

**ROLE PRIORITIES OF BEGINNING AND EXPERIENCED
TEACHERS OF VOCATIONAL AGRICULTURE IN
NORTH CAROLINA**

**Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
Charles Douglas Bryant
1963**



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thesis entitled

ROLE PRIORITIES OF BEGINNING AND EXPERIENCED
TEACHERS OF VOCATIONAL AGRICULTURE IN NORTH
CAROLINA
presented by

Charles Douglas Bryant

has been accepted towards fulfillment
of the requirements for

Doctor degree in Education

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Part C. General Education

Section 1. Purpose

The purpose of the General Education Program is to provide a broad-based education for all students, to develop their intellectual, emotional, and physical capacities, and to prepare them for the challenges of the future. The program is designed to provide a common core of knowledge and skills for all students, regardless of their background or interests. The program is designed to be flexible and responsive to the needs of the students and the community. The program is designed to be a part of the overall educational system, and to be integrated with the other programs and services of the institution. The program is designed to be a part of the overall educational system, and to be integrated with the other programs and services of the institution.

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¹Part C, Section 34, adopted by the Board of Trustees, Approved February 23, 1966.

²Committee on Education of Section of General Education in A Free Society, General Education in A Free Society, Cambridge: Harvard University Press, 1966, p. 16.

Practical and constructive in nature, the program is centered on the education of the nation's youth in the fields of agriculture and home economics. It is a program that is designed to give the youth of the nation a practical and constructive education in the fields of agriculture and home economics. It is a program that is designed to give the youth of the nation a practical and constructive education in the fields of agriculture and home economics. It is a program that is designed to give the youth of the nation a practical and constructive education in the fields of agriculture and home economics.

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³Donalyn Pratt, "The American Learner's Reaction to Role-Playing," The Journal of Learning and Education, vol. XIV, no. 1, March, 1961, p. 66.

⁴John L. Lutz, "The Role of the Factor of Vocational Agriculture," The Agricultural Education Magazine, vol. 20, No. 9, March, 1948, pp. 172-173.

⁵Ibid., pp. 173.

[illegible]

1. *Journal of the American Medical Association*, 1997; 277: 1033-1036.

- It must be added that the current study is a new view of those that compare novice and experienced teachers in terms of providing leadership in a school and education with a better understanding of the perception of their students and a better understanding priorities in teaching and how their scientific compare with those of experienced teachers.

THE DATA OF THE STUDY

Table 1 presents the data of the study.

Part 1 of the study was a pretest of the questionnaire. It was given to 100 teachers in the State of Connecticut. The results of the pretest are presented in Table 1. The results of the pretest are presented in Table 1.

Part 2 of the study was a test of the questionnaire. It was given to 100 teachers in the State of Connecticut. The results of the test are presented in Table 1. The results of the test are presented in Table 1.

RESULTS OF THE STUDY

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¹See Howard Martin, "The Connecticut Teacher at Work," The Agricultural Education Magazine, vol. 21, No. 1, July 1948, p. 12.

the results of the study. The authors conclude that the results of the study suggest that the use of the proposed model is a promising approach to the study of the effects of the environment on the development of the child. The authors also suggest that the model could be used to study the effects of the environment on the development of the adult.

$$\nabla_{\mathbf{a}} \mathbf{a}^T \mathbf{a} = \mathbf{I} \quad \text{and} \quad \nabla_{\mathbf{a}} \mathbf{a}^T \mathbf{a}^T \mathbf{a} = \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T = 3\mathbf{a} \mathbf{a}^T, \quad \text{where}$$

$$\nabla_{\mathbf{a}} (\mathbf{a} \mathbf{a}^T \mathbf{a}) = \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T = 3\mathbf{a} \mathbf{a}^T, \quad \text{and} \quad \nabla_{\mathbf{a}} (\mathbf{a} \mathbf{a}^T \mathbf{a} \mathbf{a}^T \mathbf{a}) = \mathbf{a} \mathbf{a}^T \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T \mathbf{a} \mathbf{a}^T + \mathbf{a} \mathbf{a}^T \mathbf{a} \mathbf{a}^T = 5\mathbf{a} \mathbf{a}^T \mathbf{a} \mathbf{a}^T.$$

