulture
	Livestock and plant production, production science, farm mechanics, and business management included.	Principles and practices of processing, marketing, servicing, farm chemicals, feeds, seeds, and fertilizers.	Operating, maintaining, repairing, and servicing of agricultural power machinery structures and related equipment.	Principles and processes of production sales and services in greenhouses and nurseries. Turf grass and landscaping included.
1. High school education and occupational experience in the area of specialization	SA A D SD	SA A D SD	SA A D SD	SA A D SD
2. Community junior college or AVTS education and occupational experience in the area of specialization	SA A D SD	SA A D SD	SA A D SD	SA A D SD
3. Bachelor's degree in agricultural education, master's degree in area of specialization, and teaching experience in vocational agriculture	SA A D SD	SA A D SD	SA A D SD	SA A D SD
4. Bachelor's degree in agricultural education, occupational experience in area of specialization, and teaching experience in agricultural education	SA A D SD	SA A D SD	SA A D SD	SA A D SD
5. Bachelor's degree in agriculture, master's degree in agricultural education with an emphasis in teaching at the post-secondary level, and occupational experience	SA A D SD	SA A D SD	SA A D SD	SA A D SD
6. Bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization	SA A D SD	SA A D SD	SA A D SD	SA A D SD
7. Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, occupational experience in area of specialization, and teaching experience in vocational agriculture	SA A D SD	SA A D SD	SA A D SD	SA A D SD
8. Bachelor's, master's, and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture	SA A D SD	SA A D SD	SA A D SD	SA A D SD
9. Bachelor's and master's in agricultural education and occupational experience in area of specialization	SA A D SD	SA A D SD	SA A D SD	SA A D SD
10. Bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization	SA A D SD	SA A D SD	SA A D SD	SA A D SD
11. Bachelor's degree in agricultural education, master's and doctor's degree in area of specialization, and occupational experience in area of specialization	SA A D SD	SA A D SD	SA A D SD	SA A D SD
12. Other (please name) _____	SA A D SD	SA A D SD	SA A D SD	SA A D SD

13. Circle how you regard the four following areas of instructional programs at your post-secondary institution. (Answer only if you are a teacher or administrator of one of the following programs.)

Ag. Production

1. Terminal

2. Transfer

3. Combination

Ag. Supplies

1. Terminal

2. Transfer

3. Combination

Ag. Mechanics

1. Terminal

2. Transfer

3. Combination

Ornamental Hort.

1. Terminal

2. Transfer

3. Combination

**PREFERRED PATTERNS FOR THE PREPARATION OF INSTRUCTORS
OF POST SECONDARY AGRICULTURE
PROGRAMS IN KANSAS**

by

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AN ABSTRACT OF A MASTERS REPORT

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The purpose of the study was to determine the preferred patterns for post secondary agriculture instructor preparation. A major objective of the study was to identify the differences in opinions of supervisors, administrators, and instructors of post secondary agricultural programs as to the most desirable patterns of instructor preparation. Another objective was to identify differences in preferred preparation patterns for instructors of agricultural production, agricultural supplies, agricultural mechanics, and ornamental horticulture. Also, data pertaining to the cooperating Kansas community junior colleges was tabulated in order to provide descriptive information about these institutions.

The population for the study consisted of the four supervisors of agricultural education, Kansas State Department of Education, Vocational Division, and the five teacher educators in agriculture education at Kansas State University, as well as nine administrators of Kansas community junior college agriculture programs and twenty-six instructors of those post secondary agriculture programs. Useable returns were received from nine supervisors and teacher educators, seven administrators, and twenty agriculture instructors.

The respondents reacted to a questionnaire primarily consisting of eleven patterns for post secondary agriculture instructor preparation. The questionnaire was adapted from an opinionnaire developed by John Cragun of Michigan State University in 1969. Further revision of the questionnaire was conducted by the writer after consultation with staff members in agriculture education at Kansas State University. The questionnaire was trial tested in a graduate level agriculture education class at Kansas State University. Over eighty percent return was received from the respondents from the first and only mailing of the questionnaire.

It was found that for each of the four program instructional areas, agricultural production, agricultural supplies, agricultural mechanics, and ornamental horticulture, two patterns for instructor preparation were superior. They were: (1) bachelor's degree in agricultural education, master's degree in area of specialization, and occupational experience in area of specialization and (2) bachelor's degree in agriculture, master's degree in area of specialization, and occupational experience in area of specialization. Evidence suggests that the two least preferred patterns of teacher preparation for the four instructional areas were: (1) high school education and occupational experience in the area of specialization and (2) bachelor's, master's and doctor's degree in agricultural education, occupational experience in specialized area, and teaching experience in vocational agriculture.

It was also found that there were some differences in preferred preparation patterns for the four areas of instructor specialization. More formal education was preferred for instructors of agricultural production, agricultural supplies, and ornamental horticulture than for agricultural mechanics. However, by analyzing the responses of these agricultural representatives in general, it was concluded by the writer that the supervisors preferred an equal emphasis on education and occupational experiences, administrators preferred more emphasis on education for the teachers, and the instructors were in agreement with the supervisors by desiring occupational experience instead of the PhD. All three groups valued educational and occupational experience in the area of specialization. The attainment of a master of science degree in agriculture education or in an area of specialization was indicated as being highly desirable.

Because of the continuous growth in post secondary agricultural programs in Kansas community junior colleges, it was recommended by the writer that a similar study be conducted every three years in order to determine any changes in trends of the preferred patterns of preparation for post secondary agriculture instructors. The respondents for this study had a short term of experience in post secondary education agricultural programs. Thus future studies might be conducted to determine what these three groups of respondents recommend, themselves, as far as training for future agriculture instructors of post secondary institutions.