DOCUMENT RESUME

ED 110 794 CE 004 607

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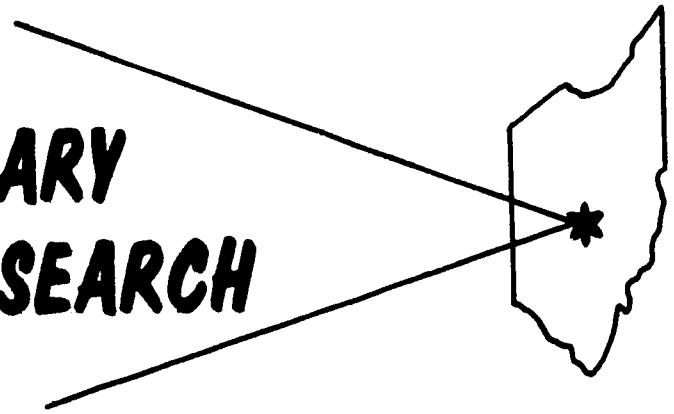
TITLE Attitudes of Administrators and Guidance Counselors Regarding Vocational Agriculture. Summary Research 4.
INSTITUTION Ohio State Univ., Columbus. Dept. of Agricultural Education.
SPONS AGENCY West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE 75
NOTE 24p.

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS *Administrator Attitudes; Attitude Tests; *Counselor Attitudes; Educational Attitudes; Educational Background; Educational Objectives; Performance; Professional Associations; *Professional Recognition; Program Effectiveness; State Supervisors; *State Surveys; Tables (Data); Teacher Educators; *Vocational Agriculture; Vocational Agriculture Teachers
IDENTIFIERS West Virginia

ABSTRACT

The study surveyed the attitudes toward vocational agriculture of all West Virginia superintendents, principals, county vocational directors, and guidance counselors in schools offering vocational agriculture. Survey was through Likert-type attitude scales (included in the appendix) to which all 257 individuals in the population responded. Independent variables included: years in present position, previous enrollment in vocational agriculture, years vocational agriculture had been offered in the school and the county, membership in vocational professional associations, instructional areas of certification, understanding of goals and objectives of vocational agriculture, attitudes toward vocational agriculture teachers, and effectiveness ranking of departments and teachers by State supervisors and teacher educators. Results indicated all four groups were relatively favorable toward vocational agriculture and fairly accurate in understanding its objectives. Respondents who were certified in vocational agriculture and members of vocational professional associations tended to have a more favorable attitude toward vocational agriculture. All four groups also tended to have favorable attitudes regarding teachers of agriculture; guidance counselors tended to be the most favorable. High positive relationships were indicated between teacher educators and supervisors on their department/teacher rankings. Concluding recommendations by the authors relate to further program improvement. (EA)



SUMMARY OF RESEARCH

DEPARTMENT OF AGRICULTURAL EDUCATION

The Ohio State University
Columbus, Ohio 43210

ATTITUDES OF ADMINISTRATORS AND GUIDANCE COUNSELORS REGARDING VOCATIONAL AGRICULTURE

Maxie B. McGhee and Ralph E. Bender

INTRODUCTION

Various people in the school system exert influence upon the program of vocational agriculture. An identification of the attitudes these persons have regarding vocational agriculture should prove useful in planning for its further development. Although attitudes toward the program of vocational agriculture are generally favorable, there seems to be disagreement among various sub-groups regarding the role of vocational agriculture, program administration, and participation in the programs (Research Committee of the Southern Region, 1956).

Sponaugle (1970) found that guidance counselors who had more favorable attitudes regarding vocational education were members of professional education organizations and had completed high school vocational courses. Evidence

ATTITUDES OF ADMINISTRATORS AND GUIDANCE COUNSELORS REGARDING VOCATIONAL AGRICULTURE

of the lack of significant relationships between administrators attitudes toward vocational education and years of experience and prior enrollment in vocational education is provided by Parks (1967).

