

PROFESSIONAL COMPETENCIES NEEDED
BY BEGINNING TEACHERS OF
VOCATIONAL AGRICULTURE

Thesis for the Degree of Ed. D.
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Jesse Anderson Morris

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This is to certify that the
thesis entitled
**Professional Competencies Needed By Beginning
Teachers Of Vocational Agriculture**

presented by
Jesse Anderson Morris

has been accepted towards fulfillment
of the requirements for

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Major professor

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PROFESSIONAL COMPETENCIES NEEDED BY BEGINNING
TEACHERS OF VOCATIONAL AGRICULTURE

By
Jesse Anderson Morris

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
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THESIS

PROFESSIONAL COMPETENCIES NEEDED BY BEGINNING TEACHERS OF
VOCATIONAL AGRICULTURE

Purpose: The general purpose of this study was to analyze teaching competencies in order to ascertain implications for the improvement of the professional education of prospective teachers of vocational agriculture.

Method: A list of 154 competencies was secured from the literature on teacher education. A jury of professional educators reviewed the list which was sent in questionnaire form to 397 selected Negro teachers of vocational agriculture in 16 states. Returns were received from 60.9 per cent of the teachers. These teachers used a rating scale with degrees ranging from "0" to "5" to rate the degree of importance and the degree of development of each competency.

Findings and interpretations: The competencies were listed in the areas of "planning and organizing", "teaching", and "public relations". The importance ratings assigned to the competencies ranged from 2.98 to 4.76, while the development ratings ranged from 2.80 to 4.53. The importance ratings made by the less experienced teachers had a mean of 4.27 and a standard deviation of .32, while

those made by the competent, experienced teachers had a mean of 4.21, with a standard deviation of .26. Significantly high agreement was found between the two groups of teachers on the importance and development ratings assigned to the competencies. Significant positive correlations were found between the importance and the development ratings made by each teacher. Both groups of teachers rated each competency higher in importance than in development.

The teachers rated 13 per cent of the competencies on a higher level of importance, 70 per cent on an intermediate level, and 16.9 per cent on a lower level. Competencies in the area of "public relations" were rated higher in importance and development than those competencies in the areas of "planning and organizing", and "teaching". Only 35 per cent of the competencies were indicated to need almost complete preservice development. It was also found that 65 per cent of the competencies will not need to be developed as high during preservice training as those requiring almost complete development.

The investigator concluded that: (1) these professional competencies have a direct relationship to effective teaching in vocational agriculture; (2) all of the competencies are very important and will need a high

degree of preservice development; (3) the level of pre-service development for each competency might best be obtained from the ratings made by the less experienced teachers; (4) competencies in the area of "public relations" will need a higher degree of preservice development than those in the other areas; and (5) certain of the competencies will need considerable in-service development.

The writer recommended that teacher educators use the list of professional competencies and their ratings to plan, evaluate, and improve those phases of the professional training program which they encompass. It was also suggested that prospective and beginning teachers of vocational agriculture should use these data for the self-evaluation of their professional growth and development.

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This study was conducted under the direction of the following named Guidance Committee: Dr. H. P. Sweany, Chairman; Dr. H. M. Byram; Dr. W. H. Roe; Dr. R. C. Kramer; and Dr. C. R. Megee.

The author wishes to express his sincere thanks and appreciation to the members of his committee for their constructive criticisms and wise counsel throughout the duration of his graduate training program. To Dr. H. P. Sweany whose supervision and guidance immensely influenced the progress of this study, the author is very grateful.

To the agricultural teacher trainers, agricultural teacher supervisors, school administrators, and teachers of vocational agriculture throughout the United States who have cooperated in this study, sincere thanks are extended.

The writer deeply appreciates the scholarships provided the last three years by Michigan State University and The Mississippi Board of Trustees of Institutions of Higher Learning which made it possible for him to complete this investigation.

Finally, the writer wishes to express his most sincere gratitude to his wife, Mrs. Alpha L. Morris, and to his parents, Mr. and Mrs. James S. Morris, who constantly inspired, encouraged, and materially assisted him to study for the Doctorate Degree. To these persons, this manuscript is herewith dedicated.

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CHAPTER I

A STATEMENT AND DEFINITION OF THE PROBLEM

Introduction

This is the report of a study which was made of the professional competencies needed by beginning teachers of vocational agriculture.

Need for the study. Since the passage of the Smith-Hughes Act,¹ the responsibilities and duties of the teacher of vocational agriculture have increased tremendously. American agriculture has grown larger and it has become more technical. The program of vocational agriculture in the local community has expanded. The teacher of vocational agriculture must now conduct classes for high school students, young farmers, and adults. The community has also placed numerous civic and social responsibilities on the shoulders of the agriculture teacher. Therefore, it would seem that an urgent need exists for teacher educators to give thought to professional education to develop more competent teachers.

¹Public Law Number 347, Sixty-Fourth Congress, Statute 703, Section 10, Approved February 23, 1917.

It would also seem that teacher educators should be concerned with the task of training teachers to teach more effectively in order that the objectives of vocational education in agriculture may be attained. The writer was of the opinion that a study which ascertains the professional abilities needed by beginning teachers on the preservice and the in-service level would be of immeasurable value. As Gertrude Roskie of Montana State College states:

Teacher education institutions need to determine experimentally what experiences on the pre-service and in-service levels will best fit their trainees to carry the program considered desirable for the high schools of their state.²

It should be noted, however, that one should do more than list the competencies that teachers need on the preservice and in-service levels. Further analysis of the competencies should be made, and such questions as the following should be raised: How important are each of these competencies to the success of beginning teachers? How much development should teachers have in each of these competencies before accepting employment? Which competencies should teachers receive further development in during the

²Gertrude Roskie, "Here's What is Expected of You!" Practical Home Economics Magazine, 32:24, 49. October, 1954. [This article was based on a review of "The Homemaking Program for Beginning Teachers", Unpublished Doctoral Thesis, Stanford University, 1953.]

in-service period? Finally, a most important question which must be answered is: What broad implications for the improvement of the professional education of teachers are to be found in the answer to these questions? Thus, it was believed that a study should be made to seek the answer to these questions and those similar to these.

Many writers have inferred that a study should be made of the professional competencies that beginning teachers need to possess in order to do effective teaching. Probably Ralph J. Woodin of Ohio State University expressed this need most emphatically. Woodin stated that:

A statement of the factors of competency needed by the effective teacher of vocational agriculture should be developed by the staff of the department together with the supervising teachers and used by them as a basis for evaluating and further refining and improving the curriculum as well as for evaluating and guiding individual students in their professional growth and development.³

Although it must be implied that "statement of the factors of competency" as used by Woodin are synonymous to "list of competencies" as used in this study, the need for a study of this problem was definitely indicated.

The major reason why a study of the professional competencies needed by beginning teachers should be made

³Ralph J. Woodin, "An Evaluation of Selected Aspects of the Pre-Service Professional Curriculum in Agricultural Education at the Ohio State University". Unpublished Doctoral Thesis, The Ohio State University, 1951. p. 304.

is to provide an all-inclusive list of the competencies. The writer did not find such a list in his review of the literature on teacher education. Certain writers listed partial lists applicable to certain phases of teaching vocational agriculture. None of the competencies found in the literature had been rated for importance to the success of beginning teachers. Likewise, the extent to which these competencies should be developed during preservice was not indicated. Since very little work was reported in the literature on teacher competency, the writer concluded that such an investigation was urgently needed. Thus, the origin of this study grew out of the writer's interest in this problem.

Finally, every effort should be made by teacher educators to improve the professional education of teachers of vocational agriculture. "The program of agricultural education in a community school is likely to be no better than the teachers employed."⁴ One of the significant findings in a study of the Institutional-On-Farm Training Program in Michigan was "the high rating given to the employment of qualified teachers as the best means of

⁴Herbert M. Hanlin, "Teachers", Agricultural Education in Community Schools. Danville: The Interstate Printers and Publishers, 1949. p. 357.

improving classroom instruction".⁵ Therefore, it would seem that a need exists for any study which purports to shed some light on improving the effectiveness of teachers of vocational agriculture. Such a study should make a significant contribution to teacher education in agriculture if the findings are implemented.

The Problem

This was a study to discover the professional competencies that beginning teachers of vocational agriculture need to possess in order to teach effectively. The general purpose of the study was to analyze teaching competencies in order to ascertain implications for the improvement of the professional education of prospective teachers of vocational agriculture. More specific purposes of the study are listed below.

Purposes of the study. The specific purposes of this study were: (1) to develop a list of the professional competencies that teachers of vocational agriculture need to possess in order to begin teaching effectively;

⁵H. P. Sweany, "How Important Are Certain Practices For Improving Instruction?", The Institutional-On-Farm Training Program in Michigan With Implications For Adult Education. Department of Vocational Education, Michigan State College Research Bulletin Number 4, May, 1953. p. 11.

(2) to determine the degree of importance that each of these competencies is to the success of beginning teachers; (3) to determine the degree of development that teachers should possess in each of these competencies before beginning to teach; and (4) to ascertain from these data implications for the professional education of teachers of vocational agriculture.

Scope of the study. This study dealt only with the professional competencies needed by beginning teachers of vocational agriculture. No attempt was made to study competencies that teachers should possess in technical agriculture. No attempt was made to study teacher attitudes, or teacher performance. It was not the purpose of this study to rate teachers or teacher-training programs. Data pertaining to the rating of the competencies were obtained from 242 Negro teachers of vocational agriculture in 16 states.

Limitations of the study. It must be recognized that the broad field of teacher education has many more phases than those which are investigated in this study. While this study examines professional competencies, their importance, and the degree of development that each

should have in the preservice program, no effort was made to determine the degree of competency that prospective teachers should have before they enroll in the professional curriculum. Some of the other phases of teacher education which must of necessity be considered in trying to arrive at ways to improve the effectiveness of instruction in vocational agriculture are: the preservice professional curriculum, the in-service professional curriculum, the selection and counseling of prospective teachers, practice teaching, the follow-up of beginning teachers, and the development of instruments to predict probable teaching success. This study did not cover all of these aspects of the teacher education program.

It must also be recognized that the findings and recommendations of this study are applicable to the Negro teachers of vocational agriculture in the states surveyed. They may or may not be applicable to white teachers in the states surveyed or in the United States. The writer did not find any research studies or other evidence which would indicate that the findings were applicable only to Negro teachers.

Inasmuch as two groups of teachers rated the competencies, it was difficult in some instances to assign

or classify a competency to a given category or level. Throughout the analyses of the data, however, disagreements between the two groups of teachers are noted.

A further limitation of this study might be the questionnaire instrument which was used. It should be recognized that the list of competencies that teachers were asked to rate had been revised. Only those competencies which the jury of professional educators considered to be important to the success of beginning teachers were listed. Many of the minor competencies which beginning teachers need were omitted from the list in order to shorten it. Therefore, the writer does not wish to infer that all of the professional competencies needed by a beginning teacher of vocational agriculture are included on the list.

Assumptions made. The assumptions which were made in the conduct of this study are listed below. It should be noted that most of the assumptions were made in the beginning of the study. However, it was necessary as the study proceeded to make other assumptions. It was assumed that:

(1) There are certain professional competencies that all beginning teachers of vocational agriculture need to possess in order to begin teaching effectively.

(2) Certain professional competencies are of a higher level of importance than others.

(3) A professional competency should be developed to the level of its importance.

(4) Certain professional competencies will need to be almost fully developed during preservice training, while others will need some further development during the in-service period.

(5) A jury of selected educators is qualified to identify the professional competencies needed by beginning teachers.

(6) Selected Negro teachers of vocational agriculture in the United States are qualified to rate the importance of professional competencies to beginning teachers and the degree of development needed by teachers prior to employment.

(7) Negro teacher educators are qualified to use suggested criteria and nominate teachers to be surveyed.

Definition of Terms Used

In order that there might be common understanding, it was felt that certain terms should be defined, and for the purposes of this study, used with that concept in mind.

Professional competency. An ability or skill, which directly influences the effectiveness of a teacher. The term was further construed to mean adequate proficiency in a specific aspect of the job of teaching vocational agriculture.

Groups of competencies. The categories into which related professional competencies were assembled.

Areas of competency. The categories into which related groups of professional competencies were assembled.

Professional education. Professional education was defined to include any learning experiences that teachers of vocational agriculture participate in to increase their teaching ability and skills. Such experiences are usually provided in professional education courses, practice teaching, general education courses, workshops, conferences, meetings, and self-improvement activities carried out by the teacher. These experiences may be acquired through the preservice curriculum, before the teacher accepts employment, or later through in-service training after the teacher goes on a job.

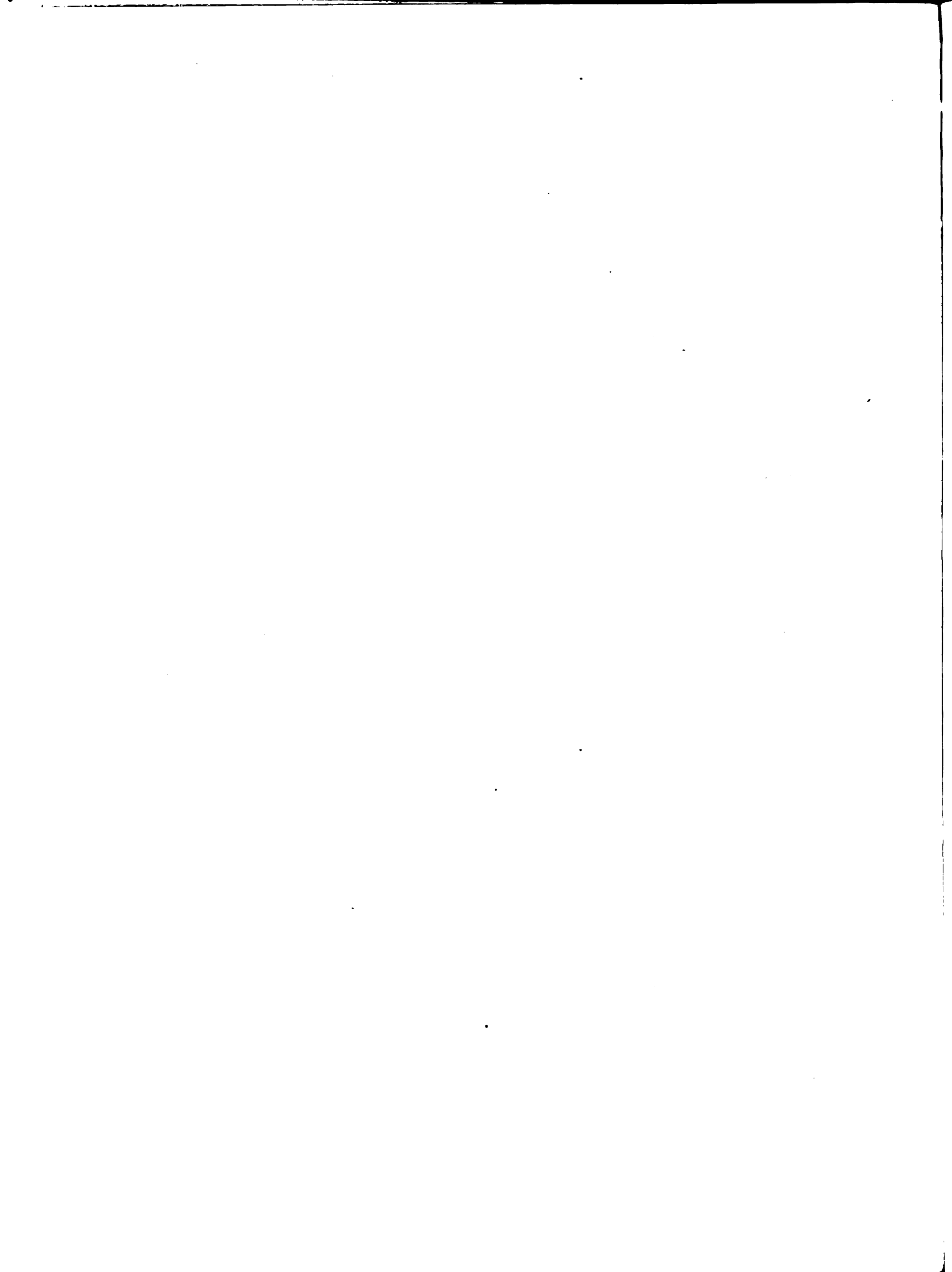
Less experienced teachers of vocational agriculture. Those teachers having less than three years of experience teaching vocational agriculture in the secondary school were considered to be less experienced teachers of

vocational agriculture. Throughout the study, the terms "less experienced teachers" and "beginning teachers" are used synonymously.

Competent, experienced teachers of vocational agriculture. Those teachers of vocational agriculture in each state surveyed who were recommended by teacher educators to have total programs in the upper third, who continued to improve in ability, who had taught both in-school and out-of-school classes for at least five years, and who possessed credits in professional education courses beyond the Bachelor's Degree, were considered as competent, experienced teachers of vocational agriculture. Throughout the study, the terms "competent, experienced teachers", "experienced teachers", and "more competent teachers" are used interchangeably.

Degree of importance. The term, "degree of importance" was used to indicate the value that teachers of vocational agriculture believed a professional competency is to the success of beginning teachers. The terms "degree of importance" and "importance rating" are used synonymously in this report.

Degree of development. The term "degree of development" was used to indicate the minimum ability that teachers of vocational agriculture believed a beginning teacher



should possess in a professional competency prior to employment. The terms "degree of development" and "development rating" when used interchangeably have meanings that are synonymous.

Effective teaching. "Teaching is effective to the extent the teacher does things, or behaves in ways that are favorable to the development of skills, understandings, work habits, desirable attitudes, and adequate personal adjustment on the part of the pupils or students".⁵ Effective teaching would also imply that well planned teacher-pupil goals have been attained to a reasonable degree.

The Further Organization of the Report

The preceding pages of this chapter have presented a discussion of the statement and definition of the problem. In Chapter II which follows, a review of the related literature is presented. The general plan of the investigation is analyzed in Chapter III. The data are presented in Chapter IV. The study is summarized in Chapter V. This chapter also reports conclusions, implications, and recommendations.

⁵David G. Ryans, "The Investigation of Teacher Characteristics", The Educational Record, 34:371-96. October, 1953.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Numerous studies and investigations have been made pertaining to professional teacher-training programs. The professional needs of teachers have also been studied quite frequently. However, very little has been written specifically relating to the professional competencies that beginning teachers of vocational agriculture should possess.

The literature reported in this review has been divided into three sections in order to facilitate presentation. In the first section, studies, investigations, and writings pertaining to teacher-training programs in agricultural education are reported. Particular emphasis was given to the professional phase of the training programs. However, only those parts of written materials which were specifically related to this study are reported in this chapter.

Section two treats the writings related to the professional needs of teachers. This section treats both preservice and in-service needs.

The third section of the review reports those studies, and writings specifically related to the professional competencies that teachers should possess. The terms "ability" and "competency" are used interchangeably throughout this review of literature. Often, writers have not distinguished between these words and this report follows their statements.

The writer does not wish to imply that all of the pertinent literature written relating to this study has been included in this review. It is believed, however, that many of the significant writings have been reviewed. Many works such as checklists, questionnaires, lists of activities, rating scales, and books were also used in the development of the list of professional competencies which are not reported in this chapter.

Literature Relating to Professional Teacher-Training Programs in Agricultural Education

In commenting on the importance and the success of teacher-training programs in agricultural education, Kirkland¹ made the following statements.

¹J. Bryant Kirkland, "Teacher Preparation in Agricultural Education". What Do Studies Show? Summaries and Interpretations of Research in Selected Areas of Agricultural Education. Danville: Interstate Printers and Publishers, 1952. p. 27.

The success of a teacher training program in agricultural education is measured in terms of the ability of its graduates to perform the duties and responsibilities of their respective positions.

Furthermore, the effectiveness of a pre-service training program in agricultural education is influenced by the quality of students enrolled, the thoroughness and comprehensiveness of the instructional program, the adequacy and appropriateness of experiences provided during the period of student teaching, and the effective use of appropriate evaluation techniques.

Hamlin, writing on the preservice and in-service education of teachers of vocational agriculture stated that teachers of vocational agriculture should only be trained to teach vocational agriculture and not other subjects. This writer submitted the thesis that there is not enough time in the four year period to train a teacher for more than one subject.² In order to insure the selection of a more uniform group of prospective teachers of vocational agriculture, Dr. Hamlin offered the following suggestions.