1. The first step in the process is to identify the problem. This involves gathering information about the situation and understanding the needs of the stakeholders involved.

the fact that the team is not a homogeneous group of individuals, but a collection of individuals with different backgrounds, experiences, and perspectives. The team's diversity is a strength, as it allows for a wider range of ideas and solutions to be brought to the table. However, it also presents challenges, as the team must learn to communicate effectively and work together to achieve common goals. The team's success will depend on its ability to leverage its strengths and overcome its weaknesses.

With this background, we have been able to understand the role of the teacher in helping the students for important reasons. We are fully of the view that the teacher is the selected role in teaching. Importantly, in order to do so, one way the United States Office of Education has suggested to a study of the beginning teacher in the field. The reason we do

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... that the teacher is not a technician, but a professional, and that the teacher's work is not a technical, but a professional, activity.

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¹⁹ Cf. also, e.g., Kaplan, "Practice in Learning," Harvard Educational Review, vol. 31, no. 1, Winter, 1961, p. 34.

²⁰ Ibid.

SECTION 10.1 - GENERAL

10.1.1 The following provisions shall apply to the contract set forth below:

1. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
2. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
3. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
4. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
5. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
6. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
7. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
8. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
9. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").
10. The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").

10.1.2 The _____ shall be the sole and exclusive contractor to design, construct, install, test, commission, operate, maintain, repair, replace, and remove the _____ system for the _____ (the "Contract").



containing all the results of the other models.

For the purpose of this analysis, the conditional analysis of the results of the model in the case of the interaction between the treatment and the type of training was not significant, and therefore the interaction between the treatment and the type of training was not considered.

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Organization of remainder of the thesis

In the next chapter, we start with a review of literature relevant to the study, then we present the data pertinent to the purpose of the study. In the third chapter, the study and its findings are discussed. In the final chapter, the study is summarized.

APPENDIX

List I

As a result of the growing awareness of the importance of these areas of research, attention has been directed toward the development of statistical techniques that will permit the study of the relationship between the level of education of individuals and the number of children born to them. **part** of this study was concerned with the development of a statistical technique that would permit the study of the relationship between the level of education of the mother and the number of children born to her. The results of this study are presented in the following table. It will be seen that the number of children born to the mother is directly related to the level of education of the mother. The results of this study are presented in the following table. It will be seen that the number of children born to the mother is directly related to the level of education of the mother.

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Hypotheses in relation to the concept role are extremely rare in the literature. This raises the question

[illegible]

of the $\mathbf{p}$ and $\mathbf{q}$ components of the vector $\mathbf{r}$ in the $\mathbf{p}$ - $\mathbf{q}$ plane, and $\mathbf{r}$ is the vector from the origin to the point $\mathbf{r}$ in the $\mathbf{p}$ - $\mathbf{q}$ plane.

[illegible]

da, and Ch. 1, pp. 12-19.

From 1960 to 1962, the Longhorn grew in popularity. It doubled in area and good to good beds, and tenacity. The 1963

Lean is co-authored by Chou, and Alexander E. McEachern, Exploration in Code Analysis, copyright 1997 by Wiley and Sons, Inc., 1997, p. 4.

When one enters a social situation with an identity already established, one identity refers to this situation, or rather, within the social structure applicable to the given situation, and establishes

As a result, the model is able to capture the long-run downward pressure on the real wage, while still allowing for the short-run adjustment mechanism of the conventional labor model. In fact, the model is able to capture the short-run adjustment mechanism of the labor market, while still allowing for the long-run adjustment mechanism of the capital market.

the 1990s, the concept of the "new" social movements and social movements has been used to refer to a new set of movements and movements that have emerged in the 1990s. The new social movements are characterized by their focus on social justice, human rights, and environmental issues. They are also characterized by their use of non-violent tactics and their emphasis on grassroots organizing. The new social movements have been influential in shaping public policy and social norms in the 1990s and 2000s.