In the spring of 1973, the vocational education staff of the Bureau of Vocational-Technical and Adult Education, West Virginia Department of Education indicated a desire to conduct an investigation of the attitudes of administrators and guidance counselors regarding the program of vocational agriculture in West Virginia. A study was therefore cooperatively designed and conducted.

PURPOSE OF THE STUDY

The major purpose of the study was to identify and describe the attitudes of superintendents, principals, county vocational directors and guidance counselors regarding selected aspects of the program of vocational agriculture in the public secondary schools of West Virginia. A secondary purpose was to investigate the relationship between the attitudes of these groups and the following factors:

1. Years of experience in present position
2. Prior enrollment in a high school vocational agriculture program
3. Number of years enrolled in vocational agriculture
4. Length of time vocational agriculture had been offered in the school or county
5. Membership in professional education associations
6. Instructional area(s) of public school certification
7. Understanding of the primary goals and objectives of vocational agriculture
8. Attitudes regarding teachers of vocational agriculture
9. Quartile rankings of vocational agriculture department and teacher effectiveness by supervisors and teacher educators

The variables used for investigation, selected from a review of literature, were believed to be related to the attitudes of the types of individuals studied.

METHODOLOGY

Two sixteen item, Likert-type attitude scales were developed for measuring the attitudes of each respondent group regarding vocational agriculture teachers.[1] An item analysis (Blalock and Blalock, p. 94) was calculated for each statement in each scale. The total scale reliability coefficients, based upon Kuder and Richardson's Formula 20 (Johnson & McCabe, 1970) for reliability for the attitude toward vocational agriculture scale and the attitude toward teachers scale were .93 and .89 respectively. A second part of the instrument was designed to measure the level of understanding regarding primary goals and objectives of vocational agriculture. A third part of the instrument was designed to collect data concerning selected characteristics of the respondents.

The population consisted of all superintendents, principals, county vocational directors and guidance counselors in those counties with public junior and senior high schools and/or vocational schools offering vocational agriculture in West Virginia. One hundred percent of the 257 individuals in the population responded to the questionnaire between September 1973 and January 1974.

RESULTS

Attitudes Toward Vocational Agriculture and Teachers of Vocational Agriculture

Table 1 indicates the mean item score of each group of respondents on the attitude toward vocational agriculture scale.

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[1] Questionnaire can be found in Appendix A

Table 1
MEAN ITEM SCORES BY POSITION FOR ATTITUDE TOWARD VOCATIONAL AGRICULTURE

Position	n	Mean Item Score[a]	S.D.
Superintendents	41	3.82	0.39
Principals	84	3.92	0.53
County Vocational Directors	35	4.03	0.66
Guidance Counselors	97	3.98	0.49

[a] Scale: 5 - Strongly agree, 4 - Agree, 3 - Undecided, 2 - Disagree, 1 - Strongly disagree

All four groups were relatively favorable toward vocational agriculture. There were no significant differences found among these groups.

Another finding of interest is illustrated in Table 2. The individuals who were surveyed tended to have favorable attitudes regarding teachers of agriculture. Although no significant differences in attitude toward vocational agriculture teachers were found among the groups, it may be seen that guidance counselors tended to be the most favorable toward teachers of vocational agriculture.

Upon further investigation it was found that the two attitude measures tended to be moderately related (r=.68) -- that is, as favorability toward teachers increased, attitudes toward the program in general also tended to become more favorable.

Table 2
MEAN ITEM SCORES BY POSITION FOR ATTITUDE TOWARD TEACHERS OF VOCATIONAL AGRICULTURE

Position	n	Mean Item Score[a]	S.D.
Superintendents	41	3.89	0.43
Principals	84	3.97	0.56
County Vocational Directors	35	3.88	0.53
Guidance Counselors	97	3.98	0.53

[a]Scale: 5 - Strongly agree, 4 - Agree, 3 - Undecided, 2 - Disagree, 1 - Strongly disagree

Understanding of Goals and Objectives of Vocational Agriculture

The goals and objectives used in this study were identified by a Joint Committee of U.S.O.E. and the Agricultural Education Division of the American Vocational Association (1965).

To develop competencies needed by individual preparing to enter farming or agriculturally related occupations.