- (1) There can be recognition that not every student in a college of agriculture is a good prospective teacher.
- (2) Special efforts can be put forth by teacher-training institutions to locate within their states persons adapted to the teaching of

²Herbert M. Hamlin, Agricultural Education in Community Schools. Danville: The Interstate Printers and Publishers, 1949. p. 366.

agriculture, instead of relying wholly upon enrollments in the colleges of agriculture of these institutions.

- (3) Counseling by persons adequately informed about agricultural education in the community schools can be provided for students in the teacher-training institution from the freshman year on, avoiding a last-minute rush into courses for teachers by seniors who have not before considered teaching.
- (4) A period of practice teaching or internship can be provided which is long enough to test adequately aptitude for and interest in teaching as discovered under practical teaching conditions.
- (5) The assistance of psychological and testing services can be used in screening prospective students.
- (6) Care can be taken that students have ample farm experience.³

In order to provide for the in-service education of teachers of vocational agriculture, Hamlin proposed that teacher-training institutions provide the following services for teachers of vocational agriculture.

- (1) Offer graduate courses on campus and extramurally.
- (2) Assist with conferences and short courses on campus and in the field.
- (3) Prepare professional and subject-matter publications for teachers.
- (4) Make available to teachers the services and facilities of the colleges of agriculture and education.

³Hamlin, Ibid. pp. 367-368.

- (5) Work with the teachers in research studies.
- (6) Follow up first-year teachers.
- (7) Assist individual teachers in their own schools at their request.
- (8) Help teachers from other states and teachers who have been away from teaching to become adjusted to their work.
- (9) Prepare and distribute teaching aids.⁴

In an evaluation of the participating experiences in the preservice professional training program for teachers of vocational agriculture at Ohio State University, Bender, discovered that teachers of vocational agriculture rated the training that they had received in the all-day teaching program and the supervised practice program highest. The lowest ratings were given to the young-farmer and adult-farmer areas. This study indicated that the teacher-training program should provide:

- (1) More participating experience and more responsibility for the trainee.
- (2) Better balance of participation and activities throughout the year.
- (3) Earlier contact by the trainee with the professional training program.

⁴Ibid., pp. 369-370.

- (4) More emphasis on guidance in the early phases of the training program.⁵

A similar study was made in 1953 at the University of Arizona by Bob E. Taylor.⁶ Taylor purported to determine the professional abilities which are crucial to the success of a beginning teacher of vocational agriculture and to evaluate the preservice training program at the University of Arizona in light of these findings.

Significant conclusions made by Taylor were:

Pre-service professional preparation in the areas of organizing and maintaining facilities, advising an FFA Chapter, teaching all-day classes and supervising farming programs, and keeping records and reports are crucial to the success of a beginning teacher.

The abilities in less important areas should also be included in the pre-service preparation program. Major emphasis should be given to the crucial areas.

⁵Ralph E. Bender, "An Evaluation of the Participating Experiences in the Pre-Service Professional Training Program of Teachers of Vocational Agriculture at Ohio State University". Unpublished Master's Thesis, The Ohio State University, 1940. 221 pp. (in) Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 2, Bulletin No. 237, U. S. Office of Education, p. 8.

⁶Bob E. Taylor, "An Evaluation of the Pre-Service Professional Training Program in Agricultural Education at The University of Arizona". Unpublished Master's Thesis, The University of Arizona, 1953. pp. 285-287.

Professional improvement, getting established in the school and community, and maintaining satisfactory school relationships should be postponed for the period of in-service training.⁷

Taylor also concluded that supervising teachers are generally giving major emphasis to the crucial pre-service abilities needed by beginning teachers, but supervising teachers were not in agreement as to the relative importance of most abilities needed by beginning teachers of vocational agriculture.⁸

In light of these findings, Taylor made the following recommendations for the improvement of the teacher training program at the University of Arizona.

(1) Three semester hours of professional courses should be added to the agricultural education curriculum and the sequence of courses should be changed.

(2) The practice teaching period should be lengthened to include an entire semester.

(3) A graduate course should be offered to beginning teachers the summer after graduation.

⁷Taylor, loc. cit.

⁸Loc. cit.

(4) Workshops should be scheduled regularly for supervising teachers in Arizona to provide specific preparation to them in their duties.⁹

Woodin, in a study of selected aspects of the pre-service professional curriculum in agricultural education at Ohio State University in 1951 discovered that certain participating experiences basic to competency were secured by less than 50 per cent of the student teachers. Second quarter student teachers in many instances did not receive additional competency beyond that received by first quarter student teachers. This led Woodin to conclude that second quarter teaching experiences were a repetition of first quarter teaching experiences in many instances. However, the desirability of scheduling student teachers in two different quarters was again indicated.¹⁰

Recommendations made by Woodin were:

A statement of the factors of competency needed by the effective teacher of vocational agriculture should be developed by the staff of the department together with the supervising teachers and used by

⁹Taylor, loc. cit.

¹⁰Ralph J. Woodin, "An Evaluation of Selected Aspects of the Pre-Service Professional Curriculum in Agricultural Education at the Ohio State University". Unpublished Doctoral Dissertation, The Ohio State University, 1951. pp. 304-307.

them as a basis for evaluating and further refining and improving the curriculum as well as for evaluating and guiding individual students in their professional growth and development. The pre-service professional curriculum of the department of agricultural education with its emphasis upon participative experience for future teachers should be continued. Future improvements should be made within the curriculum to the existing courses. No new courses should be added.¹¹

A second quarter of student teaching should be continued. Each student should schedule his practice teaching experience about a year apart.¹²

In a similar study made at Ohio State University in 1951 by Ritchie, fifty beginning teachers were given an opportunity to rate 174 difficulties. Also, 56 local school administrators evaluated the same difficulties and the competence of the beginning teachers.¹³

Important findings were:

The beginning teachers rated the in-service program "good" in eight of the ten areas. Likewise, they rated the itinerant teacher-trainers, training school teachers, and small group conferences as being much more effective sources of help than the beginning teachers' conference and district meetings.

¹¹Taylor, loc. cit.

¹²Loc. cit.

¹³Austin Everett Ritchie, "An Evaluation of the In-Service Training Program for Beginning Teachers of Vocational Agriculture in Ohio". Unpublished Masters Thesis, The Ohio State University, 1951. [in] Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 6, Bulletin No. 251, U.S. Office of Education, p. 76.

Administrators and teachers ranked the areas of difficulty in the following order: long-time program, farming program, adult farmer, young farmer, guidance and counseling, Future Farmers of America, community and public relations, classroom teaching, physical facilities, and general school.¹⁴

Timmons, in a follow-up evaluation study of selected participatory experiences gained in vocational agricultural education training centers in Michigan, discovered that of the 15 broad areas in which beginning teachers had received training and experience, training experiences and teaching performances in eight of the areas seemed to be satisfactory.¹⁵ This author also stated that:

Training and subsequent teacher performance was most satisfactory in the areas of (1) conducting activities of the Future Farmers of America, (2) managing the class of all-day boys, and (3) participating in professional or whole-school experiences and extra-curricular activities.

Teaching performance was fairly satisfactory to unsatisfactory in three areas, namely, those of (1) teaching the class of all-day boys, (2) utilizing opportunities for community contacts and experiences, and (3) studying individual pupils.

The area of developing and conducting a young-farmer program was found to be quite unsatisfactory in performance.

¹⁴Loc. cit.

¹⁵G. E. Timmons, "Follow-Up Evaluation Study of Selected Participatory Experiences Gained in Vocational Agricultural Education Training Centers in Michigan". Unpublished Doctoral Thesis, Wayne University, 1954. 151 pp.

The data indicated that the beginning teachers were performing satisfactorily but that corrective measures needed to be applied in certain phases of the teacher-training program.¹⁶

Timmons concluded that "there was a positive relationship between the kinds and amounts of training received and subsequent performance in teacher responsibility".¹⁷

Literature Pertaining to the Professional Needs of Teachers

Many studies which were reviewed merely listed the broad areas of the professional needs of teachers. This section of the chapter will report the findings of studies and investigations pertaining to these needs. A later section of the chapter will treat writings relating to the specific professional characteristics, abilities, or competencies that beginning teachers should possess.

In a study of the Homemaking Program for Beginning Teachers, Gertrude Roskie developed a list of the characteristics of the high school homemaking program. These characteristics were compiled into a checklist which

¹⁶Loc. cit.

¹⁷Loc. cit.

was mailed to 516 supervising teachers, administrators, beginning teachers, parents, and students who were asked to determine which characteristics beginning teachers of homemaking should be expected to perform, and which should be expected of experienced teachers only. Roskie grouped these characteristics into the following general areas which were subdivided and analyzed: planning the program; curriculum; and out-of-class activities. This list of characteristics contained both professional and technical abilities or competencies.¹⁸

Hutson, in a study of the professional problems encountered by beginning teachers of vocational agriculture in Arkansas analyzed the opinions of 86 teachers concerning the difficulties they encountered in performing 345 activities which were classified under 12 major areas. Sixty-three of the 345 activities were indicated by 40% or more of the teachers as problems that caused considerable difficulties during their first year of teaching vocational agriculture.¹⁹ Other important findings were:

¹⁸Gertrude Roskie, "Here's What is Expected of You!", Practical Home Economics Magazine, 32: 24 and 49. October 1954. [This article based on "The Homemaking Program for Beginning Teachers", unpublished Doctoral Thesis, Stanford University, 1953.]

¹⁹Denver B. Hutson, "A Study Concerning Professional Problems Encountered by Beginning Teachers of Vocational Agriculture", The Agricultural Education Magazine, 26: 284-86, June 1954. [This article based on "A Study of the Professional Problems Encountered by Beginning Teachers of Vocational Agriculture in Arkansas", Unpublished Doctoral Thesis, University of Missouri, 1953. 272 pp.]

(1) Twelve of the 14 selected activities pertaining to program planning were indicated as definite problems of concern by over one-half of the teachers.

(2) Over 70% of the 67 activities relevant to the program of classroom instruction for all-day classes were indicated as problems of concern by 50% or more of the teachers.

(3) Seventeen of 26 selected activities relative to instruction in farm mechanics were reported as problems of concern to 75% of the teachers.

(4) Over 50% of the teachers indicated that 63 of the 65 activities pertaining to supervised farming for all-day students were of concern to them during their first year of teaching.

(5) Thirteen of the 31 selected activities relevant to the program of the FFA were indicated by more than one-third of the 86 teachers.

(6) Most of the difficulty was found to be encountered in guidance activities such as: assisting students in understanding their needs, interests and aptitudes; follow-up records of students; and coping with individual differences of students.

(7) Nine of the 16 selected activities pertaining to school community relationships were indicated as problems by over one-half of the teachers.

(8) Problems most frequently listed in the area of conducting classes for adults were: securing interest of farmers in organized instruction; getting farmers to accept initiative for classes; planning a year round program of instruction; organizing classes; and getting farmers to use approved farming practices.²⁰

Hutson concluded by saying that:

It appears that the opinions of teachers relevant to the nature and extent of problems encountered in performing selected activities concerning various aspects of the program in vocational agriculture should provide a partial basis for determining revisions and adjustments in the professional program in pre-service training at the University of Arkansas for prospective teachers of vocational agriculture.

The major problems indentified by this study should provide some valid basis for planning a systematic program of follow-up assistance to beginning teachers of vocational agriculture. The data suggests areas of emphasis in planning the professional program of in-service training.²¹

Santos, listed the following as in-service training needs of the teachers of vocational agriculture in Colorado:

(1) Fifty per cent of the teachers needed assistance in locating and securing materials for instruction.

(2) Needs in the area of instruction ranked as to the intensity of help needed were: supervised farming

²⁰Hutson, loc. cit.

²¹Hutson, loc. cit.

programs; Future Farmers of America; farm mechanics activities; and classroom and laboratory activities.

(3) Fifty-four per cent of the teachers needed help from school administrators in providing more classroom and shop space.

(4) Thirty-five per cent needed help from the state supervisory staff with reports, evaluation, and selection of students.²²

Kirkland, in a study similiar to the one made by Hutson,²³ made some significant findings in this area. This author first prepared a list of the professional and technical areas to include in his study which was submitted to a jury to evaluate on a three-point scale and supplement with essential items that were omitted. This list was then revised and developed into a checklist which was used to ascertain the difficulties which were encountered by beginning teachers of vocational agriculture in

²²Hilario J. Santos, "In-Service Training Needs of Vocational Agriculture Teachers in Colorado". Unpublished Master's Report, Colorado Agricultural and Mechanical College, 1949. 173 pp. [in] Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 4, No. 246, Agricultural Series No. 61, United States Office of Education, p. 38.

²³Hutson, op. cit., p. 284-286.

Tennessee to perform the activities.²⁴ Important findings were:

The difficulty reported by the highest percentage of teachers was inability to perform activities in the area of long-time and annual program, all-day program, adult farmer program, and physical plant and facilities. Many of the difficulties were ascribed by teachers to a lack of participation during the preservice training program.²⁵

Major recommendations made by Kirkland for improving the program of preservice training were:

- (1) That the University examine its program of participating experiences in order to get a greater degree of efficiency in training.
- (2) That an evaluation be made of the present program in preservice training.
- (3) That the guidance program (of the University) be improved.²⁶

Montgomery, after studying the professional needs of the teachers of vocational agriculture in Alabama, concluded that professional problems seemed most evident in the following order of importance.

²⁴James B. Kirkland, "A Study of the Professional and Technical Difficulties Encountered by Teachers During Their First Year of Teaching Vocational Agriculture". Unpublished Doctoral Thesis, Ohio State University, 1947. 464 pp. [in] Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 2, No. 237, Agricultural Series No. 57, United States Office of Education, p. 55.

²⁵Loc. cit.

²⁶Loc. cit. [Words in parenthesis supplied by the author of this study.]

Teaching all-day boys, advising an FFA chapter, providing adequate physical facilities, maintaining favorable community relationships, maintaining professional relationships, teaching young and adult farmers, discovering needs and setting goals, placing and following up students, evaluating the program, and keeping records and making reports.²⁷

Montgomery stated that the ten most effective in-service education procedures in the opinion of teachers listed in the order of highest rank were:

Graduate work, subject matter services, supervisory services, conferences, non-credit short courses, literature, newsletters, technical services, local programs of in-service education, and assistance in evaluation.²⁸

Of the recommendations made by Montgomery, the most pertinent seemed to be:

(1) Organization of an advisory committee composed of supervisors, teachers, and teacher trainers who would assist in planning, promoting, and evaluating in-service education.

(2) Making provisions for exchanging ideas through the transfer of more resident credit between graduate schools, exchange of staff members, and greater use of visiting professors.

²⁷Robert W. Montgomery, "Professional Needs of Teachers of Vocational Agriculture in Alabama and Their Implications for In-Service Education". Unpublished Doctoral Thesis, Ohio State University, 1952. 426 pp. [in] Summaries of Studies in Agricultural Education, Vocational Education Bulletin No. 180, Supplement No. 7, No. 253, Agricultural Series No. 64, United States Office of Education, p. 46.

²⁸Loc. cit.

(3) Expansion of the present study to include technical as well as professional needs.²⁹

An interesting and informative study was reported in The Journal of Educational Research by Mills and Rogers. In this study, which was made at the State University of New York during the summer of 1952, 171 elementary school teachers from all parts of the United States were asked to designate on a check list of 51 personal and professional problems those which they found to be serious, those which were of some concern, and those of practically no importance.³⁰

This study differed from many of the others reviewed in this chapter inasmuch as these were elementary school teachers who were studied, and because teachers were asked to respond to the check list only as the problems were applicable to their present position.³¹

According to the descending rank of importance, Mills and Rogers found these to be the 20 most important or serious problems of elementary teachers.

²⁹Montgomery, loc. cit.

³⁰Queenie B. Mills, and Dorothy Rogers, "Personal And Professional Problems of Elementary Teachers". Journal of Educational Research, XLVIII:279-288. December 1954.

³¹Loc. cit.

Teaching dull children, handling seriously mal-adjusted children, grading and marking, promotion or retention, range within groups, financial problems, teaching oversized classes, arranging parent conferences, aiding pupils after absence, teacher load, community demands on time, extreme deviations in maturity, grade level expectancies, teaching bright children, discipline problems, problem parents, pupils who dislike school, finding living quarters, course of study requirements, and teaching handicapped children.³²

According to the descending rank of importance, these were found to be the 20 least important problems of elementary teachers.

Cheating in the classroom, administrative regulations, initial adjustment in the community, professional help with problems, initial adjustment in school, evaluation of teaching, personal problems of advanced age, teaching left-handed children, children's prejudices, home work problems, teaching problems of advanced age, family responsibilities for single teachers, teacher-supervisor relations, staff relations, teacher-special teacher relations, teacher-principal relations, minority group member of the community, poor health in teaching, dealing with sex episodes, and personal sex adjustment.³³

These writers concluded that:

Every problem listed was found to be of concern to a considerable number of teachers. Even the problem of least importance to the total group was of some importance to 14 per cent of the group.

³²Mills, and Rogers, Ibid., p. 281.

³³Loc. cit.

Over three-fourths of the teachers were concerned about 41 of the 44 problems applying to the entire group. One-half to three-fourths of the teachers judged 19 of the 44 problems to be of some concern to them and there were three problems that bothered over three-fourths of the group.

It is evident, therefore, that teachers are being sent into "the field" without knowing how to cope with some of the most difficult problems they will face.³⁴

Valuable information was secured from a list of teacher activities in vocational agriculture developed by Carl G. Howard of the New Mexico College of Agriculture. A list of the 354 activities that teachers of vocational agriculture must carry out were rated numerically by 100 educators in the order of most important to least important.³⁵

The ten activities which were ranked highest in the order of descending rank were: observing adequate safety precautions in the shop; safeguarding and inventorying supplies and equipment; securing, organizing and teaching students to use reference materials; securing adequate productive enterprise projects; submitting mileage and expense accounts on request; determining course content for each class; developing good FFA chapter programs of work; checking on and keeping supervised farming records neat, accurate, and up to date; procuring needed equipment; and participating in conferences with school authorities.³⁶

³⁴Ibid., p. 287.

³⁵Carl G. Howard, "Teacher Activities in Vocational Agriculture". Unpublished Non-Thesis Study, New Mexico College of Agriculture and Mechanical Arts, 1946. 23 pp.

³⁶Loc. cit.

No conclusions or recommendations were made in connection with this list of activities. In light of the analysis of rank that was made, it would seem that significant implications for the improvement of pre-service and in-service professional training programs can be drawn from these data.

Literature Pertaining to the Professional Competencies That Teachers Should Possess

Very few studies were reviewed which were specifically concerned with the professional competencies that teachers of vocational agriculture should possess in order to begin teaching effectively. Thus, the writer had to resort to the literature concerning the professional competencies and abilities which are common to all teachers in the broad areas of education.

Many interesting and helpful suggestions were received from the literature reviewed on vocational education in agriculture which was related to this section. Many of the competencies which compose the list developed by the writer were derived from these writings. Also, liberal use was made of the procedures and techniques that writers in this area had used.

Barr, in his treatment of "Teaching Competencies", in the Encyclopedia of Educational Research, summarized the results of a number of studies concerning the causes of failure among teachers.³⁷

Barr stated that the following are the most common causes of failure among teachers.

- Lack of control over the technique of teaching.
- Lack of ability to maintain order and discipline.
- Lack of mastery of subject matter
- Lack of intelligence.
- Lack of effort.
- Lack of initiative.
- Lack of adaptability.
- Lack of common sense.
- Lack of physical ability.
- Lack of standards of teaching efficiency.
- Lack of ability to carry on.
- Lack of singleness of purpose.
- Lack of sympathetic understanding of pupils.
- Lack of social background.
- Lack of knowledge of what people can do.
- Lack of personality.
- Lack of moral standards.³⁸

While all of these characteristics cannot be construed to be professional competencies, most of them are of such importance that a lack of one might be one of the direct causes of a teacher's failure.

A good teacher in the social studies was described by Barr as one who motivates her work, had good discipline,

³⁷A. S. Barr, "Teaching Competencies", Encyclopedia of Educational Research, Revised Edition, 1950. New York: The Mac Millan Co., 1950. p. 1448.

³⁸Barr, loc. cit.

stands most of the time, attends to pupil responses, uses illustrative material frequently, employs some system of appraisal other than teacher appraisal, shows superior knowledge of subject matter, smiles appreciatively, shows patience, follows orderly procedures in the classroom, requires a notebook and outside readings, laughs with the class from time to time, conducts class discussion in a conversational manner, has a well established procedure for examinations, is enthusiastic, uses pupil experiences frequently, possesses a wealth of commentary expressions, is pleasant, asks questions often, makes provisions for individual differences, socializes class discussions, provides definite directions for study, and possesses a good sense of humor.³⁹

Barr concluded his article by stating that teachers should possess competencies or abilities to perform the following skills or activities.