[illegible]

and a β -stable $\mathbb{R}^n$ -valued martingale $\mathbf{X}$ with $\mathbf{X}_0 = \mathbf{x}$ and $\mathbf{X}_1 = \mathbf{y}$ in it and $\mathbf{X}_1$ is the only state $\mathbf{y}$ such that $\mathbf{y} \in \mathbf{X}_1$ and $\mathbf{y} \in \text{int}(\mathbf{X}_1)$.¹⁸ If $\mathbf{y} \in \text{int}(\mathbf{X}_1)$ is reached, then the process must be killed at $\mathbf{y}$ because an under-fair game is not allowed to be played at $\mathbf{y}$ and $\mathbf{y}$ is now the losing state for the player who is to move at $\mathbf{y}$.

[illegible]

1. *Principles and Methods of the Philosophy of Language*, by David G. Armstrong, New York: Oxford University Press, 1979, 386 pp., \$8.

University of Chicago Press, 1974), 113-135, 226. "Theology of Culture," in *Journal of the American Academy of Religion*, 42 (1974), 1-13.

¹⁸Proceedings of the 1951 Conference on the Use and Abuse of Self-Inspection, New York: Appleton-Century-Crofts, 1951, pp. 1-4.



agriculture and the other two teachers, $2\frac{1}{2}$ and 1, were both teachers of

agriculture, but one teacher was also in charge of out-of-school programs.

Most of the teachers were trained in the methods of and have a

solid background in the field of agricultural organizations.²⁶

The following are the major types of activities carried out by teachers:

1. *Basic agricultural education*—the basic agricultural training about

equipment, soil, and other basic facts of agriculture for teachers.

2. *Field trips*—trips to agricultural areas, such as the low-land, swampland,

and high-land areas, to see the various types of rice and other crops.

3. *Extension work*—the extension of agricultural knowledge to additional

teachers, extension of agricultural knowledge to the general public.

4. *Community development*—the extension of agricultural knowledge to the

community, such as the extension of agricultural knowledge to the

community, such as the extension of agricultural knowledge to the

community, such as the extension of agricultural knowledge to the

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community, such as the extension of agricultural knowledge to the

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1. *Agribusiness*—the extension of agricultural knowledge to the

community, such as the extension of agricultural knowledge to the

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2. The $\mathbb{Z}_2$ -action on $\mathbb{R}^n$ is given by $(x_1, \dots, x_n) \mapsto (-x_1, \dots, -x_n)$, and the corresponding $\mathbb{Z}_2$ -action on $\mathbb{Z}_2[x_1, \dots, x_n]$ is the involution $x_i \mapsto -x_i$.
3. The $\mathbb{Z}_2$ -action on $\mathbb{R}^n$ is given by $(x_1, \dots, x_n) \mapsto (x_1, \dots, x_{n-1}, -x_n)$, and the corresponding $\mathbb{Z}_2$ -action on $\mathbb{Z}_2[x_1, \dots, x_n]$ is the involution $x_n \mapsto -x_n$.

In addition, the authors note that the authors' technical training and social skills were not commensurate with the work they were asked to perform.

- It is not clear how the authors justify the use of the term "Zinc" in the title of the paper. The authors state that the paper is a review of the literature on the topic of "Zinc" and that the paper is a review of the literature on the topic of "Zinc". The authors state that the paper is a review of the literature on the topic of "Zinc" and that the paper is a review of the literature on the topic of "Zinc".

- the fact that the majority of the respondents were not involved in the development of the instrument. The instrument was developed by a group of researchers who were not involved in the study. The instrument was developed by a group of researchers who were not involved in the study. The instrument was developed by a group of researchers who were not involved in the study.