To develop an understanding of career opportunities in agriculture.

To assist in developing human relations competencies essential in agricultural occupations.

To develop the ability to secure placement and to advance in agriculturally related occupations through a program of continuing education.

To assist students to understand the preparation needed to enter and advance in agricultural occupations.

To develop leadership abilities needed in fulfilling occupational, social, and civic responsibilities.

These six statements were on the questionnaire and the respondents were asked to indicate their level of agreement as to whether these were primary goals and objectives of the program. Also included were these four statements which are not PRIMARY goals and objectives although they may be secondary in nature, and in some programs might be considered primary.

> To provide instruction primarily for students unable to progress in college-prep programs in high school.
>
> To train persons for entry into professional and technical occupations upon graduation from high school.
>
> To develop competence in livestock and crop judging through the summer program of vocational agriculture.
>
> To conduct agricultural research in an effort to increase food production.

These statements were generated by the authors and were judged by ten staff members in Agricultural Education at The Ohio State University as not representing primary goals or objectives of vocational agriculture. The level of agreement of a respondent with each statement was indicated by a value 1 to 5. The values for each statement were totaled. The highest possible total score or level of understanding was 50; a score of 10 would indicate the lowest level of understanding. As indicated by the findings in Table 3, all four groups were fairly accurate in their understanding of the primary goals and objectives of vocational agriculture.

Table 3
UNDERSTANDING OF THE PRIMARY GOALS AND OBJECTIVES OF VOCATIONAL AGRICULTURE

Position	n	Mean Total Score
County Directors	35	37.86
Guidance Counselors	97	36.39
Superintendents	41	35.98
Principals	84	35.92

Relationship Between Attitudes Regarding Vocational Agriculture and Independent Variables Investigated[2]

Level of Understanding or Primary Goals and Objectives

Slightly positive correlations were found between attitudes regarding vocational agriculture for county vocational directors (r= .43), guidance counselors (4= .24), and all respondents as a group (r= .21) and their level of understanding of the primary goals and objectives of vocational agriculture.

Effectiveness Ranking of Departments and Teachers by State Staff

The effectiveness rankings of vocational agriculture departments and teachers were determined by sending the names of the departments and teachers of the agricultural education staff at West Virginia University and to the vocational agricultural state supervisory personnel in the Bureau of Vocational, Technical and Adult Education, Charleston. These two groups were asked to rank the departments and teachers into quartiles according to their overall effectiveness based upon their past experiences and knowledge of the department or teacher. Each group (teacher educators and state supervisors) was asked to arrive at a consensus ranking as a group in order to eliminate disagreements among individuals doing the rankings. Through this procedure, separate effectiveness teacher educators and state supervisors. It is interesting to note that although there was no discussion between the two groups, there were high positive relationships (r= .61 and .75) between the two groups on their ranking of departments and teachers.

As Table 4 illustrates, there were significant positive relationships between the attitudes regarding vocational agriculture of principals and the departmental and teacher effectiveness rankings by teacher educators and state supervisors. No relationships were found between the attitudes of guidance counselors toward vocational agriculture and rankings of effectiveness.

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[2]A summary of the relationships between attitudes toward vocational agriculture and variables investigated can be found in Appendix B.

Table 4
RELATIONSHIP BETWEEN ATTITUDES OF PRINCIPALS AND GUIDANCE COUNSELORS TOWARD VOCATIONAL AGRICULTURE AND RANKINGS OF EFFECTIVENESS OF VOCATIONAL AGRICULTURE DEPARTMENTS AND TEACHERS BY TEACHER EDUCATORS AND STATE SUPERVISORS

Type and Source of Ranking	Spearman Rank Order Correlation Coefficients: Principals' Attitudes Toward Vocational Agriculture (n=84)	Guidance Counselors' Attitudes Toward Vocational Agriculture (n=97
Department Ranking by State Supervisors	0.43*	0.17
Department Ranking by State Supervisors	0.29**	0.12
Teacher Ranking by Teacher Educators	0.34**	0.15
Teacher Ranking by State Supervisors	0.27**	0.03

*p < .001
**p < .01

Years in Present Position

For all respondents as a group and for individual groups composed of superintendents, principals, county vocational directors, and guidance counselors, product-moment correlation coefficients revealed no significant relationships between attitudes toward vocational agriculture and number of years employed in their present positions.