- (A) As a director of learning.
 - (1) Skill in indentifying pupil needs.
 - (2) Skill in setting and defining goals.
 - (3) Skill in creating favorable mind sets.
 - (4) Skill in choosing learning experiences.
 - (5) Skill in following the learning process:
 - (a) In providing for individual differences.
 - (b) In making activities meaningful.
 - (c) In locating and overcoming differences.

³⁹Barr, Ibid., p. 1449.

- (d) In organizing experiences into meaningful wholes.
- (e) In supervising study.
- (f) In directing discussion.
- (6) Skills in using learning aids.
- (7) Skills in teacher-pupil relations.
- (8) Skills in appraising pupil growth and achievement.
- (9) Skill in management.
- (10) Skill in instruction.

(B) As a counselor and friend of students.

(C) As a member of a profession.

(D) As a member of a community.⁴⁰

The above list of professional skills seems to include many of the crucial abilities that beginning teachers should possess and probably Barr has touched upon the core of the teacher competency problem..

An interesting observation was made of a definition of effective teaching stated by Ryans. Even though this author did not go into detail and list the specific competencies or abilities that one should possess in order to live up to this definition, it was felt that these could be implied or assumed. Says Ryans:

Teaching is effective to the extent the teacher does things, or behaves, in ways that are favorable to the development of skills, understandings, work habits, desirable attitudes and adequate personal adjustment on the part of the pupils or students.⁴¹

⁴⁰Ibid., p. 1451.

⁴¹David G. Ryans, "The Investigation of Teacher Characteristics", Educational Record, 34:371-96. October 1953.

Wiggins, in commenting on the requirements for successful high school teaching, seemed to feel that a successful teacher has a good idea of what he is trying to do, and is able to identify objectives and clarify purposes.⁴²

Wiggins further states that a successful teacher "must work within a network of school and community values and customs. The teacher needs to adjust to the school culture in which he works and lives".⁴³

The successful teacher learns how to operate effectively as an agent for change in the school community.⁴⁴

Wiggins concluded his article by listing some slants on high school teaching. An examination of these slants showed that they could well serve as statements of competency for high school teachers. These slants are listed below.

- (1) The successful high school teacher must be one who can teach in the area of special education without needing to apologize for inadequacy in subject matter preparation.

⁴²Sam P. Wiggins, "Successful High School Teaching: Easy or Impossible?" The High School Journal, 38:1-6. October, 1954.

⁴³Ibid., p. 1-2.

⁴⁴Loc. cit.

- (2) The successful teacher must be effective also in the area of general education.
- (3) The third area of responsibility for success is guidance and counseling.
- (4) Most high school teachers are called upon to sponsor or take leadership in some extracurricular activity.
- (5) Teachers can never achieve their greatest potential unless their relations with colleagues and with parents are wholesome and constructive.
- (6) The final area of responsibility of the successful teacher is his life as a private citizen.
- (7) Perhaps a reasonable measure of success has been attained when we can honestly say of ourselves that we are proud of a consistent self-improvement which never gives way to complacency.⁴⁵

Floyd characterized the minimum qualifications of a teacher of vocational agriculture as:

- (1) Farm reared or its equivalent.
- (2) No major physical handicaps.
- (3) Satisfactory attitude.
- (4) Above average in ability and performance of academic assignments and requirements.
- (5) Rank in upper three-fourths of class in agricultural offerings.
- (6) Interested in making a career as a teacher of agriculture.
- (7) Exhibited initiative and was aggressive in work assignments.
- (8) Takes suggestions gratefully and catches on with minimum of instruction and assistance.
- (9) Sober in social habits.
- (10) Has satisfactory ability to become adjustable and adaptable to situations.

⁴⁵Wiggins, Ibid., p. 3.

- (11) Desirous of growing professionally.
- (12) Trustworthy.
- (13) Unlimited energy and desire to get the job done.
- (14) Satisfactorily completed all requirements for graduation in the prescribed course.
- (15) Shows evidence of desiring to render full and worthwhile service to the people he is to help by exemplary teaching and living.
- (16) Shows evidence of being willing to work with associates.⁴⁶

Like some of the other works reviewed, Floyd did not present research data to support his ideas. It would seem however that in view of his long experience and training in Agricultural Teacher Education that much importance should be attached to these ideas.

Anderson, listed some of the professional qualities or traits that a teacher of vocational agriculture should possess which were thought to be of interest. These qualities were:

- (1) Agricultural information.
- (2) Subject matter organization.
- (3) Instructional method.
- (4) Discipline and class management.
- (5) Reaction to helpful suggestions.
- (6) Originality in ideas.
- (7) Ability to render constructive criticism.
- (8) Cooperativeness.
- (9) Participation in community activities.
- (10) Participation in school activities.

⁴⁶ Arthur Floyd, "The Good Teacher of Agriculture". The Agricultural Education Magazine, 18:228. June, 1946.

- (11) Willingness to assume new and added responsibilities.
- (12) Manner of meeting and discussing problems with farmers.
- (13) Professional interest and loyalty.
- (14) Ability to inspire enthusiasm to agriculture.
- (15) Professional improvement program.⁴⁷

It should be mentioned that Anderson used these headings or traits to form the nucleus of a rating scale that he developed to determine a man's worth as a teacher of vocational agriculture. No statistical analysis was presented to support these traits.

Probably Professor W. F. Stewart, of Ohio State University best summarizes the case for professional teacher competency in the concluding paragraph of his book, Methods of Good Teaching. According to Dr. Stewart:

My concluding sentence is this. If your personality is such that you maintain cordial relationships with your pupils; if you have the good judgment to make a wise selection of appropriate pupil values or needs; if you have the good judgment to introduce appropriate interest techniques; if you encourage thinking and develop understanding, and if you introduce appropriate repetition, where necessary, for fixation, then I can only predict that you are on the high road to your avowed goal of becoming a good teacher. It shall be my ever continuing wish that you shall achieve your high and worthy goal. I wish you success!⁴⁸

⁴⁷C. S. Anderson, "A Rating Scale to Determine a Man's Worth as a Teacher of Vocational Agriculture". The Agricultural Education Magazine, 10:234-35. June, 1938.

⁴⁸W. F. Stewart, Methods of Good Teaching. Columbus: The Ohio State University, 1950. p. 210.

Summary

This is the summary of a review of the literature pertaining to: professional teacher-training programs in agricultural education, the professional needs of teachers, and the professional competencies that teachers should possess. The significant findings and conclusions in each of the above areas are summarized below.

Professional teacher training programs in agricultural education.

(1) Prospective teacher trainees should be selected very carefully. Priority should be given to those who exhibit an aptitude for teaching and who possess farm background and experience.

(2) Much emphasis should be given to the task of counseling and guiding prospective teachers of vocational agriculture.

(3) A practice teaching or internship period should be provided for all teacher trainees. Some of the studies indicated that this period should be extended to include one entire semester.

(4) Teacher-training institutions should provide educational services for teachers on the job. Services which are needed most are: graduate courses, follow-up

and supervision, in-service meetings and workshops, and the preparation and distribution of teaching aids.

(5) The preservice training program should be mostly concerned with the areas of: organizing and maintaining facilities and equipment, advising the FFA Chapter, teaching all-day classes, supervising farming programs, and keeping records and making reports.

(6) The in-service training program should be mostly concerned with the areas of: professional improvement and maintaining satisfactory relationships.

(7) It was indicated that a statement of the factors of competency needed by beginning teachers of vocational agriculture should be developed.

The professional needs of teachers.

(1) Teachers of vocational agriculture need professional training in the areas of: program planning, curriculum, conducting out-of-school activities, teaching classes, supervising farming programs, conducting the FFA program, performing guidance services, community relationships, keeping records, making reports, and organizing and maintaining facilities and equipment.

(2) Most of the teachers surveyed indicated a greater need for training in the area of long-time and annual program planning.

(3) The most serious or pressing professional problems of teachers were found to be those of: teaching dull children, handling seriously maladjusted children, grading and marking, promotion or retention, range within groups, financial problems, teaching oversized classes, arranging parent conferences, aiding pupils after absence, teacher load, community demands on time, extreme deviations in maturity, and teaching bright children.

(4) Most of the studies in this area tended to indicate that the preservice training program of most institutions is inadequate to prepare beginning teachers for most efficient service.

The professional competencies that teachers should possess.

(1) Teachers should possess the competency or ability to: direct the learning process, counsel students, maintain desirable professional relationships, and maintain desirable community relationships.

(2) The effective teacher develops skills, understandings, work habits, and desirable attitudes in his students.

(3) Successful teachers are competent in general education, special education, professional education, and human relations.

Comparisons.

None of the studies reviewed were found to have the same general purposes as this study. A few of the studies used the jury technique which was also employed in this study. A checklist or questionnaire instrument was used to collect data in practically all of the theses reviewed. A similar instrument was used in the present study.

While many of the studies reviewed were concerned with teachers of vocational agriculture in the southern states, none of them were concerned with teachers in more than one state. In this context, data were collected from teachers in 16 southern states for the present study. The specific findings of this study will be found in Chapter IV.

CHAPTER III

THE GENERAL PLAN OF THE INVESTIGATION

Introduction

The procedures which were followed in the conduct of this investigation are discussed in this chapter. The various techniques and methods used are treated under four general sections. These sections are: (1) the development of the preliminary list of competencies; (2) the use of the jury of professional educators; (3) the survey of the teachers of vocational agriculture; and (4) the analyses of the questionnaire data.

The Development of the Preliminary List of Competencies

The major purpose of this study was to develop a list of the professional competencies that teachers of vocational agriculture need to possess in order to begin teaching effectively. In order to accomplish this purpose, a preliminary list of professional competencies was developed. The development of this preliminary list of competencies is discussed in this section of the chapter.

Data for the professional competencies. Data for the professional competencies were secured from the literature on teacher education. Special attention was given to teacher education in agriculture. The literature which was reviewed is discussed in Chapter II. As the various works were read, ideas and suggestions were recorded. These notes later formed the nucleus of the list of competencies that was developed.

Many valuable ideas and suggestions were received from interviews, and discussions held with teacher educators at Michigan State University. Liberal use was also made of the notes taken in graduate courses at the university.

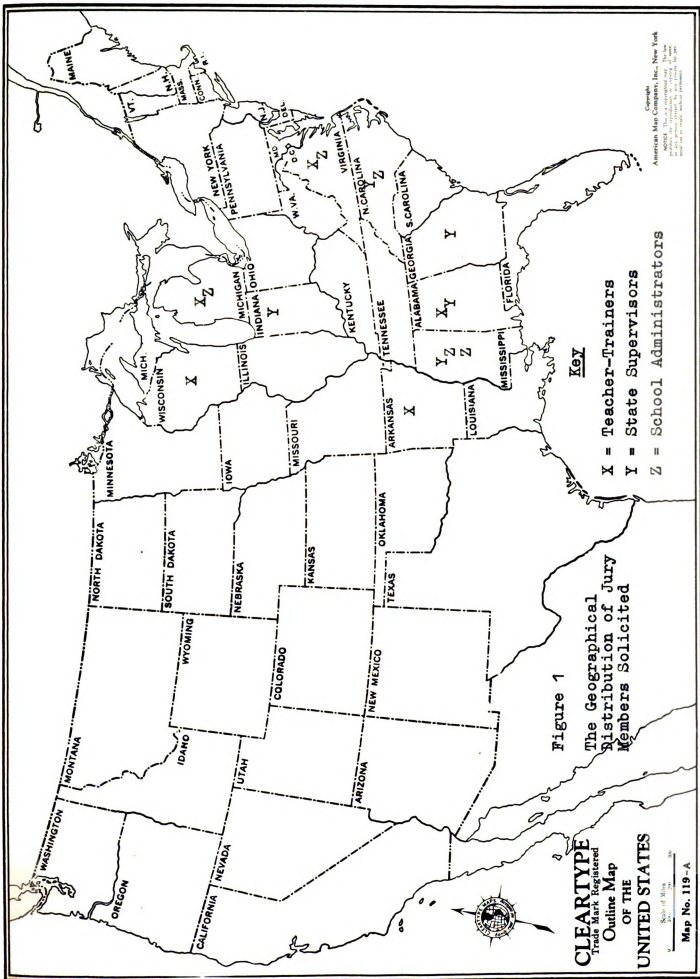
Organizing the list of competencies. A preliminary list of professional competencies was developed from the literature. Competencies dealing with specific phases of work were grouped. There were 14 different groups. Groups of competencies that seemed to be related were placed together in areas. Thus, the groups of competencies were classified in the three general areas of "planning and organizing", "teaching", and "public relations". In the final analyses areas and groups were studied to discover possible implications from a broader point of view.

Revising the preliminary list of competencies. The members of a research seminar in vocational education at Michigan State University were asked to review the preliminary list of professional competencies. Using the suggestions coming from members of the seminar, additions were made to the list. The less important competencies were deleted from the list as a result of this review. During this process of revision, many of the competencies were reworded, some were combined with others, and some of them were divided to form two or three. The revised list consisted of 178 professional competencies.

The Use of the Jury of Professional Educators

A jury [see appendix A] was asked to verify the revised list of professional competencies. Fifteen jurors were chosen. Of the 15 jurors chosen five were agricultural teacher educators, five were agricultural teacher supervisors, and five were school administrators. Figure 1, shows the geographical distribution of the jurors participating in this study. It will be observed that nine states were represented on the jury.

Criteria for the selection of the jury. The following criteria were used to select persons to serve on the jury. Each juror was expected to possess these qualifications.



(1) Persons were selected who possessed a broad and comprehensive training in professional education. The minimum of the Master's Degree in education was required of all jurors. Three members of the jury possessed the Doctorate Degree.

(2) Each of the jurors was required to have acquired experience in the area of education from which he was chosen. Jurors were also considered recognized leaders in their particular field. All of the members of the jury had served as a teacher of vocational agriculture except two.

(3) Persons were given priority to serve on the jury who had made significant contributions to teacher education. Some of the types of contributions which were considered in this context were research, books, periodical articles, outstanding leadership, outstanding service to teacher education, and other significant contributions.

Instructions to the jury. Each member of the jury was written a letter soliciting his cooperation. A copy of the list of professional competencies was attached to the letter. At the beginning of the list, a general statement was made concerning the purpose and background of the study.

Specific instructions were given to the members of the jury explaining what they were to do with the competencies. These specific instructions are listed below:

As a member of the jury, you are asked to read carefully the attached list of professional competencies and react to the list according to these directions.

- (1) Please do not check a competency if you believe it is one that beginning teachers of vocational agriculture should possess.
- (2) Please place a circle around the number of a competency if you believe it is one which beginning teachers of vocational agriculture need not possess.
- (3) Please add to the list under the appropriate heading, professional competencies which have been omitted that you believe beginning teachers of vocational agriculture should possess.

Findings of the jury. Fourteen of the 15 jurors reported. An analysis was made of the number of competencies which were accepted and rejected by the jurors. In case of a rejection, the reason was noted if it was indicated. A compilation was also made of the additional competencies suggested by the jurors. Special notice was given to the suggested changes that some of the jurors made in the wording of some of the competencies.

All of the jurors reporting indicated that 139 of the 178 competencies need to be possessed by beginning

teachers of vocational agriculture. Twenty-six of the competencies were rejected once, 11 of them were rejected twice, and two were rejected three times.

A total of 25 additional competencies were suggested by the jury. A study of the suggestions indicated that many of them were similar to some of those already on the list.

Use made of the jury's recommendations. The recommendations made by the jury were carefully considered in the revision of the list. Those competencies which were rejected by one or more jurors were reconsidered. All rejected competencies were either reworded or removed from the list. It was believed that the reasons given by the jurors for these rejections supported this action.

The competencies suggested by members of the jury, which were not similar to those already on the list, were added to it in the appropriate area under the proper group. A rigorous examination was then made of the completed list of professional competencies. Every effort was made to make sure that the list was in good verbal order. A questionnaire was constructed from the revised list of competencies. This questionnaire [see appendix E] was sent to selected groups of Negro teachers of vocational agriculture in the

United States. These teachers were asked to rate each of the competencies.

The Survey of the Teachers of Vocational Agriculture

The participating teachers. A list of the Negro teachers of vocational agriculture in the United States was secured. This list was secured from the January, 1955 issue of the County Agent and Vo-Ag Teacher Magazine. There were 1,053 Negro teachers of vocational agriculture in the 17 states having separate Negro schools. It was decided that a questionnaire would be sent to all of the teachers having less than three years of experience, and all of the more competent teachers in the 17 states having separate Negro schools. The Negro agricultural teacher educators in 17 states, [see appendix C] were asked to nominate the teachers to be surveyed.

Teacher educators were asked to send the writer the names and addresses of all the teachers of vocational agriculture in their states having less than three years of experience. Each teacher educator was also asked to nominate 20 per cent of the teachers in his state as more competent teachers. They were instructed to nominate more than this number if they so qualified, or less than this number if they did not meet the minimum qualifications.

The number of teachers nominated. The number of less experienced teachers of vocational agriculture nominated by teacher educators in the various States is shown in Table I.

TABLE I

THE NUMBER OF LESS EXPERIENCED TEACHERS OF VOCATIONAL AGRICULTURE NOMINATED BY TEACHER EDUCATORS BY STATES

Name of State	Number of Negro Teachers	Teachers Nominated	
		Number	Per cent of the Total
Alabama	54	3	5.6
Arkansas	53	5	9.4
Delaware	3	1 ^a	33.3
Florida	43	0 ^a	0.0
Georgia	119	8 ^a	6.7
Kentucky	13	0 ^a	0.0
Louisiana	77	9	11.7
Maryland	17	4	23.5
Mississippi	98	29 ^a	29.6
Missouri	4	0 ^a	0.0
North Carolina	136	28	20.6
Oklahoma	29	3 ^b	10.3
South Carolina	109	0	0.0
Tennessee	41	5	12.2
Texas	183	32	17.5
Virginia	69	17 ^a	24.6
West Virginia	5	0 ^a	0.0
Totals	1,053	144	
Per cent of Total	100.0	13.7	

^aThese States reported no less experienced teachers.

^bNo report was received from this state.

Of the 17 States, reports were received from 16. Four states reported that they had no less experienced teachers of vocational agriculture. The percentage of less

experienced teachers from the states ranged as high as 33 per cent. Of the 1,053 Negro teachers, 13.6 per cent were classified as less experienced teachers.

The number of more competent teachers of vocational agriculture nominated by teacher educators is reported in Table II.

TABLE II

THE NUMBER OF MORE COMPETENT TEACHERS OF VOCATIONAL AGRICULTURE NOMINATED BY TEACHER EDUCATORS BY STATES

Name of State	Number of Negro Teachers	Minimum No. of Names Requested	Teachers Nominated	
			Number	Per cent of the Total
Alabama	54	11	20	37.0
Arkansas	53	11	24	45.3
Delaware	3	2	2	66.7
Florida	43	9	17	39.5
Georgia	119	24	26	21.9
Kentucky	13	3	4	30.8
Louisiana	77	16	19	24.7
Maryland	17	4	5	29.4
Mississippi	98	20	26	26.5
Missouri	4	2	4	100.0
North Carolina	136	28	28	20.6
Oklahoma	29	6	12 ^a	41.4
South Carolina	109	22	0 ^a	0.0
Tennessee	41	9	9	21.9
Texas	183	36	36	19.7
Virginia	69	14	18	26.0
West Virginia	5	3	3	60.0
Totals	1,053	220	253	
Per cent of Total	100.0	20.9	24.0	

^aNo report was received from this state.

A report was received from 16 of the 17 States. Even though each state was allowed a minimum quota of

20 per cent of its total teacher population, most of the States nominated more than the minimum number. Of the 1,053 Negro teachers, 24 per cent were nominated as more competent teachers.

The administration of the questionnaire. The preliminary draft of the questionnaire was first administered to three Michigan teachers of vocational agriculture, and two members of the teacher education staff of Michigan State University. The purpose of this trial run was to determine if the directions were clear and to estimate the amount of time required to complete the instrument. As a result of this trial run, the directions were modified, and some of the competencies were restated.

A copy of the questionnaire [see appendix E] was sent to 397 teachers of vocational agriculture in 16 states. Each teacher was written a letter [see appendix D] soliciting his cooperation. Two follow-up letters were sent to some of the delinquent respondents.