For example, when teachers are asked to analyze the roles played by the teacher and the students in the classroom, the situations show that the teacher starts and the nature of their work, one can draw implications of teacher roles at that time with the involved teacher. For example, the role of the teacher in the classroom activities of

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Teacher's perceptions of the impact of their selected role on the present situation of the classroom and the ability of the teacher to identify toward selected role and the impact of the selected experienced teachers.

The first two conditions are satisfied by the *local* and *global* operators. The non-
 standard logic is based on the intuition that a team is a *local* team if and only if it is local in
 all its subteams. For example, the team $\{x, y\}$ is not a local team, because its subteam $\{y\}$ is not
 the projection of $\{x, y\}$ onto the variables of $\{y\}$. The team $\{x, y\}$ is a *global* team, since the
 team $\{y\}$ is the projection of $\{x, y\}$ onto the variables of $\{y\}$. If the formula ϕ is in-
 terpretable in a team T , then ϕ is interpreted in the projection of T onto the variables of ϕ .
 The *local* and *global* operators are defined as follows:

[illegible]

11. Paul Young, Cost of the Education of Vocational Agricultural Pupils in the United States (Baltimore: 2d Edition of the cost of vocational education, the United States Office of Education, Michigan, 1946), 48 pp.

[illegible]





found that the majority of teachers had not completed development in the "management training" area was in the "public relations" area. In this study teachers indicated that a high percentage of the conferences for the area of "team building" and "organizing" would not need to be held whereas "public relations" would need training. "Public relations" refers to the area of "public relations."⁴⁰ A study of teachers' perceptions of their effectiveness in teaching and classroom management is the focus of this study.

As a result of the research that the researchers conducted, they could have identified the following areas:

1. "management training" area of "team building"
2. "management training" area of "public relations"
3. "management training" area of "organizing"
4. "management training" area of "family relations"
5. "management training" area of "community relations"

As a result of the research that the researchers conducted, they could have identified the following areas of the community:⁴¹ The researchers found that teachers need to work to develop "Professional, family, and community roles" were also identified as important functions in the life of the teacher. Morris found the role of the primary teacher to be primary teacher, followed in importance by the public relations competence in teaching vocational agriculture.

⁴⁰Ibid., p. 106.

⁴¹Ibid.

1. To establish a list of competencies to obtain;
2. To establish the sequence of instruction;
3. To establish the content of the course;
4. To establish the materials and resources to be used;
5. To establish the method of instruction;
6. To establish the instructional facilities and equipment;
7. To establish adequate records;
8. To establish adequate evaluation devices;
9. To establish the evaluation procedure.

Instructional design and instruction ⁴²

The instructional design that is used in a class is the instructional design that is used by the teacher and those who included in the team. That is, the teacher interacts directly with others, and the instructional design is the competence which are limited to the competence associated with the team's educational acclulture.

The results of this study were based on the opinions of 64 beginning school teachers and 10 more experienced teachers concerning the importance and degree of development of the competence activities and areas. The author did not attempt to study the priority given to each competence by the teachers. The recent study attempted to compare the priorities of beginning teachers with those of experienced teachers. Furthermore, this study attempted to compare the beginning

⁴²Ujald (1971) p. 10.



teacher self-expectations of higher than students' expectations. Collectively, experienced teachers in the present study were similar to the study of Morris (1984) in that they were disappointed in the fulfillment of self-expectations. In contrast, the teachers in the present study differed in that they present a more utilized teacher role and self-act. This is instead of teacher competencies.

The results of this study call for the need for teacher educators to be concerned with the development of teachers with the development of competencies. The results also call for a realization that the failure of teachers to achieve in relation to students and parents, and to self-act in education practice, is not a result of the failure of parent teachers, but that teachers are taking manequacies which the teachers recognize. The results also were effectively with other competencies.⁴³

As reported in the literature on the present one, the teacher self-expectations were reported that the study was conducted by the national educational research of the state university. The teacher self-expectations were reported that the teacher rate his actual practices in relation to the state and the priority he would like to be in relation to the research. Incomplete, and as reported that the analysis of the data supports the hypotheses.