Previous Enrollment in Vocational Agriculture

Based upon point-biserial correlation coefficients, guidance counselors previously enrolled in vocational agriculture in high school tended to have a more favorable attitude toward vocational agriculture than non-enrollees. As would be expected, there were no significant relationships between attitudes of superintendents, principals, and county

vocational directors, and whether or not they had been enrolled in vocational agriculture in high school.

Number of Years Enrolled in Vocational Agriculture

Of the 60 respondents indicating previous enrollment in vocational agriculture, 28 were enrolled for four years. County vocational directors had the highest number of respondents indicating four years of enrollment. There was a positive correlation (r= .56) between attitudes of principals and number of years enrolled in vocational agriculture. There were no significant relationships between the attitudes of superintendents, county vocational directors, or guidance counselors regarding vocational agriculture and number of years enrolled in vocational agriculture in high school.

Number of Years Vocational Agriculture Had Been Offered in the School or County

No significant relationships were found between the attitudes of principals and guidance counselors and the number of years vocational agriculture had been offered in their schools. Likewise, no significant relationships were found between attitudes of superintendents of county vocational agriculture and the number of years vocational agriculture had been offered in their county.

Membership and Non-Membership in Professional Associations

When all four groups of respondents were considered as a group, members of the American Vocational Association or West Virginia Vocational Association tended to have a more favorable attitude toward vocational agriculture than non-members of these professional associations. Superintendents indicating membership in the National Education Association, West Virginia Education Association, West Virginia Superintendents Association, or the associations included in the "Other" category (most often the Association for Supervision and Curriculum Development) tended to have a less favorable attitude regarding vocational agriculture than the non-member superintendents' category. Attitudes toward vocational agriculture tended to be more favorable for county vocational directors indicating membership in the American Vocational Association or West Virginia Vocational Association than county directors who were not members of the professional

associations. No other significant relationships between attitudes toward vocational agriculture and membership or non-membership in professional associations were found for any of the respondent groups other than those cited previously.

Subject Matter Area(s) of Certification

When all respondents were considered as a group, those certified in vocational agriculture tended to be more favorable toward vocational agriculture than those not certified in vocational agriculture. However, respondents certified in social studies, physical sciences and chemistry/physics tended to be less favorable toward vocational agriculture than those not certified in these subject areas. Guidance counselors indicating certification in physical sciences and foreign languages tended to be more favorable toward vocational agriculture than those not certified in these instructional areas. No other significant relationships were found between attitudes toward vocational agriculture and subject matter areas of ceritification for any of the respondent groups other than those indicated.

RECOMMENDATIONS

In light of the aforementioned findings, the authors make the following recommendations:

1. Persons responsible for planning, organizing, conducting, and evaluating programs of vocational agriculture in West Virginia as well as other states should actively seek to enter into cooperative efforts with superintendents, principals, county vocational directors, and guidance counselors in providing quality programs of vocational agriculture. The favorable attitudes of these groups would indicate that this cooperative effort is not only possible but also very desirable for maintaining and creating open lines of communicatcn. One way of accomplishing this cooperative effort might be through involvement in local advisory committees as well as the establishment of an active state advisory committee for agricultural education.

2. Teachers should make an effort both individually and through their vocational agriculture teachers' association to plan and conduct agricultural education programs to maintain and improve the favorable attitudes revealed in this investigation. It would appear that because of the moderately high degree of relationship between respondents' attitudes toward vocational agriculture and attitudes toward teachers, the respondents may not distinguish between the two. Therefore, the actions of teachers of vocational agriculture might be a major factor in attitude formation of these groups concerning the program of vocational agriculture.

3. Although the four groups studied have a basic awareness of the primary goals and objectives of vocational agriculture which were formulated in 1965, continuous efforts should be made by state and local personnel in vocational agriculture to enhance and increase the level of this awareness. Also, effective lines of communication should be established with new personnel in administrative and guidance positions in order that they may be accurately informed of the goals and purposes of vocational agriculture.