Using a rating scale with numerical values ranging from "0" to "5", the teachers were asked to rate the degree of importance that each competency is to the success of beginning teachers. They were also asked to rate the degree of development that teachers should have in each

competency before beginning to teach. Zero was the lower end of the rating scale, and five was the higher end of the rating scale.

The questionnaire returns. The distribution of teachers of vocational agriculture receiving and returning questionnaires by States is shown in Table III.

TABLE III

THE DISTRIBUTION OF TEACHERS OF VOCATIONAL AGRICULTURE
RECEIVING AND RETURNING QUESTIONNAIRES BY STATES

Name of State	Number Receiving	Number Returning	Per cent Returning
Alabama	23	17	73.9
Arkansas	29	13	44.8
Delaware	3	3	100.0
Florida	17	11	64.7
Georgia	34	27	79.4
Kentucky	4	3	75.0
Louisiana	28	19	67.9
Maryland	9	5	55.6
Mississippi	55	45	81.8
Missouri	4	3	75.0
North Carolina	56	41	73.2
Oklahoma	15	5	33.3
Tennessee	14	7	50.0
Texas	68	17	25.0
Virginia	35	24	68.6
West Virginia	3	2	66.7
Totals	397	242	
Per cent of Total	100.0	60.9	

The percentage of returns by States ranged from a low of 25 to a high of 100. Of the 397 teachers who were sent a questionnaire, 60.9 per cent returned them. Five of the questionnaires returned unopened. Two of the questionnaires

were not summarized because the respondents misunderstood the directions. These seven questionnaires do not appear in the totals shown in Table III.

The distribution of teachers of vocational agriculture receiving and returning questionnaires by States and by experience groups is shown in Table IV. Of the 144 less experienced teachers sent a questionnaire, 44.4 per cent returned them. The returns from the various States ranged from a low of 20 per cent to a high of 100 per cent. Of the 253 experienced teachers sent a questionnaire, 70.3 per cent returned them. The returns from the various States ranged from a low of 33 per cent to a high of 100 per cent.

The Analyses of the Questionnaire Data

The questionnaires received from the two groups of teachers were tabulated separately. This was done in order that comparisons could be made of the opinions of teachers of varying experience. The questionnaires were tabulated on International Business Machines. A tally was made of the number of teachers indicating each degree of importance and each degree of development on the rating scale for each competency. Using the actual numerical ratings assigned by the teachers, importance and development ratings were

TABLE IV

THE DISTRIBUTION OF TEACHERS OF VOCATIONAL AGRICULTURE RECEIVING AND RETURNING QUESTIONNAIRES BY EXPERIENCE GROUPS AND BY STATES

Name of State	Less Experienced Teachers		More Competent Teachers	
	Number Receiving	Number Returning	Number Receiving	Number Returning
Alabama	3	3	20	14
Arkansas	5	5	24	8
Delaware	1 ^a	1	2	2
Florida	0	0	17	11
Georgia	8 ^a	6	26	21
Kentucky	0	0	4	3
Louisiana	9	5	19	14
Maryland	4	1	5	4
Mississippi	29 ^a	19	26	26
Missouri	0	0	4	3
North Carolina	28	15	28	26
Oklahoma	3	0	12	5
Tennessee	5	1	9	6
Texas	32	0	36	17
Virginia	17 ^a	8	18	16
West Virginia	0	0	3	2
Totals	144	64	253	178
Per cent of Total	100.0	44.4	100.0	70.3

^aThese States reported no less experienced teachers of vocational agriculture.

computed for each competency. Levels of importance were also computed for each of the competencies.

Rating the competencies. The means of the importance and development ratings [see appendix F] were computed for each competency. These means were construed to be the importance and the development rating of the competency. Competencies with the lower ratings tended to have a larger number of responses on the lower end of the rating scale. On the other hand, competencies with the higher ratings tended to have a larger number of responses on the higher end of the rating scale.

Correlations found in the data. Spearman's rank correlation coefficient was computed to determine the agreement between the less experienced and more competent teachers pertaining to the importance and development ratings of competencies assigned to the 14 groups. A coefficient of .94 was obtained between the importance ratings made by the teachers. The coefficient obtained between the development ratings made by the teachers was .93. Both of these coefficients were significant at the one per cent level which would indicate that a high degree of agreement existed between the two groups of teachers on the ratings assigned to the competencies of the 14 groups.

Significant correlations ranging from .53 to .58 were found between the importance ratings assigned to examples of the competencies rated by the less experienced teachers. This would signify that the less experienced teachers based the importance rating assigned to one competency on the rating assigned to another. Non-significant correlations ranging from .09 to .17 were found between the importance ratings assigned to examples of the competencies rated by the more competent teachers. This suggests that probably the competent, experienced teachers did not base the importance rating of one competency on the rating assigned to another.

Further examination was also made of the relationship existing between the ratings of importance and the ratings of development made by both groups of teachers. Significant positive correlations were found between the importance and development ratings assigned to examples of the competencies. This tended to support the writer's assumption that the level of development of a competency should eventually reach the level of importance of the competency. The positive correlations found between these ratings tend to indicate that those competencies which were rated higher in importance were also rated higher in development. Likewise, this would indicate that those competencies which were rated lower in importance were also rated lower in development.

Summary

The general procedures which were carried out in the planning and execution of this investigation are summarized below.

(1) A list of the professional competencies which beginning teachers of vocational agriculture need to possess were compiled from the literature on teacher education. This list was composed of three general areas and 14 groups.

(2) The preliminary list of competencies was first reviewed by a group of advanced graduate students of Michigan State University, and later by a jury composed of 15 professional educators throughout the United States. The recommendations of these persons were used to revise the list.

(3) The revised list of competencies was used to construct a questionnaire which was sent to selected groups of the Negro teachers of vocational agriculture in the United States. These teachers were nominated by their state teacher educators.

(4) The teachers were asked to rate the degree of importance and the degree of development of each of the competencies. A rating scale with degrees ranging from "0" to "5" was used.

(5) Of the 397 teachers sent a questionnaire, 60.9 per cent returned them. Sixteen states were represented in this distribution of returns.

(6) Positive Spearman's rank correlation coefficients, significant at the one per cent level, were computed for the agreement between the two groups of teachers on the ratings assigned to competencies in the 14 groups.

(7) Significant positive correlations were found between the importance and the development ratings made by the two groups of teachers.

CHAPTER IV

THE PRESENTATION OF DATA

Introduction

This chapter reports the findings pertaining to the professional competencies that teachers of vocational agriculture need to possess in order to begin teaching effectively.

The chapter has been divided into five sections in order to facilitate presentation. These sections are:

- (1) the classification and rating of the competencies;
- (2) the levels of importance assigned to the competencies;
- (3) the development of competencies on a higher level of importance; (4) the development of the other competencies; and (5) the summary.

The Classification and Rating of the Competencies

Classifying the competencies. The 154 competencies which were to be included in the study were organized into 14 groups. This organization, shown in Table V, was also used on the questionnaire which was constructed from the list of competencies. This was done to make it more convenient for the teachers to rate the competencies. Every effort was made to place related competencies in the same group. It was also believed that this organization would

be more meaningful to the readers and users of the list of competencies.

An examination of Table V will show that the number of competencies in each area and group is indicated.

TABLE V

THE ORGANIZATION OF THE LIST OF PROFESSIONAL COMPETENCIES

The Areas and Groups of Competencies		The Number of Competencies
(Area I)	Organizing and Administering a Program of Vocational Agriculture	(60)
<u>Groups</u>		
A.	Identifying educational needs of the community	10
B.	Planning the program of instruction	13
C.	Evaluating the program of instruction	12
D.	Organizing and maintaining facilities and equipment	15
E.	Keeping adequate records	10
(Area II)	Teaching Classes and Supervising Farming Programs	(65)
<u>Groups</u>		
A.	Performing guidance services	13
B.	Understanding the learning process	7
C.	Teaching all-day classes and supervising farming programs	19
D.	Teaching young and adult-farmer classes	15
E.	Advising the NFA Chapter	11
(Area III)	Building and Maintaining Human Relationships	(29)
<u>Groups</u>		
A.	Maintaining desirable professional relationships	11
B.	Maintaining desirable interpersonal relationships in the community	5
C.	Maintaining desirable personal and family relationships	5
D.	Operating a public relations program	8
Totals		
Areas		3
Groups		14
Competencies		154

Since some of the groups of competencies were more closely related than others, the writer decided to classify the groups into areas. By studying Table V in more detail it will be observed that the competencies in these areas are in planning and organizing, teaching, and public relations. In this report they will be referred to by a shorter designation such as "area of teaching" or the "teaching area" rather than "Teaching Classes and Supervising Farming Programs". The area of "planning and organizing" consisted of five groups and 60 competencies; the area of "teaching" consisted of five groups and 65 competencies; while the area of "public relations" had only four groups and 29 competencies.

Rating the competencies. The teachers of vocational agriculture were asked to indicate the degree of importance that each competency is to the success of beginning teachers. A rating scale with degrees ranging from "0" to "5" was used. Five was considered to be the upper end of the rating scale. The teachers were also asked to indicate the degree of development, using a similar scale, that teachers should have in each of the competencies before beginning to teach. The means of the ratings were computed [see appendix F] using the actual numbers assigned by the teachers.

Means for each competency were computed for the ratings assigned by 64 less experienced teachers and 178 competent, experienced teachers. It should be mentioned that a mean was construed to be the rating of importance or of development. In order to show the difference between a low and a high rating, examples of the ratings for some competencies are shown in Table VI.

TABLE VI
THE MEAN RATINGS COMPUTED FOR EXAMPLES OF THE PROFESSIONAL
COMPETENCIES

	Degree of Importance						
	0	1	2	3	4	5	Mean
Less Experienced Teachers (N = 64)							
Administer tests for guidance purposes.....	8	3	9	20	10	14	2.98
Provide guidance information to students.....	0	2	5	13	19	25	3.94
Keep records of the farming programs of students.....	0	2	0	4	10	48	4.59
Make reports to administrators and supervisors.....	0	1	1	1	6	55	4.76
More Competent Teachers (N = 178)							
Administer tests for guidance purposes.....	4	14	23	51	47	39	3.35
Operate typewriters, duplicators and adding machines.....	0	10	14	28	52	74	3.93
Guide members in planning and executing the program work....	0	9	5	9	26	129	4.47
Maintain the respect of students	0	10	0	1	6	161	4.73

It will be observed that competencies with the lower ratings tended to have a larger number of responses on the lower end of the scale. Competencies with intermediate and

higher ratings were found to have a high percentage of responses on the upper end of the scale. Furthermore, those competencies shown with the higher ratings were assigned a five response by more than 75 per cent of the teachers.

The ranges of the ratings assigned to competencies by the two groups of teachers are shown in Table VII. Less experienced teachers tended to rate competencies lower than the competent, experienced teachers did.

TABLE VII

THE RANGES OF THE RATINGS ASSIGNED TO COMPETENCIES BY THE TWO GROUPS OF TEACHERS

Type of Rating	Lowest Rating	Highest Rating	Range
Importance of competency:			
Less experienced teachers	2.98	4.76	1.78
Competent, experienced teachers	3.35	4.73	1.38
Development of competency:			
Less experienced teachers	2.80	4.53	1.73
Competent, experienced teachers	3.02	4.53	1.51

It is evident that all of the competencies were rated relatively high in importance and relatively high in development by both groups of responding teachers. The widest range was observed for the ratings made by the less experienced teachers. Both groups of teachers rated the competencies higher in importance than in development.

It should also be noted that a positive correlation existed between the importance and development ratings assigned to the competencies. Thus, those competencies which were rated higher in importance were also rated higher in development. Likewise, those rated lower in importance were also rated lower in development.

The Levels of Importance Assigned to the Competencies

Levels of importance were assigned to the competencies for the purpose of ascertaining implications for teacher education. This section of the chapter treats the levels assigned to the various competencies.

Determining the levels. The competencies were divided into three levels to indicate the relative importance of each. Levels of importance were determined for each competency by comparing its importance rating with the mean of all the importance ratings. A mean for all ratings made by the less experienced teachers was found to be 4.27 with a standard deviation of .32. The ratings by the competent, experienced teachers had a mean of 4.21 with a standard deviation of .26.

All competencies with ratings falling more than one standard deviation above the mean were considered to be on the higher level of importance. Competencies with ratings

falling within the range of one standard deviation above or below the mean were classified on the intermediate level of importance. Those competencies with ratings more than one standard deviation below the mean were placed on the lower level of importance.

The levels of importance of the competencies based upon the ratings by both groups of teachers are illustrated in Figure 2. It will be observed that the range of the intermediate level tended to be slightly wider for less experienced teachers than for the experienced teachers. The lowest and highest ratings that were assigned by both groups of teachers are also illustrated in Figure 2.

Further examination of Figure 2 shows that the range of the ratings on the higher level of importance was wider for the ratings assigned by the competent, experienced teachers. Among both groups, the lowest rating was 2.98, and the highest rating was 4.76.

The number of competencies assigned to each level.

As it was previously indicated, the competencies were assigned to levels of importance based on their ratings. Separate analysis was made of the number of competencies assigned to each level of importance using the ratings by each group of teachers. These findings are shown in Table VIII.

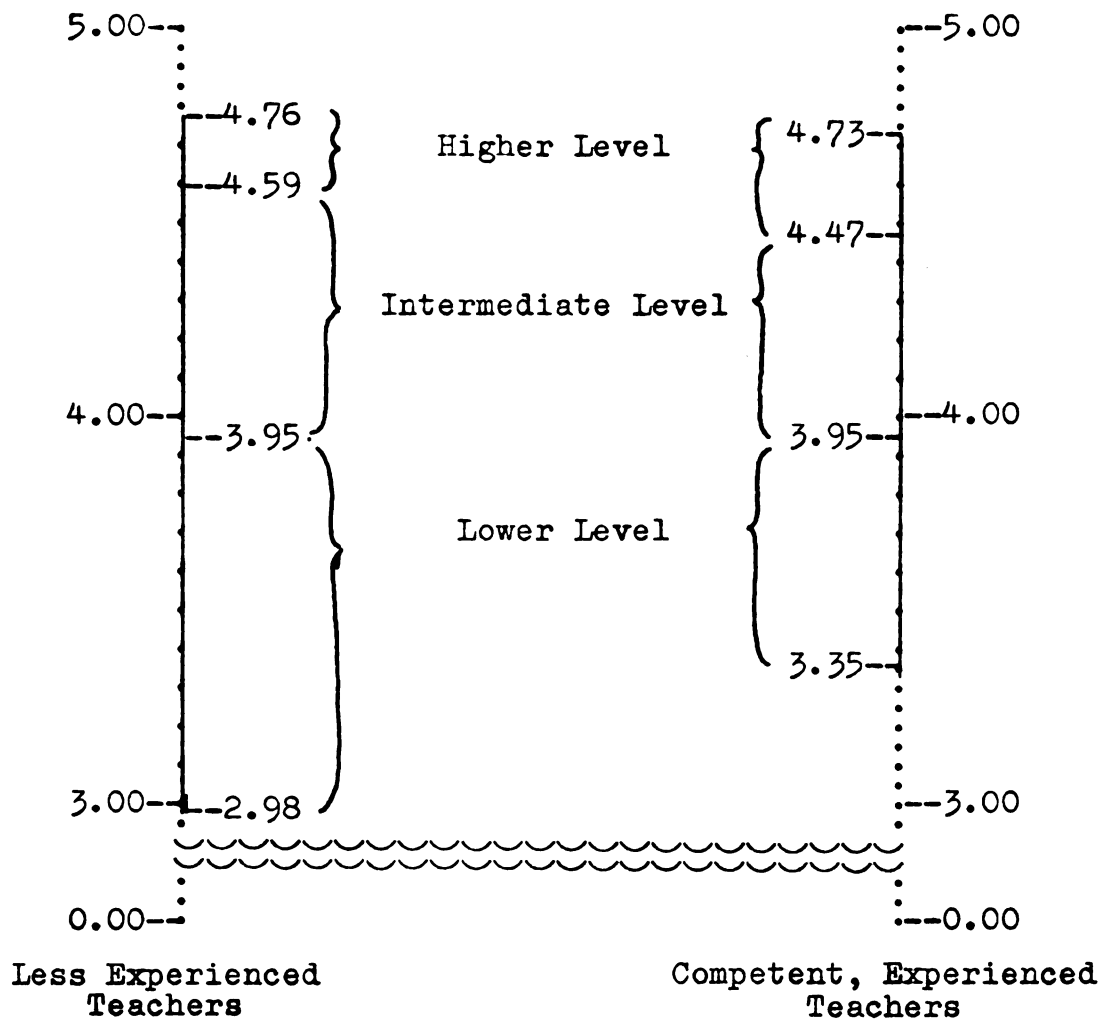


Fig. 2., The Levels of Importance Assigned to the Competencies Based on the Ratings by the Two Groups of Teachers

TABLE VIII

THE NUMBER OF COMPETENCIES ASSIGNED TO EACH LEVEL OF IMPORTANCE USING THE RATINGS BY BOTH GROUPS OF TEACHERS

Levels of Importance	Competencies Rated By			
	Less Experienced Teachers		Competent, Experienced Teachers	
	Number	Per cent	Number	Per cent
Higher	14	9.1	19	12.3
Intermediate	117	76.0	114	74.1
Lower	23	14.9	21	13.6
Totals	154	100.0	154	100.0

More of the competencies rated by experienced teachers were above one standard deviation from the mean than were those rated by the less experienced teachers. A majority of the competencies were classified on the intermediate level of importance.

Since in Table VIII there were differences in the number of competencies on different levels, there were also disagreements between the two groups of teachers on the level of importance of some competencies. Most of the competencies classified on the higher level of importance were so rated by each group of teachers. However, if a competency was rated on the higher level by either group, it was considered to be on that level. These findings are reported in Table IX.

TABLE IX

THE NUMBER OF COMPETENCIES ASSIGNED TO EACH LEVEL OF IMPORTANCE BASED ON THE JUDGMENT OF THE TWO GROUPS OF TEACHERS

Level of Importance	No. of Competencies That The Groups of Teachers			
	Concurred on the Level	Differed on the Level	Total No.	Per cent
Higher	13	7	20	13.0
Intermediate	108		108	70.1
Lower	14	12	26	16.9
Totals	135	19	154	100.0

Of the 154 competencies, 20 were assigned to the higher level of importance and 26 to the lower level of importance leaving 108 on the intermediate level of importance. It will also be observed from Table IX that the two groups of teachers differed on the importance level of 19 competencies. Twelve of these differences were between the lower and intermediate levels, and seven were between the higher and intermediate levels.

Competencies classified on a higher level of importance. The competencies which were classified on a higher level of importance were isolated for further study. These competencies are listed below by areas and by groups. Those competencies which less experienced teachers rated low enough to fall into the intermediate level are preceded by one asterisk. Two asterisks precede those which experienced teachers rated on the intermediate level.

The Area of Planning and Organizing

Identifying educational needs. [N = 10]

- *Make a survey of community needs.

Organizing and maintaining facilities. [N = 15]

- *Use adequate safety precautions.

Keeping records. [N = 10]

- Make reports to administrators and supervisors.
- *Keep records of the farming programs of students.
- **Keep enrollment and grade records of students.

The Area of Teaching

Understanding the learning process. [N = 7]

- Master the subject matter to be taught.

Teaching all-day classes. [N = 19]

- Maintain a high level of morale among students.
- *Develop desirable attitudes and ideals among students.

The Area of Public Relations

Maintaining professional relationships. [N = 11]

- Cooperate with administrators, supervisors, and teacher trainers.
- Cooperate with fellow teachers and staff members.
- Adhere to school policies on such matters as disciplining and grading.
- Practice an acceptable code of professional ethics.
- Grow professionally while in-service.
- Maintain the respect of students.
- *Cooperate with professional workers in agriculture.

Maintaining community interpersonal relationships. [N = 5]

- Fit into the educational program of the community.
- Maintain desirable relations with people and groups.
- Become an active citizen of the community.

Maintaining personal and family relationships. [N = 5]

- Carry out family responsibilities dutifully.
- *Manage personal financial affairs efficiently.

The largest number of competencies classified on a higher level of importance was found in the "public relations" area. Twelve of the 29 competencies in this area were classified on the higher level of importance. Of the 12 very important competencies in this area: seven were from the group of "maintaining professional relationships", three were from the group of "maintaining community interpersonal relationships", and two were from the group of "maintaining personal and family relationships". One group in this area, "operating a public relations program", did not contain any competencies on a higher level of importance.