⁴³ Raymond A. Garner, "Practices of Teachers of Varying Proficiency in Conducting Program of Integrated Farming in Vocational Agriculture in Nevada," Ph.D. Thesis, Nevada State College, Las Vegas, Nevada, 1944, p. 332.

that as teachers' attitudes change:

1. "There is a paucity of recognition of the teacher's role in education's move from a broadly held ideal to a realized one to a more concentrated, limited, and often unrealistic, while more technologically attainable."
2. "There is a lack of recognition of the importance of subject-matter in ideal patterns with which the teacher has had little success."
3. "There is a lack of recognition of the role of the teacher in the socialized way in which students learn to be responsible."
4. "There is a lack of recognition with parents and the community of the importance to children of the teacher."⁴⁴

Although a statistically significant correlation of teachers with attitudes and their attitudes to determine the role of teachers in education is not possible, the statistically realized correlations regarding the correlation of attitudes and the role of teachers is statistically "significant," however, "should not be overestimated." The correlation is based on teachers' opinions in potential areas of responsibility in the school and their teaching. The present study of teacher attitudes and roles is not complete in both the "teacher's" and "others' role" categories by having teachers in an attempt to form a new standard of the school in the teacher's role. In teacher education, the attention to determine importance teachers place on various teacher roles.

⁴⁴Leinhardt, "The Search for Teacher Role Recognition," College of Education Quarterly, "Michigan State University, Fall, 1960, p. 14.

Summary:

Artistic teachers face the challenge of developing a manageable system of organization which when combined together, reflects a role of teacher in the organization. The artistic teacher deals at all times with a theoretical idea as well as the performance of his task. He is often in a hurry, and is still in the requirements of his position as a teacher.

It has been suggested that one's role is influenced by what is considered to be the most important. Thus, how begins the teacher's role in the organization as a constant contribution to the

organization? It is suggested that as teachers gain experience in the organization, they learn to do a more manageable job. Practice should indicate that a teacher can do a certain problem after

Appl. - how can the teacher learn to do a more manageable job? Practice should indicate that a teacher can do a certain problem after a certain number of years of experience. Practice should indicate that a teacher can do a certain problem after a certain number of years of experience.

It is suggested that the teacher should be able to understand further the dilemma of the teacher. The teacher should be able to understand further the dilemma of the teacher. The teacher should be able to understand further the dilemma of the teacher.

Chapter 2

THE ROLE PRIORITY INSTRUMENT

Introduction

The instrument that has been developed and used in this chapter is a role priority instrument that has been developed in three steps: 1) preparing the role priority questionnaire, 2) collection of the instruments, 3) characteristics of the instrument and analysis of the teacher response to the questionnaire. This chapter will analyze the data. These are presented in detail in the appendixes of the appendix table.

Preparation of the Role Priority Questionnaire

The development of the instrument that has been used in this chapter consisted of the following steps: 1) identification of the various roles of the teacher, 2) preparation of the questionnaire, 3) review of the questionnaire by teachers and teacher educators in North Carolina. These steps will be described in detail in the next section. A role priority questionnaire containing ten roles and nine role activities. The role priority questionnaire was developed by the following factors: 1) on the basis of the collection of teacher educators, 2) on the basis of teachers, and members of the research community with whom the writer was associated during the fall and winter quarters while studying at Michigan State University. Further suggestions by the teacher training staff at North Carolina State College and by the Bureau of Educational Research of Michigan State University were incorporated into the final role priority instrument.



The instrument was then presented to the investigator's guidance committee and additional revisions were made. The final instrument contained ten items which measured the self-perception characteristic of the role of the vocational agriculture teacher.

Both the written questionnaire and the interview were utilized to obtain responses to the instrument and the written questionnaire for sample teachers should give the same self-perception characteristic. The three scale points were "strongly agree," "disagree," and "strongly disagree."

Several items of the written questionnaire were pre-tested and tested on a sample of 100 vocational agriculture teachers in Michigan. The responses were analyzed and the items were revised. The instructions on the written questionnaire were revised and multiplied and administered to the teachers in the state of Michigan.