4. Due to the lack of significant relationships between attitudes of guidance counselors toward vocational agriculture and ranking of effectiveness for vocational agriculture department and teachers, a special effort should be made to inform counselors of the criteria used by the teacher educators and state supervisors to judge the overall effectiveness of vocational agriculture departments and teachers. Constant efforts should also be made to improve the effectiveness of vocational agriculture programs in the state through a state-directed program of evaluation.

RECOMMENDATIONS FOR FURTHER STUDY

If additional studies are designed to measure the attitudes of administrators and guidance counselors regarding vocational agriculture, an effort should be made to use other techniques or procedures for measuring attitudes. The results of such studies could be compared to those of this study in an attempt to determine the existence of factors which would be attributed to measurement error. Other techniques or procedures that could be used to measure attitudes include: (1) semantic differential scales; (2) Thurstone scales; (3) open-ended responses; and (4) scale items could be constructed so that attitudes toward vocational agriculture could be compared with other subject or program areas in the school system.

In addition, similar studies such as the one cited in this summary should be conducted in other states in order to determine the current feelings of administrators and guidance counselors regarding vocational agriculture. Additional studies which could play an important role in planning future vocational agriculture programs include: (1) the assessment of the attitudes of school board members, parents, and agribusiness employers regarding vocational agriculture; (2) the determination of the effectiveness of vocational agriculture departments and vocational agriculture teachers as perceived by superintendents, principals, county vocational directors and guidance counselors; (3) the assessment of the role of the vocational agriculture summer program of work as perceived by superintendents and principals; (4) a more detailed assessment of attitudes of the respondents surveyed in this study regarding specific aspects of the vocational agriculture program, e.g. curriculum, facilities, program costs, FFA, etc.

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APPENDIX A

Number_____

ATTITUDES TOWARD VOCATIONAL AGRICULTURE

Part I.

The major purpose of this survey is to identify attitudes concerning vocational agriculture in the public secondary schools. Please respond to every statement. Do not spend too much time on any particular statement. There are no right or wrong answers. If your exact feeling is not described in one of the choices, select the one that comes closest to your true feelings.

Please circle the response which corresponds the closest to your true feelings about each statement.

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

EXAMPLE: Basketball teams develop teamwork. (SA) A U D SD

This person strongly agrees with the statement and so indicated by circling "SA" (Strongly Agree)

BEGIN HERE:

1. Vo-ag teachers are firm believers in the worth and value of their programs. SA A U D SD

2. In my opinion a graduate of a high school vocational agriculture program is generally only suited for unskilled work. SA A U D SD

3. Vocational agriculture contributes to the general citizenship training of students as much as other courses in high school. SA A U D SD

4. Vo-ag teachers I have known seek to maintain and increase the enthusiasm of their students for their studies. SA A U D SD

5. The summer program of vocational agriculture justifies twelve-month employment of the teacher(s). SA A U D SD

6. Vo-ag teachers are not able to communicate effectively with individuals not directly related to agriculture. SA A U D SD