The second largest number of competencies classified on a higher level of importance was found in the area of "planning and organizing". Five of the 60 competencies in this area were assigned to the higher level of importance. Of the competencies on a higher level of importance in this area: three were from the group of "keeping records", and one each came from the groups of "identifying educational needs", and "organizing and maintaining facilities". None of the competencies in the groups characterized as "program planning" and "evaluation" was classified on the higher level of importance.

Only three of the 65 competencies in the area of "teaching" were classified on a higher level of importance. Two of these competencies came from the group of "teaching all-day classes", and one came from the group of "understanding the learning process". The groups of competencies pertaining to "performing guidance services", "teaching young and adult-farmer classes", and "advising the NFA Chapter" did not contain any competencies on a higher level of importance.

Competencies classified on a lower level of importance. Competencies which were classified on the intermediate level of importance will not be discussed or separated for study. It was believed that competencies at both ends of the rating scale were of more significance and deserved more attention. However, one section of this chapter will treat the development of competencies on the intermediate and lower levels of importance.

The competencies which were classified on the lower level of importance are listed below. As previously indicated, 26 of the 154 competencies were classified on this level. Those competencies which less experienced teachers rated high enough to fall in the intermediate level are preceded by one asterisk. Two asterisks precede those which experienced teachers rated higher. The competencies are listed according to areas and according to groups.

The Area of Planning and Organizing

Identifying educational needs. [N = 10]

- Involve community lay leaders.
- Use a community map to spot needs.
- *Analyze customs and habits of people in the community.
- **Secure and use pertinent data already compiled.
- **Analyze family living standards.
- **Rate community needs according to urgency.

Evaluating the program of instruction. [N = 12]

- Construct good paper and pencil tests.
- Analyze the results of written tests.
- Assign grades to students.
- Participate in school evaluation studies.
- **Involve others in evaluating the program.

Organizing and maintaining facilities. [N = 15]

- Store shop projects that students are working on.

Keeping records [N = 10]

- *Operate typewriters, duplicators, and adding machines.

The Area of Teaching

Performing guidance services. [N = 13]

- Teach students how to select and use guidance materials.
- Provide guidance information to students.
- Administer tests for guidance purposes.
- Interpret test scores to students.
- Observe and record evidences of abnormal behavior.
- **Aid students to secure placement in agriculture.

Teaching all-day classes. [N = 19]

- *Use committee organization in the classroom.
- **Use teacher-pupil planning methods in teaching.

Teaching young and adult-farmer classes. [N = 15]

- *Assist and supervise special instructors.
- **Supervise class recreational and social activities.

Advising the NFA Chapter. [N = 11]

- Serve in an advisory capacity only during meetings.

The Area of Public Relations

Operating a public relations program. [N = 8]

- Write articles for professional publications.
- *Conduct radio and television programs.

The largest number of competencies classified on a lower level of importance was found in the area of "planning and organizing". Of the 60 competencies in this area, 13 were assigned to the lower level of importance. It was interesting to note that six of the competencies in the group of "identifying education needs" were classified on the lower level of importance. The second largest number of competencies rated on the lower level of importance came from the group of "evaluating". Five competencies came from this group. One competency on a lower level of importance came from each of the groups of "organizing and maintaining facilities", and "keeping records". None of the competencies in the group of "program planning" was assigned to the lower level of importance.

Eleven of the 65 competencies in the area of "teaching" were classified on the lower level of importance. The largest number of lower rated competencies in this area were found in the group of "performing guidance services". Six of the 11 lower rated competencies were in this group. Two of the competencies in each of the groups of "teaching all-day classes", and "teaching young and adult-farmer classes" were classified on the lower level of importance. Only one of the competencies in the group pertaining to "advising the NFA Chapter" was assigned to the lower level

of importance. None of the competencies in the group pertaining to "understanding the learning process" was classified on the lower level of importance.

Only two of the competencies in the "public relations" area were classified on the lower level of importance. Both of these competencies were in the group of "operating a public relations program". None of the competencies in the groups pertaining to "maintaining professional relationships", "maintaining community interpersonal relationships", and "maintaining family relationships" was assigned to the lower level.

On the basis of the ratings made, competencies in the "public relations" area were rated highest in importance. Those in the area of "teaching" were rated second highest, while those in the area of "planning and organizing" were rated lowest.

The Development of Competencies on a Higher Level of Importance

The teachers were asked to rate the degree of development that one should have in each competency before beginning to teach vocational agriculture. None of the development ratings, [see appendix F] was as high as the importance ratings. The differences between the importance and development ratings were studied. It was believed that

these differences would indicate which competencies needed a higher degree of development during the preservice education period.

The same rating scale was used to make both the importance and the development ratings. It was assumed that each professional competency should be developed to the level of its importance rating. The high correlation existing between the importance and development ratings tended to support this assumption.

In order that the reader might understand how the differences between the ratings were computed, examples are shown in Table X. It will be observed that differences of various sizes are shown in the table. These differences were studied for implications concerning the development of the professional competencies. It was assumed that those competencies having the smaller differences between their importance and development ratings would require a higher degree of development during the preservice period than those having the larger differences.

An examination of Table X will show that the degree of development rating for some of the competencies is almost as high as the degree of importance rating. Throughout the remainder of this section and the following section such data as these will be examined to ascertain implications

for the development of the professional competencies. The balance of this section will deal specifically with the development of competencies on a higher level of importance. The following section treats the development of the other competencies.

TABLE X

THE DIFFERENCE BETWEEN THE RATINGS COMPUTED FOR
SELECTED COMPETENCIES

Competencies	Type of Rating		Differ- ence Between
	Impor- tance	Develop- ment	
Conduct instruction on the farm	4.28	3.39	.89
Conduct radio and television programs	4.12	3.34	.78
Prepare and make pictures for publication	4.39	3.83	.56
Supervise class programs in assembly and other occasions	4.11	3.67	.44
Assist students in self- evaluation	4.17	3.84	.33
Secure information from key people	4.19	3.95	.24
Make teaching aids	4.09	3.94	.15
Construct good paper and pencil tests	3.50	3.46	.04

The difference between the ratings of competencies on a higher level of importance. The differences between the importance and the development ratings of competencies on a higher level of importance are shown in Table XI. It will be observed that ratings by both groups of teachers are shown in this table.

TABLE XI

THE DIFFERENCE BETWEEN THE RATINGS ASSIGNED TO COMPETENCIES ON A HIGHER LEVEL OF IMPORTANCE BY TWO GROUPS OF TEACHERS

Competencies	Ratings by Teachers			
	Less Experienced	Competent, Experienced	Importance	Difference
	Importance	Development	Importance	Difference
(The Area of Planning and Organizing)				
Make a survey of community needs	4.58	4.10	4.57	4.07
Use adequate safety precautions	4.59	4.40	4.54	4.29
Keep enrollment and grade records of students	4.61	4.36	4.38	4.11
Make reports to administrators and supervisors	4.76	4.58	4.51	4.18
Keep records of the farming programs of students	4.59	4.30	4.48	4.10
(The Area of Teaching)				
Master the subject matter to be taught	4.64	4.44	4.58	4.34
Develop desirable student attitudes and ideals	4.45	4.20	4.50	4.11
Maintain a high level of morale among students	4.66	4.42	4.49	4.12
(The Area of Public Relations)				
Cooperate with administrators, supervisors, and teacher educators	4.67	4.45	4.61	4.32
Cooperate with fellow teachers and staff members	4.66	4.30	4.57	4.31
Cooperate with professional agricultural workers	4.53	4.31	4.49	4.24
Adhere to school policies	4.66	4.42	4.52	4.31
Practice an acceptable code of professional ethics	4.66	4.48	4.60	4.43
Grow professionally while in-service	4.69	4.30	4.55	4.21
Maintain the respect of students	4.75	4.53	4.73	4.53
Fit into the community educational program	4.64	4.36	4.62	4.20
Maintain relations with people and groups	4.64	4.39	4.53	4.23
Become an active citizen of the community	4.72	4.36	4.57	4.18
Manage personal financial affairs efficiently	4.53	4.39	4.54	4.35
Carry out family responsibilities dutifully	4.66	4.50	4.68	4.39
Means	4.63	4.38	4.55	4.25
				.30

Teachers with less than three years of experience rated the competencies higher in importance and higher in development than did the experienced teachers. A larger difference was found between the importance and the development ratings made by the experienced teachers. Thus, the data would indicate that less experienced teachers believed most of the development of these competencies should come during the preservice education period.

The difference between the importance and the development rating of each competency was compared with the mean difference between all of the ratings. A mean difference of .25 was computed between the importance and the development ratings made by the less experienced teachers. The mean difference computed between the importance and the development ratings made by the more experienced teachers was .30. As previously indicated, those competencies with rating differences less than the mean difference were assumed to require a higher degree of preservice development than those with rating differences equal to or greater than the mean difference.

An examination was made of the difference between the importance and the development ratings of the competencies shown in Table XI. These differences were used to determine the degree of preservice development that competencies classified on the higher level of importance will require.

The degree of preservice development needed. The high development ratings given to the competencies on a higher level of importance and the smaller difference found between their ratings suggest that probably all of these competencies should be almost fully developed during the preservice education of a teacher. However, an examination of the difference between the ratings of these competencies has indicated that possibly certain of them need more preservice development than others.

The data have indicated that those competencies having to do with getting along with others, and the management of personal and family affairs should receive a very high degree of preservice development. Others of note were those pertaining to the use of safety precautions in teaching, and the mastery of technical subject matter.

The data also indicated that certain of the competencies, classified on a higher level of importance, will not need to be developed as high during the preservice education period as those discussed in the preceding paragraph. Competencies pertaining to keeping records, community relationships, developing student ideals, attitudes and morale, and professional improvement were found to require a degree of preservice development not as high as that indicated for the competencies discussed in the preceding paragraph. It should be noted, however, that these competencies were rated relatively high in development.

7

The Development of the Other Competencies

An analysis was made of the development ratings assigned to competencies on an intermediate and lower level of importance. As previously stated, 134 competencies were classified on these two levels. Of the 134, 108 were classified on the intermediate level, and 26 were classified on the lower level.

The difference between the ratings of the other competencies. The difference between the means of the ratings of competencies on an intermediate and lower level of importance is shown in Table XII. This difference is shown for the ratings made by both groups of teachers. It should also be noted that the difference between the mean of the ratings was the same as the mean difference between the ratings of each of the 134 competencies.

TABLE XII

THE DIFFERENCE BETWEEN THE MEANS OF RATINGS ASSIGNED TO 134
COMPETENCIES BY TWO GROUPS OF TEACHERS

Type of Rating	Means of the Ratings Made By	
	Less Experienced Teachers	More Competent Teachers
Importance	4.22	4.16
Development	3.93	3.82
Difference Between the Means	.29	.34

It will be observed that the same difference pattern existed between the ratings of these competencies as was found between the ratings of competencies on a higher level of importance. Less experienced teachers indicated that these competencies should be developed to a higher level during the preservice training period than the more experienced teachers did.

The data presented in Table XII were used to ascertain the degree of preservice development that the competencies classified on an intermediate and lower level of importance should receive. The same assumptions that were used in the section of the chapter treating the development of competencies classified on a higher level of importance, were used in this section of the chapter. The ratings made by both groups of teachers were also used to ascertain the degree of preservice development needed.

The degree of preservice development needed. A list was made of the competencies classified on an intermediate and lower level of importance that should be almost fully developed during the preservice training period. Of the 134 competencies classified on these levels, 45 were found to require very high preservice development. These competencies are listed below by areas and by groups.

The Area of Planning and Organizing

Identifying educational needs. [N = 10]

Secure and use pertinent data already compiled.
 Summarize and interpret data.
 Determine farming standards and analyze farm practices.
 Analyze family living standards.
 Use a community map to spot needs.

Planning the program of instruction. [N = 13]

Formulate annual teaching goals and objectives.
 Formulate annual teaching programs to attain objectives.
 Develop schedules for classes, meetings and other events.
 Plan a program to utilize facilities efficiently.
 Relate instruction in agriculture with other classes.

Evaluating. [N = 12]

Analyze evidence of the use of approved practices and skills.
 Evaluate the accomplishments of the NFA Chapter.
 Assist students in self-evaluation.
 Construct good paper and pencil tests.
 Assign grades to students.

Organizing and maintaining facilities. [N = 15]

Requisition needed supplies, tools, and equipment.
 Make teaching aids.
 Operate and care for audio-visual teaching equipment.
 Maintain good housekeeping standards.
 Arrange facilities for the most flexible use.

Keeping records. [N = 10]

Keep records of appointments, travel, and correspondence.
 File all records according to an accepted plan.

The Area of Teaching

Performing guidance services. [N = 13]

Counsel students and parents concerning vocational agriculture.
 Teach students how to select and use guidance materials.
 Administer tests for guidance purposes.
 Interpret test scores for students.

Understanding the learning process. [N = 7]

Understand the problems of child growth and development.
 Appraise pupil growth and achievement.

Teaching all-day classes. [N = 19]

- Make appropriate plans for a specific lesson or unit.
- Utilize farming program records in classroom instruction.
- Use a variety of teaching methods.
- Prepare students for the various contests in agriculture.

Teaching young and adult-farmer classes. [N = 15]

- Plan a year-round instructional program.
- Make appropriate lesson plans.

Advising the NFA Chapter. [N = 11]

- Serve in an advisory capacity only during meetings.
- Guide the chapter in planning and executing its budget.
- Assist the chapter reporter with chapter publicity.
- Supervise recreational and social activities of the chapter.

The Area of Public Relations

Maintaining professional relationships. [N = 11]

- Share in school duties.
- Understand the school administrator's job.
- Participate in and contribute to professional organizations.

Maintaining community interpersonal relationships. [N = 5]

- Adjust and adapt one's personal philosophy to that of the school-community without sacrificing personal values.

Maintaining personal and family relationships. [N = 5]

- Dress appropriately for various activities.
- Plan for the wise use of leisure time.

Operating a public relations program. [N = 8]

- Participate in the public relations program of the school.

Both groups of teachers indicated that the competencies listed on the preceding pages should be developed to a very high degree during the preservice training period. Those competencies which only one group of teachers assigned very high development ratings are listed in the following section

which treats those competencies that were not rated as high in development. This will account for only 45 of the 134 competencies classified on the intermediate and lower levels of importance appearing on this list. Although the various competencies are listed, it was interesting to note some of the groups of competencies in each area requiring high preservice development.

The largest number of competencies found to require a high degree of preservice development was found in the area of "planning and organizing". As a matter of fact, 49 per cent of the competencies in this area were listed in this category. An examination of the various competencies within this area showed that more of those in the group relating to the identification of educational needs were indicated by the respondents to require a high degree of preservice development. The data also indicated that teachers need to possess high preservice development in competencies relating to evaluation, and program planning. A lower percentage of the competencies pertaining to organizing and maintaining facilities, and keeping records were found to require a high degree of development during the preservice training program.

The second largest number of competencies that was assigned a high development rating was found in the area

of "teaching". In this area, the respondents indicated that a high percentage of the competencies relating to advising the NFA Chapter need to be almost fully developed before a teacher goes on the job. It was also ascertained that teachers will need to possess a high degree of pre-service development in the competencies pertaining to guidance and counseling, and understanding the learning process.

Only 15 per cent of the competencies classified on an intermediate and lower level of importance in the area of "public relations" were found to require almost full development during preservice training. Percentagewise, more of the competencies in the group pertaining to personal and family relations were found to require high development, while those in the professional relationships group were second. The reader should be reminded, however, that 12 of the 29 competencies in this area were classified on the higher level of importance. Thus, they were discussed in the preceding section of this chapter. Only seven of the competencies in this area were assumed to require high pre-service development. This leaves 10 competencies in the area of "public relations" to be discussed in the following paragraphs.

Those competencies classified on an intermediate and lower level of importance that were not rated as high in development as those competencies discussed in the preceding paragraphs have been listed below. The difference between the importance and the development ratings assigned to these competencies indicated that they will not need as much preservice development as those discussed in the preceding paragraphs. A total of 89 such competencies are included in the list. For the convenience of the reader, the competencies are listed by areas and by groups.

The Area of Planning and Organizing

Identifying educational needs. [N = 10]

- Involve community lay leaders.
- Secure information from key people.
- Analyze customs and habits of people in the community.
- Rate community needs according to urgency.

Planning the program of instruction. [N = 13]

- Formulate long-time objectives for the program.
- Formulate a long-time program to attain objectives.
- Use community leaders in program planning.
- Involve administrators and teachers in program planning.
- Determine the course content for each class.
- Integrate all aspects of the program of instruction.
- Make a plan for summer activities.
- Secure approval of dates for special activities.

Evaluating. [N = 12]

- Involve others in evaluating the program.
- Observe community reactions to the program.
- Evaluate all learning experiences of students in terms of teacher-pupil planned goals and objectives.
- Analyze the results of written tests.
- Grade projects in farm mechanics.
- Evaluate the farming programs of students.
- Participate in school evaluation studies.

Organizing and maintaining facilities. [N = 15]

Help determine adequate facilities.
 Discover and use community resources for teaching.
 Determine the supplies, tools, and equipment needed.
 Inventory and store supplies and equipment.
 Determine the teaching aids needed.
 Store shop projects that students are working on.
 Plan and use a system for checking out tools.
 Classify, file, and store teaching aids.
 Give first-aid treatment.

Keeping records. [N = 10]

Make departmental maintenance budgets.
 Supervise the records of the NFA Chapter.
 Keep follow-up records of all students.
 Observe and follow systematic office practice.
 Operate typewriters, duplicators, and adding machines.

The Area of Teaching

Performing guidance services. [N = 13]

Participate in the guidance program of the school.
 Use all available personnel data for guidance purposes.
 Guide students in discovering and evaluating their
 abilities and interests.
 Assist students to accomplish their vocational objectives.
 Counsel students individually regarding problems.
 Provide guidance information to students.
 Aid students to secure placement in agriculture.
 Keep cumulative personnel records of students.
 Observe and record evidences of abnormal behavior.

Understanding the learning process. [N = 7]

Recognize different levels of development and maturity.
 Adapt subject matter to the needs and interests of
 students.
 Individualize instruction to meet individual needs.
 Create and maintain situations conducive to learning.

Teaching all-day classes. [N = 19]

Secure cooperation in class behavior.
 Utilize student experiences in teaching a lesson.
 Follow accepted instructional procedures in teaching a lesson.
 Conduct a supervised study period.
 Use committee organization in the classroom.
 Use teacher-pupil planning methods in teaching.
 Integrate instruction with students farming programs.
 Conduct instruction on the farm.
 Involve parents in planning the students farming programs.
 Supervise the farming programs of students.
 Assist in the development of farm business agreements.
 Supervise class programs in assembly and other occasions.
 Teach students to prepare displays and exhibits.

Teaching young and adult-farmer classes. [N = 15]

Determine the need for such classes.
 Create community interest in out-of-school classes.
 Use advisory groups and class members to plan courses.
 Recruit class members and organize classes.
 Use resource persons in the instructional program.
 Supervise the farming programs of class members.
 Assist class members in securing placement.
 Guide class members towards establishment in farming.
 Serve as advisor for the young farmer club.
 Supervise class recreational and social activities.
 Assist and supervise special instructors.
 Organize class groups for most effective learning.
 Assist class members to plan and adopt approved practices.

Advising the NFA Chapter. [N = 11]

Guide members in planning and executing the program of work.
 Provide leadership training for officers and members.
 Supervise contests and contestants.
 Assist members in applying for membership degrees.
 Use chapter activities as an instructional medium.
 Organize a chapter in a new department of vocational agriculture.
 Guide the chapter in cooperating with other groups.

The Area of Public Relations

Maintaining professional relationships. [N = 11]

Secure policies for the program of vocational agriculture.

Maintaining community interpersonal relationships. [N = 5]

Avoid side-line occupations which might interfere with one's efficiency as a teacher.

Maintaining personal and family relationships. [N = 5]

Make suitable living arrangements in the community.

Operating a public relations program. [N = 8]

Prepare news articles for publication.

Prepare and make pictures for publication.

Conduct radio and television programs.

Participate in community fairs and shows.

Prepare exhibits, displays, and demonstrations.

Conduct orientation programs for parents of students.

Write articles for professional publications.