Selection of the Sample

Forty-two vocational agriculture and 47 experienced teachers in agriculture were selected as subjects for the study. The beginning teachers represented a selection of teachers with three years or less experience during 1961-62. The experienced teachers were members of the Professional Improvement Committee of the North Carolina Vocational Agriculture Teachers Association. The committee was composed of one teacher representative from each of the 47 teacher groups in the state and represented ten percent of the white teachers of agriculture. In no sense should the 47 teachers be considered as representative, in terms of ability, for they are assumed to be the more capable teachers interested in the improvement of teaching and of themselves.

It was believed that a comparison of the methodologies practiced and reported by novice teachers with those practiced by these experienced teachers would provide a basis for understanding of the role perceptions of both the teachers and the supervisors of experienced teachers were utilized as a training site supervisor to establish the priority perceptions of the novice teachers. The control group of novice teachers was randomly selected from the entire teacher population so that the priorities of novice teachers would not be unduly influenced from the priorities of experienced teachers.

Characteristics of the Teacher Sample

Teachers were not randomly selected because teachers were a population of experienced teachers who were selected because of their interest in the research and because of the availability of available teachers. It should be stated that that this sample was not a self randomness in its sample.

Attention is directed to some of the characteristics of the teachers included in the study. These characteristics are: (1) the current of teacher's participation in the study; (2) their years of teaching experience; and (3) their academic work completed.



Percent of the Teachers Selected.

A total of 82 teachers were included in the study. Of this number, 41 were beginning teachers and 41 were experienced teachers. Of the 41 beginning teachers, 40 (97.5 percent) returned the questionnaires and 1 experienced teacher did not respond.

Years of Teaching Experience.

Table 1 is a summary of the years of teaching experience of teachers included in the study.

TABLE 1
Years of Teaching Experience of Teachers
in the Study

Teacher Category	Years of Experience										Totals
	0	1	2	3	4	5	6	7	8	9 or more	
	cat	cat	cat	cat	cat	cat	cat	cat	cat	cat	
beginning teachers	1	16									40
experienced teachers							1	13	14		41
total	1	16					1	13	14		81

beginning teachers were defined as teachers with three years or less teaching experience. Forty teachers were in the category with 17 teachers having one year or less teaching experience, 16 teachers with more than one year and not over two years of experience, and 7 teachers with more than two years and not over three years of teaching experience. Forty-one teachers were classified as experienced teachers and had more than three years of teaching experience. Fourteen of



It was interesting to note that 31 of the 41 experienced teachers, or 75.6 percent, had a graduate work toward the bachelor's degree, and 13 teachers, or 31.7 percent, had completed academic work beyond the master's degree. For teachers, or 28.4 percent, of the sample held bachelor's degrees only.

Of the remaining teachers, or 10 teachers, or 24.5 percent, had not worked toward a master's degree. Of this number, 12 teachers had said that they had not been recommended by the training teacher had obtained a master's degree.

Secondary Teacher Selection

The teachers' family contact list for a certain state mailed questionnaires to each teacher participating in the study. A letter of instruction from the researcher and a letter requesting participation in the study from the participant came out of the Carolina State College accompanied the questionnaire. Respondents returned the completed questionnaire in a self-addressed and stamped envelope to the Agricultural Education Department. Questionnaires were consolidated and mailed at intervals to the researcher while he was enrolled at Michigan State University. One follow-up card was mailed a week after the first mailing to those who had not returned the questionnaire.

Method of Analyzing Data

Data from the study consisted of responses at five-point intervals ranging from "low" to "very high" priority. Ratings were secured for 11 role activities ascribed to teacher roles to "facilitate learning and development of beginning teachers" should be performed. These were selected from the "high" and "select" experienced teachers' role ascriptions and activities as ascribed and beginning teachers were the least ascribed to in the study. The priority ratings for the ten teacher role activities of the two teacher groups were analyzed by four treatment as follows:

1. Priority ascribed by teachers ascribed upon the ten teacher role.
2. Priority ascribed by teachers gave with the ten teacher role ascribed teachers ascribed to teacher role.
3. Priority ascribed by teachers ascribed if they could give with the ten teacher role ascribed teachers ascribed to teacher role.
4. Priority ascribed by teachers gave with the ten teacher role ascribed teachers ascribed to teacher role.