7. The vocational agriculture curriculum provides poor preparation for more advanced technical training. SA A U D SD

8. Vocational agriculture is too costly in terms of money, time, and effort. SA A U D SD

9.	The vo-ag shops I have seen are well kept facilities.	SA A U D SD
10.	Vocational agriculture programs I have seen or heard about are beneficial to the communities involved.	SA A U D SD
11.	I am opposed to expanding vocational agriculture programs when so many students do not enter agri-business occupations.	SA A U D SD
12.	Vo-ag teachers I have known tend to be less cooperative than other teachers in the school.	SA A U D SD
13.	Teachers of vo-ag seem to be quite competent in planning and developing a total curriculum which includes day, young, and adult students.	SA A U D SD
14.	Vo-ag teachers never seem to be able to work well with other faculty members.	SA A U D SD
15.	Vo-ag teachers are generally as courteous and tactful as other teachers in the system.	SA A U D SD
16.	Beginning in kindergarten and continuing throughout the formal schooling process, all students should be made aware of the opportunities in agriculture.	SA A U D SD
17.	Vo-ag teachers don't do enough work during the summer months to justify twelve months salary.	SA A U D SD
18.	Vo-ag teachers I have known seem to go out of their way to help other teachers in the school.	SA A U D SD
19.	Vo-ag teachers seem to be quite active in professional education associations.	SA A U D SD
20.	I do not think vocational agriculture in high school is as necessary for most students as are other elective courses.	SA A U D SD
21.	Laboratory teaching and shop activities of vo-ag teachers that I have known appear to be well-organized.	SA A U D SD
22.	Students planning to major in agriculture in college should take vocational agriculture in high school.	SA A U D SD
23.	Above average students, even if interested in vocational agriculture, should be discouraged from enrolling in these programs.	SA A U D SD

24. I believe that the number of new occupations resulting from technology in agriculture will increase the need for vocational agriculture in high schools and/or vocational schools. SA A U D SD

25. I am thoroughly convinced that vocational agriculture should be offered in high schools and/or vocational schools. SA A U D SD

26. Vocational agriculture programs in high school should be intended mainly for youth of limited academic talent. SA A U D SD

27. Teachers of vo-ag rarely associate professionally with the academic teachers of the school system SA A U D SD

28. Vo-ag teachers I know seem to be "clock-watchers." SA A U D SD

29. Teachers of vocational agriculture generally are poorly groomed in relation to their professional standing. SA A U D SD

30. Present vocational agriculture programs are not effectively preparing for today's agricultural occupations. SA A U D SD

31. The FFA should be an integral part of the vocational agriculture program. SA A U D SD

32. Vo-ag teachers seem to be involved and interested in the development of the total student. SA A U D SD

Part II.

Please circle the response which corresponds the closest to your level of agreement or disagreement with the following statements as to whether they are or are not primary goals and/or objectives of vocational agriculture.

1. To develop competencies needed by individuals preparing to enter farming or agriculturally related occupations. SA A U D SD

2. To provide instruction primarily for students unable to progress in college-prep programs in high school. SA A U D SD

3. To train persons for entry into professional and technical occupations upon graduation from high school. SA A U D SD

4. To develop the ability to secure placement and to advance in agriculturally related occupations through a program of continuing education. SA A U D SD

5. To develop competence in livestock and crop judging through the summer program of vo-ag. SA A U D SD

6. To develop an understanding of career opportunities in agriculture. SA A U D SD

7. To assist in developing human relations competencies essential in agricultural occupations. SA A U D SD

8. To conduct agricultural research in an effort to increase food production. SA A U D SD

9. To assist students to understand the preparation needed to enter and advance in ag-occupations. SA A U D SD

10. To develop leadership abilities needed in fulfilling occupational, social, and civic responsibilities. SA A U D SD

Part III.

Please complete the following items:

1. How long have you been employed in your present position?

_____ 0 - 5 years

_____ 6 - 10 years

_____ 11 - 15 years

_____ 16 - 20 years

_____ over 20 years

2. Were you, as a high school student, enrolled in vocational agriculture?

_____ Yes _____ No

If yes, number of years _____

3. A. SUPERINTENDENTS AND COUNTY DIRECTORS:

How many years has vocational agriculture been offered in your county?

_____ years

B. PRINCIPALS AND GUIDANCE COUNSELORS:

How many years has vocational agriculture been offered in your school?

_____ years

4. What is your major subject matter instructional area of public school certification? (check one)

_____	Language Arts/English	_____	Vocational Agriculture
_____	Social Studies	_____	Business Education
_____	Music	_____	Home Economics
_____	Art	_____	Industrial Arts
_____	Biological Sciences	_____	Trade and Industrial Educ.
_____	Mathematics	_____	Special Education
_____	Health & Phys. Education	_____	Distributive Education

_____ Other, specify_____

5. Indicate the professional education associations or organizations in which you currently have membership.

_____ National Education Association
_____ West Virginia Education Association
_____ American Vocational Association
_____ West Virginia Vocational Association
_____ West Virginia School Principals Association
_____ West Virginia Superintendents Association
_____ American Association of School Administrators
_____ National Association of Secondary School Principals
_____ American School Counselors Association
_____ National Vocational Guidance Association
_____ American Personnel and Guidance Association
_____ Association for Measurement, Evaluation, and Guidance
_____ None of the above
_____ Others, specify _____

THANK YOU FOR YOUR KIND ASSISTANCE AND COOPERATION!