The data indicated that the competencies included in the above list will not need as much preservice development as those included on the preceding list. Those competencies on the preceding list were rated higher in development. It should also be mentioned that the development ratings assigned to them were almost equal to their importance ratings. On the other hand, the competencies listed above were assigned development ratings which were relatively lower than those for the competencies previously discussed in this sub-section of the chapter.

Of the competencies not rated as high in development as those discussed in the beginning of this sub-section,

the largest number was found in the area of "teaching". An examination of this area showed that most of these competencies were found in the groups pertaining to teaching young and adult-farmer classes, performing guidance services, and teaching all-day classes.

Thirty-seven per cent of the competencies, which were not rated as high in development as those discussed in the beginning of this sub-section, were found in the area of "planning and organizing". In this area, more of the competencies in the groups pertaining to program planning, organizing and maintaining facilities, and evaluating the program of instruction were not rated as high in development as those competencies discussed in the first part of this sub-section of the chapter.

Only 10 of the competencies classified on an intermediate and lower level of importance in the area of "public relations" were found to require a degree of preservice development which was not as high as that found for the competencies discussed in the beginning of this sub-section of the chapter. Seven of these 10 competencies were found in the group pertaining to the operation of a public relations program. This was believed to be an interesting finding inasmuch as none of the competencies in this group was classified on the higher level of importance.

Summary

This was a study of the professional competencies that teachers of vocational agriculture need to possess in order to begin teaching effectively. The more important findings resulting from the analyses of the data are summarized below. These findings are reported in the same general order in which they are presented.

Classifying and rating competencies. A total of 154 competencies were organized into 14 groups. These groups were further classified into three general areas, namely: "planning and organizing", "teaching", and "public relations". The competencies were rated for importance and the degree of preservice development by two selected groups of Negro teachers of vocational agriculture in 16 states. A rating scale with degrees ranging from "0" to "5" was used to make the ratings.

All of the competencies were rated relatively high in importance and relatively high in development. The ratings made by the teachers having less than three years of experience were of a wider range. None of the competencies were rated as high in development as they were in importance. In no case was the development rating of a competency less than 80 per cent of its importance rating. The importance

ratings ranged from a low of 2.98 to a high of 4.76. The development ratings ranged from a low of 2.80 to a high of 4.53.

Levels of importance. The competencies were divided into the higher, the intermediate, and the lower levels of importance. Competent, experienced teachers rated more competencies on a higher level of importance than the less experienced teachers did. Based on the composite judgment of both groups of teachers, 20 competencies were classified on a higher level of importance, 108 were classified on an intermediate level, and 26 were classified on a lower level.

The largest number of competencies classified on a higher level of importance was found in the area of "public relations". The second largest number came from the area of "planning and organizing", while the lowest number came from the area of "teaching". The largest number of competencies classified on the lower level of importance was found in the area of "planning and organizing", while the second largest number came from the area of "teaching", and the lowest number came from the area of "public relations". Thus, it was generally concluded that: competencies in the area of "public relations" were rated highest, competencies in the area of "teaching" were rated second highest, and competencies in the area of "planning and organizing" were rated lowest.

The development of competencies classified on a higher level of importance. The less experienced teachers indicated that the competencies classified on a higher level of importance should receive a higher degree of preservice development than the more experienced teachers did. However, both groups of teachers rated all of these competencies high in development. Of the competencies classified on a higher level of importance, more of those in the group pertaining to maintaining desirable professional relationships were found to require almost complete development during the preservice training period. The data also indicated that competencies in the group pertaining to keeping records will not need to be developed as high during the preservice training period as some of the others classified on a higher level of importance.

The development of the other competencies. Both groups of teachers indicated that those competencies classified on an intermediate and lower level of importance should receive a relatively high degree of development during the preservice training period. The less experienced teachers rated these competencies higher in development than the experienced teachers did. Forty-five of the 134 competencies classified on the intermediate and lower levels of importance were found to require almost complete



development during the preservice training period. Most of this number of competencies was found in the area of "planning and organizing", while the second largest number was found in the area of "teaching". The data also indicated that 89 of the competencies classified on an intermediate and lower level of importance will not need to be developed as high during the preservice training period as the other 49 competencies discussed previously. Of these 89 competencies, the largest number was found in the area of "teaching", while the second largest number was found in the area of "planning and organizing".

An examination was made of the number of competencies in each of the 14 groups found to require almost complete development during preservice training. The groups were also examined to ascertain the number of competencies that were not rated as high in development as those requiring almost complete preservice development. On the basis of these numbers, the writer summarized the degree of preservice development that the competencies in each group were found to require.

The data have indicated that a majority of the competencies in the groups listed below should be almost completely developed during the preservice training period. The groups are listed according to the descending order of need for preservice development.



Maintaining desirable professional relationships.
Maintaining desirable interpersonal relationships
in the community.
Maintaining desirable personal and family
relationships.
Identifying educational needs of the community.

The data also indicated that a majority of the competencies in the groups listed below will not need to be developed as high during the preservice training period as those competencies which were indicated to require almost complete development. The groups are listed in the descending order of need for preservice development.

Operating a public relations program.
Planning the program of instruction.
Teaching young and adult farmer classes.
Teaching all-day classes and supervising farming
programs.
Advising the NFA Chapter.
Organizing and maintaining facilities and equipment.
Keeping adequate records.
Performing guidance services.
Understanding the learning process.
Evaluating the program of instruction.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This was a study of the professional competencies that teachers of vocational agriculture need to possess in order to begin teaching effectively. The purposes of this study were (1) to develop a list of the professional competencies needed by beginning teachers of vocational agriculture; (2) to determine the degree of importance that each of these competencies is to the success of beginning teachers; (3) to determine the degree of development that teachers should possess in each of these competencies prior to employment; and (4) to ascertain from these data implications for the professional education of teachers of vocational agriculture.

Procedure followed. A list of professional competencies needed by effective beginning teachers of vocational agriculture was developed from the literature on teacher education. A jury was used to revise the list. A questionnaire was constructed from the revised list of competencies which was sent to 397 selected Negro teachers of vocational agriculture in 16 states. Returns were received from 60.9 per cent of the teachers. The teachers

rated the degree of importance that each competency is to the success of beginning teachers. They also rated the degree of development that teachers need to possess in each competency prior to employment. A rating scale with degrees ranging from "0" to "5" was used to make the ratings. The ratings by teachers having less than three years of experience, and those by competent, experienced teachers were analyzed separately.

Significant findings. The important findings of this study are itemized below. For the benefit of the reader, those findings pertaining to a particular section of the investigation are listed separately. Findings pertaining to the classification and rating of the competencies are treated in the following section.

(1) A total of 154 professional competencies seemed to fall into 14 groups. These groups were further classified into the three general areas of "planning and organizing", "teaching", and "public relations".

(2) The teachers rated all of the listed competencies both high in importance and high in development.

(3) The importance ratings ranged from 2.98 to 4.76, while the development ratings ranged from 2.80 to 4.53.

(4) Less experienced teachers rated those competencies classified on a higher level of importance higher and those



classified on a lower level of importance lower than the more competent teachers did. Both groups of teachers rated each competency higher in importance than in development.

(5) The mean of the importance ratings made by the less experienced teachers was 4.27 with a standard deviation of .32, while those made by the more experienced teachers had a mean of 4.21 with a standard deviation of .26.

(6) A significant Spearman's rank correlation coefficient of .94 was computed for the agreement between the less experienced teachers and the more competent teachers on the importance of the various competencies of the 14 groups. A significant correlation coefficient of .93 was computed for the agreement between these teachers on the development ratings.

(7) Significant positive correlations were found between the importance and the development ratings assigned to the competencies by each teacher.

The competencies were classified on the higher, intermediate, and lower levels of importance based on a comparison of each importance rating with the mean and standard deviation of all the ratings. The important findings pertaining to these levels of importance are summarized below.

(1) More competencies were assigned to the higher level of importance by the more competent teachers than by the less experienced teachers.

(2) Of the 154 competencies, both groups of teachers rated: 13 per cent on a higher level of importance, 70 per cent on an intermediate level of importance, and 16.9 per cent on a lower level of importance.

(3) The largest number of competencies classified on a higher level of importance was in the area of "public relations", while the second largest number was in the area of "planning and organizing", and the lowest number was in the area of "teaching".

(4) The largest number of competencies classified on a lower level of importance was in the area of "planning and organizing". The second largest number was found in the area of "teaching", while the lowest number came from the area of "public relations".

(5) Competencies in the area of "public relations" tended to be rated higher in importance to the success of beginning teachers, than those in the area of "planning and organizing", and "teaching" were.

The important findings pertaining to the development of the professional competencies are summarized below.

(1) The data indicated that prospective teachers need to possess almost complete development in 35 per cent of the competencies prior to employment. It was also found that 65 per cent of the competencies will not need

to be developed as high during the preservice period as those requiring almost complete development.

(2) In no case, however, was the level of preservice development desired for a competency less than 80 per cent of the level of its importance rating.

(3) A high percentage of the competencies in the area of "public relations" was indicated to require almost complete development during the preservice training period.

(4) The teachers also indicated that a high percentage of the competencies in the areas of "teaching", and "planning and organizing" will not need to be developed as high during the preservice training period as those competencies in the area of "public relations".

(5) The data have indicated that a majority of the competencies in the groups listed below should be almost completely developed during the preservice training period. The groups are listed according to the descending order of need for preservice development.

- Maintaining desirable professional relationships.
- Maintaining desirable interpersonal relationships in the community.
- Maintaining desirable personal and family relationships.
- Identifying educational needs of the community.

(6) It was determined that a majority of the competencies in the groups listed below will not need to

be as highly developed during the preservice training period as those which were indicated to require almost complete development. The groups are listed in the descending order of need.

- Operating a public relations program.
- Planning the program of instruction.
- Teaching young and adult farmer classes.
- Teaching all-day classes and supervising farming programs.
- Advising the NFA Chapter.
- Organizing and maintaining facilities and equipment.
- Keeping adequate records.
- Performing guidance services.
- Understanding the learning process.
- Evaluating the program of instruction.

Conclusions

The following conclusions have been drawn based on an analysis of the important findings of this study.

(1) The professional competencies discussed in this investigation have a direct relationship to effective teaching in vocational agriculture.

(2) Since the professional competencies and their ratings are known, this information could be used to rate the development of competency which takes place in a teacher-training program.

(3) All of the competencies which were listed in this investigation are very important to the success of beginning teachers of vocational agriculture.



(4) The degree of preservice development that teachers need to acquire in the various competencies might best be obtained from the development ratings made by the less experienced teachers.

(5) Prospective teachers of vocational agriculture should receive a high degree of development in all of the competencies studied prior to employment.

(6) Of the competencies on the list, those in the area of "public relations" will need to be developed to a higher degree during preservice training than those in the areas of "planning and organizing", and "teaching".

(7) Teachers of vocational agriculture do not need to acquire all of the development that they will eventually need in a competency, in order to become an effective teacher, during the preservice training period.

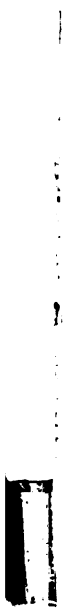
Recommendations

The writer would suggest these recommendations for the consideration of persons responsible for the professional education of Negro teachers of vocational agriculture. These recommendations would also seem to be applicable to the professional education of teachers of vocational agriculture of other races. Some of them might even be applicable to the professional education of other kinds of teachers.



(1) Teacher educators should use the list of professional competencies and their ratings to construct a rating instrument. Such an instrument should be used to measure the professional competency developed in a teacher-training program. It could also be used to determine the level of development that students possess in the various competencies prior to entry into the teacher-training program. Likewise, prospective teachers and their supervisors should use the rating instrument to evaluate their growth and development in these competencies during various stages of their professional training. It would also seem that administrators and supervisors should make frequent use of the competencies and their ratings while supervising teachers of vocational agriculture. Teachers should be encouraged to use these data for self-evaluation purposes.

(2) Every effort should be made by teacher educators to make sure that prospective teachers acquire a high level of development in all of the competencies investigated in this study during the period of preservice training. Priority should be given to the preservice development of those competencies which were classified on a higher level of importance. Such competencies are crucial to the success of beginning teachers and the non-possession of one could



mean failure on the part of a teacher in the performance of that specific phase of the program which it encompasses. It might even mean the failure of the teacher entirely. Teacher educators should also examine their professional education programs to make sure that the competencies investigated in this study are being developed to the level suggested by the ratings of importance. The period of supervised practice teaching should provide an opportunity for prospective teachers to acquire a high level of development in these professional competencies. Course outlines for the various professional education subjects should also be evaluated to make sure that they are assisting teachers of vocational agriculture to develop professional competency.

(3) The development rating of each competency should be used as a goal and standard for prospective teachers of vocational agriculture to strive for during the period of preservice preparation. Teacher educators should consider and use the professional competencies and their ratings to guide and counsel their teacher trainees. Probably a teacher should not be certified to teach vocational agriculture until he has acquired a degree of development in each competency as high as that suggested by its development rating. This might mean that some prospective teachers should be required to do a longer period of supervised



practice teaching than others. It would also seem that the development ratings made by the less experienced teachers should be used as the preservice goals for prospective teachers. These less experienced teachers are closer to their early teaching experiences and probably remember better the difficulties that they encountered as beginning teachers.

(4) The difference between the importance and the development rating of a competency should serve as a valid indicator of the degree that it should be developed during both the preservice training period and during the inservice training period. Therefore, it would seem that teacher educators should examine the list of competencies and their ratings very carefully. Throughout all of the areas and groups of competencies there are those which will need to be developed very highly during preservice training. Likewise, there are those which need to be developed further after a teacher goes on the job. The difference between the importance and the development ratings might also suggest that some of the competencies may be more effectively developed through the preservice training program while some may be more effectively developed after the teacher goes on the job.

(5) The high importance and development ratings assigned to a large number of the competencies in the area

of "public relations" suggest that teacher educators should give much thought to the development of competency in this area. Prospective teachers should be observed very closely to ascertain how well they get along with others. Those prospective teachers who do not acquire a high level of preservice development in the competencies of this area should probably be guided out of the teaching profession. Beginning teachers found to be deficient in these competencies should be given immediate follow-up instruction. Prospective teachers should be encouraged to enroll in such courses as Sociology, Economics, and Psychology in order to acquire basic understandings in human relations. These competencies should also be emphasized in Agricultural Education Courses.

(6) The larger differences found between the importance and the development ratings of some of the competencies indicate that these competencies will need to be developed considerably through in-service training activities. In this context, more of the competencies in the areas of "planning and organizing", and "teaching" will need considerable in-service development than will those in the area of "public relations". This would imply that teacher educators and supervisors should provide follow-up instruction to beginning teachers during the early part of

their teaching career. Conferences and workshops should be held for beginning teachers to discuss their common problems. Teachers should also be encouraged to acquire additional competency through self-improvement techniques. Beginning teachers should be encouraged to enroll in such post-graduate courses in education as: program planning in vocational agriculture, evaluation and measurement, guidance and counseling, educational psychology, teaching young-farmer and adult-farmer classes, and public relations. These courses should provide some of the understandings necessary for the development of additional competency in these areas.

(7) The conduct of this investigation has suggested to the writer other problems which might be studied. These problems are those which have arisen as a by-product of this study, and are listed below.

a. An investigation should be made to ascertain the amount of time to be allocated to the development of each competency during the professional education program for teachers of vocational agriculture.

b. A study should be made to ascertain the level of development that prospective teachers have in each of the competencies listed in this investigation prior to entrance into the professional education curriculum.



c. The professional competencies listed in this study and their ratings should be used to evaluate the competency that Negro teacher trainees are developing in the preservice training program of colleges training such teachers.

d. A study should be made to determine whether white beginning teachers of vocational agriculture need to possess the same professional competencies as Negro teachers. Such a study should also ascertain whether these teachers need the same level of development in the various competencies as Negro teachers do.

e. A study should be made of the competencies needed by beginning teachers of vocational agriculture in technical agriculture.



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APPENDICES

APPENDIX "A"

THE JURY OF PROFESSIONAL EDUCATORS

The following named persons composed the Jury of Professional Educators.

I. Teacher Trainers in Agricultural Education

- (1) Alabama. Dr. R. W. Montgomery
- (2) Arkansas. Mr. Richmond C. Davis
- (3) Michigan. Dr. Raymond C. Clark
- (4) Virginia. Mr. J. R. Thomas
- (5) Wisconsin. Dr. George Sledge

II. Supervisors in Agricultural Education

- (1) Alabama. Mr. Arthur Floyd
- (2) Georgia. Mr. T. G. Walters
- (3) Indiana. Mr. Harold B. Taylor
- (4) Mississippi. Mr. A. P. Fatherree
- (5) North Carolina. Mr. S. B. Simmons

III. School Administrators

- (1) Michigan. Mr. W. G. Bochstahler
- (2) Mississippi. Mr. J. D. Boyd
- (3) Mississippi. Mr. J. A. Keller
- (4) North Carolina. Mr. Jimmie V. Morris
- (5) Virginia. Mr. D. J. Howard



APPENDIX "B"

THE INSTRUCTIONS TO THE MEMBERS OF THE JURY

Background of the Study

This is a study of the professional competencies that teachers of vocational agriculture should possess in order to begin teaching effectively. A list of the professional competencies has been developed from the literature on teacher competency. As soon as the list has been reviewed by the jury it will be revised. From this revised list a questionnaire will be developed. This questionnaire will be mailed to a sample of the Negro teachers of vocational agriculture in the United States. These teachers will be asked to check the degree of importance that each of these competencies is to the success of beginning teachers. They will also be asked to check the degree of development that beginning teachers should have in each of these competencies.

Specific Instructions

As a member of the jury you are asked to read carefully the following list of professional competencies and react to the list according to these directions.

- (1) Please do not check a competency if you believe it is one that beginning teachers of vocational agriculture should possess.
- (2) Please place a circle around the number of a competency if you believe it is one which beginning teachers of vocational agriculture need not possess.
- (3) Please add to the list, under the appropriate heading, professional competencies which have been omitted that you believe beginning teachers of vocational agriculture should possess.



APPENDIX "C"

A LIST OF THE NEGRO TEACHER TRAINERS

The following named Negro Agricultural Teacher Trainers were asked to nominate less experienced teachers of vocational agriculture and experienced and more competent teachers of vocational agriculture from their respective states to be surveyed.

- (1) Alabama. Mr. Leon W. Bonner
- (2) Arkansas. Mr. A. G. Kirby
- (3) Delaware. Mr. R. W. Wynder
- (4) Florida. Mr. L. A. Marshall
- (5) Georgia. Mr. McKinley Wilson
- (6) Kentucky. Mr. P. J. Manly
- (7) Louisiana. Mr. C. H. Chapman
- (8) Maryland. Dr. Claud C. Marion
- (9) Mississippi. Mr. A. D. Fobbs
- (10) Missouri. Mr. J. N. Freeman
- (11) North Carolina. Mr. C. E. Dean
- (12) Oklahoma. Mr. D. C. Jones
- (13) South Carolina. Mr. W. F. Hickson
- (14) Tennessee. Mr. David Hamilton
- (15) Texas. Mr. E. M. Norris
- (16) Virginia. Mr. J. R. Thomas
- (17) West Virginia. Mr. Jewitt L. White

APPENDIX "D"

LETTER SENT TO THE TEACHERS OF VOCATIONAL AGRICULTURE

Michigan State College
809F Birch Road
East Lansing, Michigan
May 1, 1955

Mr.
Teacher of Vocational Agriculture

Dear Mr.

I should like to solicit your cooperation in connection with a study that I am making of the professional competencies that teachers of vocational agriculture should possess in order to begin teaching effectively as a Doctoral Thesis at Michigan State College. I am interested in this problem because I taught vocational agriculture in Mississippi before entering graduate school, and I expect to secure employment in Agricultural Teacher Training in one of the Negro Land Grant Colleges when I complete my work here. This study is being conducted under the direction of Dr. H. P. Sweany, and Dr. H. M. Byram, Professors of Vocational Education, Michigan State College.

Mr. _____ has recommended you to me as one of the teachers of vocational agriculture in your state best qualified to respond to a questionnaire in connection with this study. Will you cooperate in the study by filling out the enclosed questionnaire? Inasmuch as only a sample of the most select Negro teachers are being surveyed, it is very important that your questionnaire be returned.

A self-addressed envelope has been enclosed for your convenience in returning the form to me not later than May 15, 1955, if possible. I shall appreciate your cooperation.