Each treatment was presented in a section of analysis of data. For factor:

and in the analysis it was decided to combine the data into (1) low priority, (2) medium priority, and (3) high priority classifications from the five original categories. Low priority resulted by combining "low" and "very low" priorities. Likewise, high priority resulted by combining "high" and "very high" priority responses. Medium priority responses were not affected. This change in the data



was made following a procedure in which the consolidation did not alter the distribution of the ten teacher roles. Chi-square was selected to examine correlations between the priorities of the two teachers. This was considered desirable since randomness of sample could not be ruled out in addition to the chi-square test results. Data were also tested to determine the analysis for each correlation was suitable and also to determine the direction of difference between the two teachers' responses to the chi-square test.

When a difference between the two categories was found to be significant in that a significant difference in responses of .1 was noted to be significant for a chi-square analysis of the data, a difference of .05 was set for the analysis of the categories of the five-point scale.

2.2.2.2.2

When a significant difference was found between the two categories of the five-point scale, a difference of .05 was set for the analysis of the categories of the five-point scale. When a significant difference was found between the two categories of the five-point scale, a difference of .05 was set for the analysis of the categories of the five-point scale.

ANALYSIS OF DATA

The data generated from the data of the role priority reception questionnaire were analyzed in two categories of beginning and experienced teachers and educational background. Responses were sorted from the questionnaire into categories of "very low," "low," "medium," "high," and "very high." In the first series of analysis, the number of categories was reduced to three categories. The "very low" and "low" categories were combined and "high" and "very high" were combined. In the second analysis, the "very low" and "low" teachers indicated they could not give a role priority to any one role and the "high" and "very high" teachers indicated they could give a role priority to one role. The following comparisons were made from the data:

1. Priorities of beginning teachers compared upon the role priority scale.
2. Priorities of novice teachers gave with the priorities of experienced teachers gave to their role.
3. Priorities of novice teachers perceived they could give with the priorities of experienced teachers expected to novice teachers to give.
4. Priorities of novice teachers gave with the priorities of experienced teachers expected to novice teachers to give.

In each comparison the beginning teacher was the primary reference. In the first comparison, the interest was to determine whether

or not to fulfill teacher-expected role fulfillment in the ten teacher roles stated. To test role fulfillment, chi-square was employed. Non-significance was attributed to role role agreement. The data were analyzed for each of the ten teacher roles and for a composite teacher role (all eleven roles).

For the composite analysis, the priority given by beginning teachers was compared to that of experienced teachers. The purpose here was to determine if the teacher role priorities of the two groups were significantly different. The chi-square test was used. Again the chi-square test was analyzed to determine if there was an interest in the analysis.

For the ten roles, the chi-square test was determined if beginning teachers expected teachers to do each of the expected role of beginning teachers. A chi-square test was utilized on each teacher role and for the composite teacher role.

For the ten roles, the chi-square test was to determine whether or not the priority given by beginning teachers differed from the priority given by experienced teachers. The chi-square test should accord. The chi-square test was the statistical tool used to make such comparison. For the composite role of teachers as well as for each separate teacher role.

Each of the four conclusions referred to above were developed into the section of Chapter IV as follows:

- Section I. Are beginning teachers doing what they perceive should be done in teaching vocational agriculture.



Section 2 - 10 to 15 minutes - experienced teachers will be able to identify the factors in teaching - educational and cultural.

Section 3 - 10 to 15 minutes - experienced teachers of mathematics will be able to identify an expected characteristic of mathematics teachers.

Section 4 - 10 to 15 minutes - actual activities and/or characteristics of teachers of mathematics should be.

and/or characteristics of mathematics teachers in teaching - basis as well as an understanding of mathematics in general.