APPENDIX B

SUMMARY OF RELATIONSHIPS BETWEEN ATTITUDES TOWARD VOCATIONAL AGRICULTURE AND INDEPENDENT VARIABLES STUDIED[a]

INDEPENDENT VARIABLE	CORRELATION COEFFICIENT	SUPERINTENDENTS (n = 41)	PRINCIPALS (n = 84)	COUNTY VOCATIONAL DIRECTORS (n = 35)	GUIDANCE COUNSELORS (n = 97)	All (n = 257)
Years in Present Position	Product Moment	None	None	None	None	None
Whether Enrolled in Vo-Ag in High School	Point Biserial	None	None	None	0.21*	None
No. Years Enrolled in Vo-Ag	Product Moment	None	0.56***	None	None	0.35**
Years Vo-Ag Offered in School	Product Moment	——[b]	None	——	None	——
Years Vo-Ag Offered in County	Product Moment	None	——	None	——	——
Membership in Professional Association	Point Biserial	NEA - 0.39* WVEA - 0.33* WVSA - 0.34* Other - 0.33*	None	AVA 0.38* WVVA 0.31*	None	AVA 0.19** WVVA 0.14* WVSA-0.13*
Instructional Area of Certification	Point Biserial	None	Vo-Ag 0.31**	Social Studies - 0.48**	Others - 0.23*	Social Studies - 0.17* Vo-Ag 0.31*** Others - 0.15**

SUMMARY OF RELATIONSHIPS (CONT.)

INDENPENDENT VARIABLE	CORRELATION COEFFICIENT	SUPERINTENDENTS	PRINCIPALS	COUNTY VOCATIONAL DIRECTORS	GUIDANCE COUNSELORS	ALL
Understanding of Goals and Objectives of Vo-Ag	Product Moment	None	None	0.43**	0.24***	0.21***
Attitudes Toward Teachers of Vo-Ag	Product Moment	0.65***	0.71***	0.77***	0.63***	0.68***
Dept. Effectiveness Ranking by Teacher Education	Spearman Rank-Order	____	0.43***	____	None	____
Dept. Effectiveness Ranking by Supervisor	Spearman Rank-Order	____	0.29**	____	None	None
Teacher Effectiveness Ranking by Teacher Education	Spearman Rank-Order	____	0.34**	____	None	None
Teacher Effectiveness Ranking by Supervisors	Spearman Rank-Order	____	0.27**	____	None	____

*p < .05
**p < .01
***p < .001

[a]Only relationships which were significant at the .05 level or less are reported

[b](____) indicates that the relationship was not investigated

SUMMARY OF RESEARCH SERIES

The program of vocational agriculture can grow and develop only if it enjoys the support of the local community and school administration. Attitudes of administrators and counselors can provide an important indicator of the existing level of support for further development of vocational agriculture. The authors of this study examine attitudes existing in West Virginia and analyze the relationship of these attitudes to various other factors.

This summary is based on a doctoral dissertation completed by Maxie B. McGhee under the direction of Ralph E. Bender. Dr. McGhee is currently the project director of a national curriculum project in agricultural education, and Dr. Bender is Professor and Chairman, Department of Agricultural Education, The Ohio State University. The authors are recognized for their scholarship in preparing this summary. Special appreciation is due James D. McComas, Dean of the College of Education, University of Tennessee and Earl B. Russell, Center for Vocational Education, The Ohio State University for their critical review of the manuscript prior to its publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies and funded research. It is the purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited in the bibliography.

J. David McCracken
Series Coordinator

SR4 **1975**