Sincerely yours,

Jesse A. Morris

APPENDIX "E"

A SAMPLE PAGE OF THE QUESTIONNAIRE SENT TO TEACHERS OF VOCATIONAL AGRICULTURE

QUESTIONNAIRE TO DETERMINE THE DEGREE OF DEVELOPMENT THAT BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE SHOULD HAVE IN CERTAIN PROFESSIONAL COMPETENCIES AND THE IMPORTANCE OF EACH COMPETENCY TO THEIR SUCCESS

Name: _____ Address: _____

Experience: Please list the number of years teaching experience that you have had with the following groups.

____(1) All-Day Students; ____ (2) Young Farmers; ____ (3) Adult Farmers; ____ (4) Veterans; ____ (5) Supervising or Critic Teacher; ____ (6) Other: _____.

Education: Please check (☒) the statement which best describes your education.

____(1) Bachelor's Degree; ____ (2) Bachelor's Degree with some work beyond.

____(3) Master's Degree ; ____ (4) Master's Degree with some work beyond.

Directions

(1) In the column labeled "Degree of Importance", please use the scale below to rate the importance of each competency to the success of beginning teachers of vocational agriculture.

0	1	2	3	4	5
No					Most

(2) In the column labeled "Degree of Development", please use the scale below to rate the degree of development that teachers of vocational agriculture should have in each competency before beginning to teach.

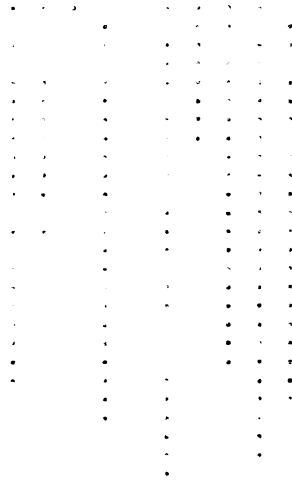
0	1	2	3	4	5
No					High

APPENDIX "E" Continued

- (3) Add to the list professional competencies which have been omitted that you believe beginning teachers of vocational agriculture should possess.

A List of Professional Competencies That Teachers of Vocational Agriculture Should Possess in Order to Begin Teaching Effectively

Area of Competency	Degree of	
	Importance	Degree of Development
I. Organizing and Administering a Program of Vocational Agriculture	012345	012345
A. Identifying educational needs of the community.		
(Abilities to:)		
1. Make a survey of community needs.....		
2. Involve community lay leaders.....		
3. Secure information from key people.....		
4. Secure and use pertinent data already compiled.....		
5. Summarize and interpret data.....		
6. Determine farming standards and analyze farm practices		
7. Analyze family living standards.....		
8. Analyze customs and habits of people in the community		
9. Rate community needs according to urgency.....		
10. Use a community map to spot needs.....		



APPENDIX "E" Continued*

Area of Competency	Degree of Importance 012345	Degree of Development 012345
B. Planning the program of instruction. (Abilities to:)		
1. Formulate long-time objectives for the program.....		
2. Formulate a long-time program to attain objectives.....		
3. Use community leaders in program planning.....		
4. Involve administrators and teachers in program planning.		
5. Formulate annual teaching goals and objectives.....		
6. Formulate annual teaching programs to attain objectives.		
7. Determine the course content for each class.....		
8. Integrate all aspects of the program of instruction.....		
9. Develop schedules for classes, meetings and other events		
10. Make a plan for summer activities.....		
11. Plan a program to utilize facilities efficiently.....		
12. Relate instruction in agriculture with other classes....		
13. Secure approval of dates for special activities.....		

*The other competencies which were listed on this questionnaire may be found in Appendix "F" which follows.

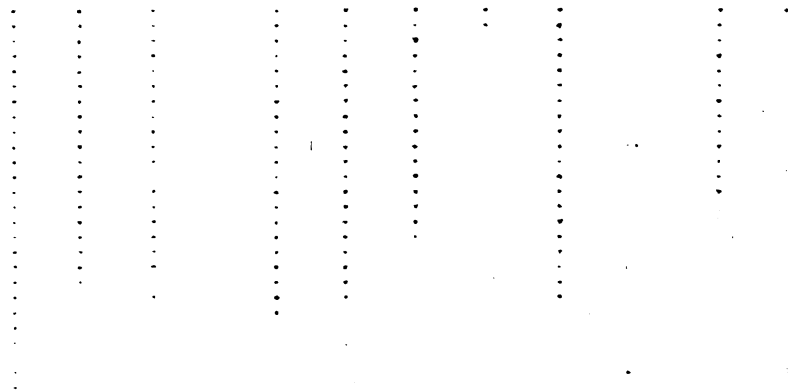
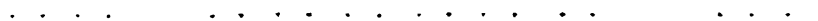
APPENDIX "F"

THE DEGREE OF IMPORTANCE AND THE DEGREE OF DEVELOPMENT ASSIGNED TO 154 PROFESSIONAL
COMPETENCIES BY 64 LESS EXPERIENCED TEACHERS OF VOCATIONAL AGRICULTURE AND 178
EXPERIENCED AND MORE COMPETENT TEACHERS OF VOCATIONAL AGRICULTURE

Area of Competency	No. of Teachers	Degree of Importance					Degree of Development					Mean			
		0	1	2	3	4	5	0	1	2	3		4	5	
Organizing and Administering A Program of Vocational Agriculture															
A. Identifying educational needs of the community. (Abilities to:)															
1. Make a survey of community needs.....	64 178	0 0	1 10	2 0	3 7	11 22	47 139	4.58 4.57	0 1	1 10	2 7	16 29	15 42	30 89	4.10 4.07
2. Involve community lay leaders.....	64 178	0 0	3 7	3 9	16 42	21 60	21 60	3.84 3.88	1 1	2 12	5 24	21 42	16 61	19 38	3.65 3.48
3. Secure information from key people.....	64 178	0 0	4 9	4 6	5 22	14 57	37 84	4.19 4.13	1 2	2 11	2 16	16 33	16 52	27 64	3.95 3.76
4. Secure and use pertinent data already compiled.....	64 178	1 0	1 8	6 12	18 30	22 51	16 77	3.67 3.99	1 2	4 6	10 18	17 36	14 60	18 56	3.45 3.76
5. Summarize and interpret data.....	64 178	0 0	2 5	5 6	11 11	14 45	32 111	4.07 4.41	0 0	6 7	3 8	16 24	12 48	27 91	3.80 4.17
6. Determine farming standards and analyze farm practices.....	64 178	0 0	1 9	2 6	7 24	26 44	28 95	4.21 4.18	0 0	1 9	4 10	14 38	25 58	20 63	3.92 3.88
7. Analyze family living standards.....	64 178	1 0	3 7	2 11	16 32	19 62	23 66	3.84 3.95	0 0	5 11	4 17	14 41	24 59	17 50	3.69 3.67
8. Analyze customs and habits of people in the community.....	64 178	1 0	3 9	4 14	9 35	17 54	30 66	4.00 3.86	2 2	2 14	5 24	17 42	18 53	20 43	3.67 3.45
9. Rate community needs according to urgency.....	64 178	0 0	2 7	5 6	15 22	18 59	24 84	3.89 4.16	0 0	1 12	10 17	12 40	18 52	23 57	3.81 3.70
10. Use a community map to spot needs.....	64 178	0 2	9 11	9 23	18 49	16 48	12 45	3.20 3.49	1 5	11 17	8 26	15 53	16 48	13 29	3.14 3.17

APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
12. Relate instruction in agriculture with other classes.	64	0	2	5	11	20	26	3.98	0	0	7	17	21	19	3.81
	178	0	7	12	36	59	64	3.90	0	9	17	53	52	47	3.62
13. Secure approval of dates for special activities.....	64	1	2	5	12	12	32	4.00	4	1	5	15	13	26	3.72
	178	0	13	14	23	36	92	4.01	2	15	19	32	48	62	3.66
C. Evaluating the program of instruction. (Abilities to:)															
1. Involve others in evaluating the program.....	64	0	3	3	15	22	21	3.86	3	2	8	14	18	19	3.55
	178	0	6	8	26	62	76	4.09	1	10	18	37	62	50	3.68
2. Analyze evidence of use of approved practices and skills..	64	0	1	5	7	23	28	4.12	1	2	3	13	16	29	4.00
	178	0	7	9	19	63	80	4.12	0	6	17	38	61	56	3.81
3. Evaluate the accomplishments of the NFA Chapter.....	64	0	2	0	5	17	40	4.45	1	1	2	5	18	37	4.33
	178	0	7	10	19	41	101	4.23	0	8	15	31	46	78	3.96
4. Observe community reactions to the program.....	64	0	2	1	7	25	29	4.22	2	0	6	8	23	25	3.95
	178	1	9	4	24	52	88	4.14	5	10	18	28	57	60	3.70
5. Assist students in self-evaluation.....	64	0	1	3	9	28	23	4.01	2	1	5	10	25	21	3.84
	178	0	5	7	26	54	86	4.17	1	9	13	39	49	67	3.84
6. Evaluate all learning experiences of students in terms of teacher-pupil planned goals and objectives.....	64	0	3	3	9	24	25	4.01	3	2	5	14	24	16	3.60
	178	0	8	13	27	57	73	3.98	1	6	19	43	56	53	3.72
7. Construct good paper and pencil tests.....	64	0	4	10	14	22	14	3.50	2	4	8	17	18	15	3.46
	178	4	13	20	45	41	55	3.52	5	14	20	52	48	39	3.35
8. Analyze the results of written tests.....	64	0	2	5	13	23	21	3.87	4	2	10	8	23	17	3.48
	178	3	12	11	40	47	65	3.75	3	10	19	41	53	52	3.61

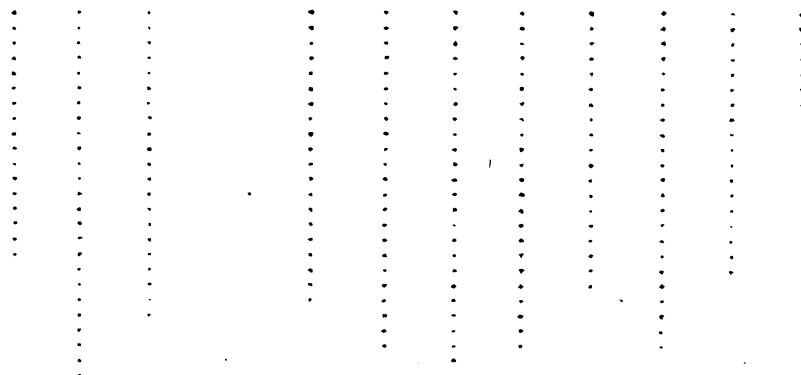


APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
9. Grade projects in farm mechanics.....	64	0	2	4	6	25	27	4.11	1	1	9	16	20	17	3.62
	178	0	10	9	22	62	75	4.03	1	9	17	36	59	56	3.75
10. Evaluate the farming programs of students.....	64	0	1	2	8	14	39	4.37	0	2	3	13	20	26	4.01
	178	0	7	5	13	35	118	4.41	0	7	9	25	48	89	4.14
11. Assign grades to students.....	64	1	5	9	19	14	16	3.37	1	3	7	23	17	13	3.42
	178	5	11	21	32	52	57	3.60	7	13	22	36	53	47	3.44
12. Participate in school evaluation studies.....	64	0	4	6	13	24	17	3.69	1	3	8	15	26	11	3.48
	178	3	6	16	34	54	65	3.82	5	14	18	44	52	45	3.45
D. Organizing and maintaining facilities and equipment. (Abilities to:)															
1. Help determine adequate facilities.....	64	0	1	5	5	20	33	4.23	0	1	9	5	24	25	3.98
	178	1	7	7	14	52	97	4.25	1	10	12	36	49	70	3.86
2. Discover and use community resources for teaching.....	64	0	2	2	6	12	42	4.40	0	1	3	12	23	25	4.06
	178	0	11	2	10	38	117	4.39	1	11	7	26	55	78	3.95
3. Determine the supplies, tools, and equipment needed.....	64	0	2	1	6	11	44	4.47	0	1	5	10	15	33	4.16
	178	0	10	7	13	32	116	4.33	1	10	9	32	45	81	3.98
4. Requisition needed supplies, tools, and equipment.....	64	0	0	4	10	19	31	4.20	0	2	4	10	23	25	4.01
	178	0	10	7	19	43	99	4.20	0	16	7	34	46	75	3.88
5. Inventory and store supplies and equipment.....	64	0	1	4	6	20	33	4.25	0	1	6	7	21	29	4.11
	178	0	10	12	15	45	96	4.15	2	14	13	34	46	69	3.77
6. Determine the teaching aids needed.....	64	0	2	1	3	21	37	4.40	0	2	5	10	18	29	4.05
	178	0	8	3	21	36	110	4.33	1	10	14	28	47	78	3.93
7. Make teaching aids.....	64	0	4	0	10	22	28	4.09	0	2	5	12	21	24	3.94
	178	0	8	11	24	60	75	4.03	1	12	14	35	49	67	3.80

APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
8. Operate and care for audio-visual teaching equipment.....	64	0	2	2	7	15	38	4.33	0	2	3	13	17	29	4.06
9. Store shop projects that students are working on.....	178	1	6	7	21	46	97	4.22	1	7	13	27	48	82	4.02
10. Plan and use a system for checking out tools.....	64	0	3	8	13	23	17	3.67	1	1	10	14	25	13	3.56
11. Classify, file, and store teaching aids.....	178	3	10	22	34	47	62	3.67	7	14	28	38	57	34	3.27
12. Maintain good housekeeping standards.....	64	0	2	2	6	8	46	4.47	0	2	3	12	14	33	4.14
13. Use adequate safety precautions.....	178	0	9	8	25	30	106	4.21	0	13	15	35	37	78	3.85
14. Give first-aid treatment.....	64	0	1	1	6	14	42	4.48	0	1	5	8	18	32	4.17
15. Arrange facilities for the most flexible use.....	178	0	6	6	13	44	109	4.37	0	8	12	27	55	76	4.00
	64	0	2	2	1	15	44	4.51	0	3	1	6	19	35	4.28
	178	0	10	3	11	31	123	4.43	0	10	8	20	42	98	4.18
	64	0	2	0	4	10	48	4.59	0	2	2	6	12	42	4.40
	178	0	9	1	10	23	135	4.54	1	8	9	14	35	111	4.29
	64	0	2	1	9	18	34	4.26	0	2	3	17	21	21	3.87
	178	0	7	8	24	45	94	4.18	0	8	19	34	42	75	3.88
	64	0	2	1	10	17	34	4.25	0	2	1	12	24	25	4.08
	178	0	7	7	26	57	81	4.11	1	7	15	44	50	61	3.79
E. Keeping adequate records. (Abilities to:)															
1. Keep enrollment and grade records of students.....	64	0	1	1	1	16	45	4.61	0	1	1	8	18	36	4.36
2. Make departmental maintenance budgets.....	178	0	8	4	16	34	116	4.38	1	8	13	24	34	98	4.11
3. Make reports to administrators and supervisors.....	64	0	1	2	7	19	35	4.33	1	1	3	13	17	29	4.05
	178	4	7	11	20	64	72	3.96	7	11	21	31	61	47	3.51
	64	0	1	1	1	6	55	4.76	0	1	3	2	10	48	4.58
	178	0	6	6	10	25	131	4.51	1	9	15	16	28	109	4.18



APPENDIX "F" Continued

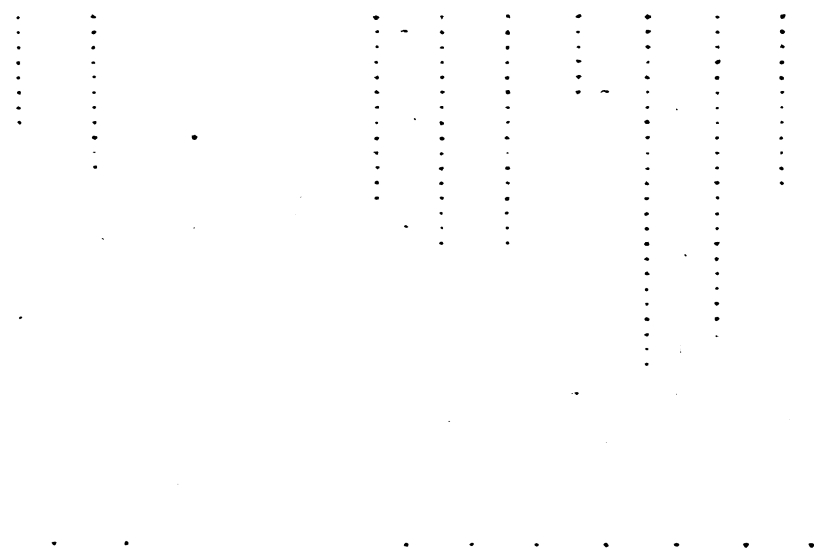
Area of Competency	No. of Teachers	Degree of Importance					Degree of Development					Mean		
		0	1	2	3	4	5	0	1	2	3		4	5
4. Keep records of the farming programs of students.....	64	0	2	0	4	10	48	1	2	1	7	15	38	4.30
5. Supervise the records of the NFA Chapter.....	178	0	9	3	10	27	129	1	10	12	23	33	99	4.10
6. Keep follow-up records of all students.....	64	0	2	0	5	15	42	0	1	1	10	16	36	4.33
7. Keep records of appointments, travel, and correspondence.....	178	0	8	3	16	43	108	0	10	12	27	47	82	4.00
8. Observe and follow systematic office practices.....	64	0	3	1	5	14	41	2	0	5	8	15	34	4.12
9. File all records according to an accepted plan.....	178	0	8	5	11	42	112	0	8	18	27	39	86	3.99
10. Operate typewriters, duplicators, and adding machines.....	64	0	2	0	5	14	43	0	2	0	12	13	37	4.29
	178	0	8	5	14	34	117	0	11	11	23	39	94	4.09
	64	0	2	6	3	17	36	0	1	6	15	15	27	3.95
	178	0	11	8	25	54	80	0	16	19	33	50	60	3.67
	64	0	2	5	3	8	46	0	0	3	9	18	34	4.30
	178	0	8	4	12	43	111	1	10	6	26	50	85	4.07
	64	0	1	5	6	23	29	1	1	7	14	22	19	3.75
	178	0	10	14	28	52	74	2	17	21	37	46	55	3.53

Teaching Classes and Supervising Farming Programs

A. Performing guidance services.

(Abilities to:)

1. Participate in the guidance program of the school.....	64	0	0	8	8	18	30	0	0	4	22	19	19	3.83
2. Counsel students and parents concerning voc. agriculture.....	178	0	9	5	29	57	78	1	11	21	36	57	52	3.65
	64	0	2	3	2	13	44	1	1	2	9	19	32	4.19
	178	0	8	4	11	41	114	2	7	11	20	53	85	4.08



APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Degree of Development					Mean			
		0	1	2	3	4	5	0	1	2	3		4	5	
3. Use all available personnel data for guidance purposes.....	64 178	0 1	3 6	0 7	11 24	20 49	30 91	4.16 4.17	0 1	2 12	4 13	18 37	22 48	18 67	3.78 3.80
4. Guide students in discovering and evaluating their abilities and interests.....	64 178	0 1	2 6	3 8	6 13	19 40	34 110	4.25 4.33	0 0	2 9	6 14	9 30	23 48	24 77	3.95 3.95
5. Assist students to accomplish their vocational objective.....	64 178	0 0	2 8	2 5	5 17	14 47	41 101	4.41 4.28	0 0	1 12	3 11	9 33	22 44	29 78	4.17 3.93
6. Counsel students individually regarding problems.....	64 178	0 0	1 9	2 6	7 15	17 48	37 100	4.36 4.26	0 1	1 13	5 13	11 29	19 45	28 77	4.06 3.88
7. Teach students how to select and use guidance materials.....	64 178	0 0	1 9	5 16	15 40	21 59	22 54	3.90 3.75	1 3	2 12	8 24	13 42	19 54	21 43	3.72 3.44
8. Provide guidance information to students.....	64 178	0 0	2 12	5 12	13 36	19 58	25 60	3.94 3.80	1 3	1 11	12 22	9 49	20 55	21 38	3.70 3.44
9. Aid students to secure placement in agriculture.....	64 178	0 0	2 10	6 13	10 25	22 45	24 85	3.94 4.02	1 3	2 14	10 22	17 32	16 57	18 50	3.55 3.55
10. Keep cumulative personnel records of students.....	64 178	1 2	1 7	4 12	13 16	17 54	28 87	4.00 4.10	2 5	0 12	4 21	16 24	17 47	25 69	3.89 3.70
11. Administer tests for guidance purposes.....	64 178	8 4	3 14	9 23	20 51	10 47	14 39	2.98 3.35	8 8	6 20	10 29	18 52	11 42	11 27	2.80 3.02
12. Interpret test scores to students.....	64 178	7 5	2 13	6 18	15 40	20 45	14 57	3.26 3.56	7 8	1 10	14 29	14 48	14 41	14 42	3.08 3.29
13. Observe and record evidences of abnormal behavior.....	64 178	1 1	6 8	6 17	13 28	12 56	26 68	3.67 3.88	2 3	3 12	13 23	11 42	13 44	22 54	3.50 3.54

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APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
B. Understanding the learning process. (Abilities to:)															
1. Understand the problems of child growth and development.....	64	0	2	5	7	11	39	4.25	0	2	5	11	16	30	4.05
	178	1	5	9	16	43	104	4.29	1	11	16	25	50	75	3.89
2. Recognize different levels of development and maturity.....	64	0	2	5	12	14	31	4.05	0	2	4	12	18	28	4.03
	178	0	7	7	24	42	98	4.22	0	11	14	33	48	72	3.88
3. Appraise pupil growth and achievement.....	64	0	1	3	13	21	26	4.06	1	1	6	15	22	19	3.76
	178	0	7	8	25	52	86	4.13	1	8	17	28	59	65	3.86
4. Adapt subject matter to the needs and interests of students.....	64	0	2	1	3	16	42	4.48	0	1	1	14	16	32	4.20
	178	0	8	6	9	33	122	4.43	1	8	7	28	53	81	4.06
5. Individualize instructions to meet individual needs.....	64	0	1	2	5	20	36	4.37	1	1	3	13	17	29	4.05
	178	0	7	5	18	37	111	4.32	0	9	12	30	48	79	3.99
6. Create and maintain situations conducive to learning.....	64	0	1	2	3	16	42	4.50	0	3	5	7	17	32	4.09
	178	0	6	7	18	27	120	4.39	0	8	10	31	45	84	4.05
7. Master the subject matter to be taught.....	64	0	2	2	2	5	53	4.64	0	2	2	6	10	44	4.44
	178	0	8	5	2	24	139	4.58	0	9	4	19	31	115	4.34
C. Teaching all-day classes and supervising farming programs. (Abilities to:)															
1. Develop desirable attitudes and ideals among students.....	64	0	2	2	4	13	43	4.45	0	3	3	9	12	37	4.20
	178	0	8	2	9	33	126	4.50	0	9	10	28	36	95	4.11
2. Make appropriate plans for a specific lesson or unit.....	64	0	2	1	3	16	42	4.48	0	2	2	11	15	34	4.20
	178	0	6	5	13	34	120	4.44	0	8	10	18	45	97	4.20

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APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		0	1	2	3	4		5	
3. Secure cooperation in class behavior.....	64 178	0 0	2 6	2 6	4 10	13 34	43 122	4.45 4.46	0 0	2 8	5 15	7 21	22 42	28 92	4.08 4.09
4. Maintain a high level of morale among students.....	64 178	0 0	2 9	1 3	1 6	9 34	51 126	4.66 4.49	0 0	1 13	2 6	8 21	11 44	42 94	4.42 4.12
5. Utilize student experiences in teaching a lesson.....	64 178	0 0	2 8	1 5	4 11	16 38	41 116	4.45 4.40	0 0	1 11	1 10	9 25	25 47	28 85	4.22 4.94
6. Follow accepted instructional steps in teaching a lesson.....	64 178	1 0	0 7	3 6	6 21	17 49	37 95	4.33 4.23	2 0	0 6	1 10	16 31	20 44	25 87	3.98 4.10
7. Conduct a supervised study period.....	64 178	1 1	6 8	3 7	7 28	13 33	34 101	3.98 4.17	2 3	3 7	4 16	8 44	17 35	30 73	3.95 3.80
8. Use committee organization in the classroom.....	64 178	0 1	1 6	4 15	9 30	25 66	25 60	4.08 3.88	1 2	0 12	8 23	14 40	23 56	18 45	3.75 3.52
9. Use teacher-pupil planning methods in teaching.....	64 178	1 2	2 7	4 10	11 19	21 44	25 96	3.94 4.16	1 4	3 4	8 22	17 29	18 42	17 77	3.55 3.70
10. Utilize farming program records in classroom instruction.....	64 178	0 0	3 10	1 7	6 11	18 49	36 101	4.30 4.26	0 1	0 10	4 12	11 33	22 41	27 81	4.12 3.94
11. Integrate instruction with students farming programs.....	64 178	0 0	2 7	1 5	6 11	15 39	40 116	4.41 4.41	0 1	1 10	5 6	11 24	17 51	30 86	4.09 4.09
12. Conduct instruction on the farm.....	64 178	0 0	1 8	2 6	5 17	12 44	44 103	4.50 4.28	0 2	1 7	3 13	11 31	14 48	35 77	4.23 3.39
13. Involve parents in planning the students farming program.....	64 178	0 0	2 8	0 4	6 9	11 34	45 123	4.51 4.46	0 1	1 6	3 12	11 18	15 53	34 88	4.22 4.13
14. Supervise the farming programs of the students.....	64 178	0 0	2 8	0 4	5 12	8 28	49 126	4.59 4.46	1 1	2 8	3 9	6 18	13 45	39 97	4.26 4.18

APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
15. Assist in the development of farm business agreements.....	64 178	0 0	3 4	5 12	4 24	20 65	32 73	4.14 4.07	1 1	3 13	7 16	10 39	19 53	24 56	3.80 3.67
16. Use a variety of teaching methods.....	64 178	1 3	3 9	3 5	8 21	15 41	34 99	4.11 4.11	0 1	2 10	7 12	12 33	13 32	30 85	3.97 3.94
17. Prepare students for the various contests in agriculture.....	64 178	0 1	1 9	1 5	4 17	13 44	45 102	4.56 4.25	0 1	1 12	2 8	8 31	16 44	37 82	4.34 3.97
18. Supervise class programs in assembly and other occasions....	64 178	0 2	2 8	2 11	12 26	19 51	29 80	4.11 4.00	1 3	4 9	5 18	12 41	25 43	17 64	3.67 3.71
19. Teach students to prepare displays and exhibits.....	64 178	0 0	1 4	4 14	7 22	20 55	32 83	4.22 4.12	1 1	3 5	4 23	15 32	15 47	26 70	3.84 3.85
D. Teaching young and adult-farmer classes. (Abilities to:)															
1. Determine the need for such classes.....	64 178	0 1	2 10	2 0	6 17	13 30	41 120	4.39 4.39	0 1	1 10	6 10	10 26	15 45	32 86	4.11 4.03
2. Create community interest in out-of-school classes.....	64 178	0 2	2 6	2 5	3 14	14 46	43 105	4.47 4.31	0 2	2 8	2 15	11 35	18 47	31 71	4.16 3.85
3. Use advisory groups and class members to plan courses.....	64 178	1 5	2 7	4 11	8 26	20 40	29 89	4.05 4.00	3 3	2 8	7 20	14 42	18 41	20 64	3.59 3.70
4. Recruit class members and organize classes.....	64 178	0 1	2 5	2 7	2 25	29 51	29 89	4.26 4.17	0 2	2 6	5 17	8 36	30 51	19 66	3.92 3.83
5. Plan a year-round instructional program.....	64 178	0 1	3 10	0 3	0 10	3 34	44 120	4.50 4.39	1 2	1 8	2 9	8 23	18 41	34 95	4.23 4.12

APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
6. Make appropriate lesson plans.....	64 178	1 1	1 9	3 4	1 8	9 30	49 126	4.55 4.44	0 1	1 11	5 7	4 18	15 31	39 110	4.34 4.23
7. Use resource persons in the instructional program.....	64 178	1 1	2 5	5 5	7 20	13 50	36 97	4.14 4.27	1 3	2 10	5 12	11 34	21 47	24 72	3.89 3.84
8. Supervise the farming programs of class members.....	64 178	0 1	2 7	2 5	6 10	14 44	40 111	4.37 4.37	0 1	1 11	3 9	11 25	19 49	30 83	4.16 4.02
9. Assist class members in securing placement.....	64 178	0 3	4 6	2 10	12 31	20 56	26 72	3.97 3.95	1 4	3 10	4 27	16 41	21 46	19 50	3.72 3.49
10. Guide class members towards establishment in farming.....	64 178	0 1	2 9	0 2	3 9	15 31	44 126	4.55 4.46	2 1	1 11	2 9	9 27	17 40	33 90	4.14 4.05
11. Serve as adviser for the young farmer club.....	64 178	2 4	1 6	2 6	9 19	12 48	38 95	4.22 4.17	3 7	0 9	7 11	9 26	12 50	33 75	3.97 3.84
12. Supervise class recreational and social activities.....	64 178	0 1	2 4	4 16	12 34	27 60	19 63	3.89 4.46	0 2	4 10	2 22	18 42	20 50	20 52	3.78 3.59
13. Assist and supervise special instructors.....	64 178	0 5	1 7	6 12	10 35	20 46	27 73	4.03 3.85	1 8	1 12	11 25	14 36	21 46	16 51	3.58 3.42
14. Organize class groups for most effective learning.....	64 178	0 2	2 5	3 8	10 14	14 55	35 94	4.20 4.23	1 2	2 10	7 10	15 39	12 53	27 64	3.81 3.81
15. Assist class members to plan and adopt approved practices.....	64 178	0 1	2 4	0 7	3 11	14 39	45 116	4.56 4.42	0 2	1 5	1 14	10 24	21 52	31 81	4.25 4.03

E. Advising the NFA Chapter.

(Abilities to:)

1. Guide members in planning and executing program of work.....	64	2	1	0	0	14	47	4.56	1	1	0	10	18	34	4.26
	178	0	9	5	9	26	129	4.47	0	11	7	24	39	97	4.15

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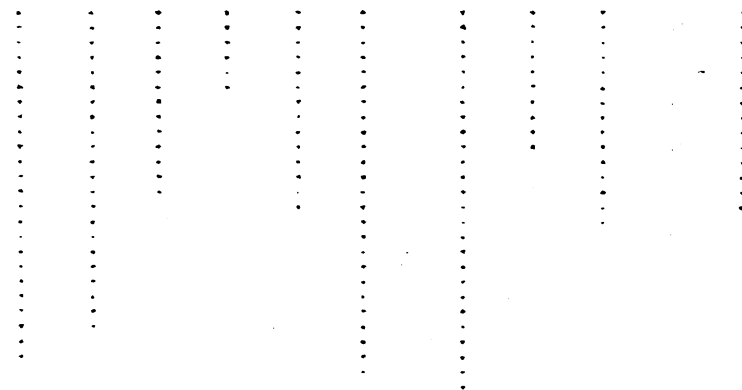
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APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
2. Provide leadership training for officers and members.....	64	0	2	1	1	19	41	4.50	0	1	3	2	27	31	4.31
	178	0	7	6	14	26	125	4.44	0	9	10	27	48	84	4.06
3. Supervise contests and contestants.....	64	1	2	0	6	14	41	4.39	2	2	3	10	16	31	4.01
	178	0	6	8	20	29	115	4.34	1	8	8	27	48	86	4.08
4. Serve in an advisory capacity only during meetings.....	64	7	7	3	7	12	28	3.47	6	6	5	11	11	25	3.41
	178	15	16	14	28	27	78	3.52	16	12	21	32	36	61	3.36
5. Assist members in applying for membership degrees.....	64	0	2	2	3	14	43	4.47	0	2	6	9	13	34	4.11
	178	0	10	7	21	42	98	4.18	5	10	9	27	48	79	3.91
6. Use chapter activities as an instructional medium.....	64	0	1	4	7	16	36	4.29	2	1	5	10	23	23	3.87
	178	0	5	7	17	48	101	4.31	0	5	13	32	45	83	4.06
7. Guide the chapter in planning and executing its budget.....	64	0	2	0	5	20	37	4.41	0	2	3	8	22	29	4.14
	178	0	8	9	12	43	106	4.29	0	10	12	32	40	84	3.99
8. Organize a chapter in a new department of voc. agri.....	64	0	2	1	6	7	48	4.53	0	2	3	7	11	41	4.34
	178	3	12	3	13	25	122	4.31	9	12	14	22	26	95	3.85
9. Guide the chapter in cooperating with other groups.....	64	0	1	1	5	17	40	4.47	0	1	2	10	23	28	4.17
	178	1	7	7	13	51	99	4.26	1	8	11	31	49	78	3.98
10. Assist the chapter reporter with chapter publicity.....	64	0	1	3	7	14	39	4.36	0	2	5	8	17	32	4.12
	178	0	8	7	15	46	102	4.27	0	11	8	35	40	84	4.00
11. Supervise recreational and social activities of chapter....	64	0	2	1	5	18	38	4.39	1	3	2	8	17	33	4.12
	178	0	5	10	20	49	94	4.21	0	7	18	28	46	79	3.97

APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
Building and Maintaining Human Relationships															
A. Maintaining desirable professional relationships. (Abilities to:)															
1. Secure policies for the program of vocational agri.....	64	0	2	7	5	19	31	4.56	1	2	7	13	21	20	3.73
	178	0	8	6	17	51	96	4.24	0	11	18	36	35	78	3.85
2. Cooperate with administrators, supervisors and teacher trainers	64	0	2	0	3	7	52	4.67	0	2	2	4	13	43	4.45
	178	0	9	2	2	23	142	4.61	0	14	6	6	35	117	4.32
3. Cooperate with fellow teachers and staff members.....	64	0	2	0	2	10	50	4.66	0	1	3	9	14	37	4.30
	178	0	9	1	5	28	135	4.57	0	10	9	9	37	113	4.31
4. Cooperate with professional workers in agriculture.....	64	0	2	1	2	15	44	4.53	0	2	1	8	17	36	4.31
	178	0	9	3	4	37	125	4.49	0	10	9	13	42	104	4.24
5. Share in school duties.....	64	0	2	1	5	13	43	4.47	0	2	3	9	16	34	4.20
	178	1	7	5	8	35	122	4.44	2	10	5	26	32	103	4.16
6. Adhere to school policies on such matters as discipline and grading.....	64	0	2	0	3	8	51	4.66	0	3	1	4	14	42	4.42
	178	0	9	2	4	35	128	4.52	1	8	13	12	33	111	4.31
7. Understand the school administrators job.....	64	0	2	0	3	17	42	4.52	0	1	4	8	18	33	4.22
	178	0	8	5	9	41	115	4.40	0	8	12	28	38	92	4.09
8. Participate in and contribute to professional organizations.....	64	0	0	2	6	16	40	4.47	1	0	2	6	21	34	4.30
	178	0	8	4	14	35	117	4.40	2	8	9	21	43	95	4.13
9. Practice an acceptable code of professional ethics.....	64	0	2	0	3	11	48	4.66	0	2	0	6	13	43	4.48
	178	0	8	3	5	20	142	4.60	0	8	7	10	28	125	4.43
10. Grow professionally while in-service.....	64	0	1	0	4	8	51	4.69	1	1	4	5	14	39	4.30
	178	0	8	3	7	24	136	4.55	2	10	6	14	45	101	4.21
11. Maintain the respect of students.....	64	0	2	0	3	2	57	4.75	1	2	1	3	8	49	4.53
	178	0	10	0	1	6	161	4.73	0	9	5	5	22	137	4.53



APPENDIX "F" Continued

Area of Competency	No. of Teachers	Degree of Importance					Degree of Development					Mean		
		0	1	2	3	4	5	0	1	2	3		4	5
B. Maintaining desirable interpersonal relationships in the community. (Abilities to:)														
1. Fit into the educational program of the community.....	64	0	2	1	0	12	49	0	2	0	9	15	38	4.36
	178	0	8	1	4	25	140	2	10	6	17	40	103	4.20
2. Maintain desirable relations with people and groups.....	64	0	2	0	1	13	48	0	2	1	5	18	38	4.39
	178	1	9	2	3	30	133	1	10	5	15	46	101	4.23
3. Become an active citizen of the community.....	64	0	2	0	0	10	52	0	2	2	8	11	41	4.36
	178	0	8	3	6	24	137	3	8	7	22	33	105	4.18
4. Avoid side-line occupations which might interfere with one's efficiency as a teacher.	64	0	1	4	0	17	42	1	1	4	9	17	32	4.12
	178	3	6	10	16	30	113	9	11	10	26	34	88	3.85
5. Adjust and adapt one's personal philosophy to that of the school-community without sacrificing personal values...	64	0	3	3	7	25	26	0	1	8	8	26	21	3.91
	178	0	8	3	16	43	108	2	11	12	20	39	94	4.05
C. Maintaining desirable personal and family relationships. (Abilities to:)														
1. Make suitable living arrangements in the community.....	64	0	2	1	4	13	44	0	1	2	9	19	33	4.26
	178	1	8	7	13	31	118	2	10	14	23	38	91	4.01
2. Dress appropriately for various activities.....	64	0	2	0	3	13	46	0	1	3	4	19	37	4.37
	178	0	10	3	7	39	119	0	10	8	15	45	100	4.22
3. Manage personal financial affairs efficiently.....	64	0	2	2	3	10	47	1	0	2	6	16	39	4.39
	178	0	10	2	5	25	136	1	8	8	13	29	119	4.35

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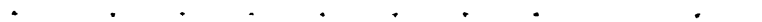
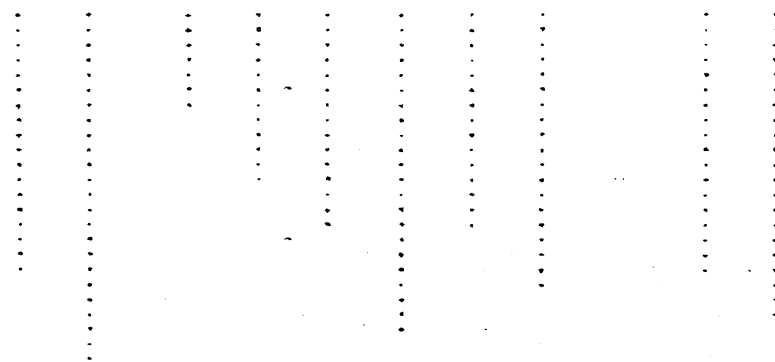
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APPENDIX "Y" Continued

Area of Competency	No. of Teachers	Degree of Importance					Mean	Degree of Development					Mean		
		0	1	2	3	4		5	0	1	2	3		4	5
4. Carry out family responsibilities dutifully.....	64 178	0 0	2 10	0 0	2 3	10 22	50 143	4.66 4.68	1 0	1 10	3 8	5 11	14 22	40 127	4.50 4.39
5. Plan for the wise use of leisure time.....	64 178	0 1	1 10	3 4	3 9	13 41	44 113	4.50 4.35	0 1	0 9	4 11	9 21	19 45	32 91	4.23 4.09
D. Operating a public relations Program. (Abilities to:)															
1. Prepare news articles for publication.....	64 178	0 0	1 8	3 7	5 17	14 37	41 109	4.42 4.30	1 1	2 10	3 14	12 30	18 43	28 80	4.00 3.88
2. Prepare and make pictures for publication.....	64 178	0 1	0 9	2 8	9 20	15 53	38 87	4.39 4.11	2 1	0 15	5 16	16 39	18 46	23 61	3.83 3.67
3. Conduct radio and television programs.....	64 178	0 3	1 9	2 16	14 29	18 52	29 69	4.12 3.82	5 10	2 17	7 29	19 29	14 41	17 52	3.34 3.29
4. Participate in community fairs and shows.....	64 178	0 0	2 11	2 4	5 18	15 46	40 99	4.39 4.22	1 1	2 15	7 13	9 27	17 41	28 81	3.92 3.88
5. Prepare exhibits, displays, and demonstrations.....	64 178	0 0	1 11	1 4	7 10	16 47	39 106	4.42 4.30	0 0	3 14	3 12	11 27	18 39	29 86	4.05 3.96
6. Conduct orientation programs for parents of students.....	64 178	0 1	1 7	3 17	4 20	21 56	35 77	4.34 3.99	2 5	2 15	4 20	11 31	24 46	21 61	3.81 3.58
7. Participate in the public relations program of the school.....	64 178	0 0	2 12	1 2	3 18	24 37	34 109	4.36 4.29	0 2	2 14	2 9	7 22	26 47	27 84	4.16 3.96
8. Write articles for professional publications.....	64 178	1 3	1 14	6 15	13 26	17 56	26 64	3.91 3.74	4 12	2 18	9 27	13 31	17 43	19 47	3.47 3.21



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