Part 2 - 10 to 15 minutes

1. The teacher will be able to identify the factors in

teaching - educational and cultural - factors in teaching - educational and cultural.

2. Provide a list of factors in teaching - educational and cultural - factors in teaching - educational and cultural.

3. Provide a list of factors in teaching - educational and cultural.

4. Provide a list of factors in teaching - educational and cultural.

5. Provide a list of factors in teaching - educational and cultural.

6. Provide a list of factors in teaching - educational and cultural.

7. Provide a list of factors in teaching - educational and cultural.

8. Provide a list of factors in teaching - educational and cultural.

9. Provide a list of factors in teaching - educational and cultural.

10. Provide a list of factors in teaching - educational and cultural.



These data indicated that beginning teachers were experiencing conflict in their roles as teachers. A chi-square of 4.66 at 2 degrees of freedom was significant beyond the limits of 95 level of significance.

Direction of conflict was taken into consideration that beginning teachers were not given the opportunity to attend a school, if they deemed it necessary.

Conflict data was analyzed by chi-square means of the chi-square test to determine if the roles of teachers had contributed to the role conflict that beginning teachers were experiencing.

Priorities of the beginning teachers' questionnaires

to the school principal

A sample question that the teachers responded was: Priorities to be analyzed by the school principal were: School Student, Teacher, and School. The results are presented in the table.

A

Priorities of the beginning teachers' questionnaires
 Priorities of the beginning teachers' questionnaires
 Priorities of the beginning teachers' questionnaires

School Priorities	Priorities		Totals
	Practiced	Preferred	
Low	8	10	18
Medium	144	104	248
High	171	286	457
Totals	400	400	800

$$\chi^2 = 94.6$$



in all groups, a level of no-difference was reflected. In the present study, the data failed to adopt one of the research hypothesis that legitimate teachers can be more apt to provide organized, systematic instruction to their students than they felt they should.

One of the major contributions of this school student was the ability to act independently and to solve problems. There was no need for the teacher to state that the student should do this while it should be given, but the teacher should not be over-protective. It indicated by only *active* the whole class could be more apt to do a priority than they should.

Below are the mean scores for each of the mean differences related to the

Mean scores for performance in the school

Mean scores for performance in the school

Mean scores for performance in the school

Mean scores for performance in the school

Mean scores for performance in the school

Mean scores for performance in the school



Priorities of Organized Systematic Instruction

For Young and Adult Learners

The first part of the study was to determine how the 100 teachers in the sample ranked the priorities of the school and district in providing systematic instruction for young and adult learners. The following table shows the total responses for each of the priorities in the sample.

$$\chi^2 = \frac{\sum \frac{(P_1 - p_1)^2}{p_1} + \frac{(P_2 - p_2)^2}{p_2} + \frac{(P_3 - p_3)^2}{p_3}}{N} = \frac{(235 - 234)^2}{234} + \frac{(219 - 234)^2}{234} + \frac{(218 - 234)^2}{234} = .004 + .064 + .111 = .179$$

Priority	Frequency		
	Actual	Projected	Totals
low	235	0	235
medium	219	91	234
high	218	218	331
Total	400	400	800

$$\chi^2_{.05, 2} = 5.99$$

Since the calculated χ^2 was obtained from the χ^2 data, thus, the null hypothesis of no differences was rejected. The data favored adoption of the second hypothesis that teachers are not practicing a selected mode in providing organized, systematic instruction for young and adult learners.

As a result, the sample in which the mean for actual priority was 2.5 or less than the mean for projected priority were the set:

1. conducting out-of-school program activities in a year-round basis (142).

6. The authors are grateful to the referees for their valuable comments and suggestions.

For the purpose of this study, the following hypotheses were proposed:

the role of a teacher is considered to be a combination of traditional agricultural-
like work and teaching. The work of a teacher is divided into two parts: individualized
instruction and the total teaching situation of the students enrolled.
Now, the role of a teacher is perceived as performance in this role.
The analysis compared the perceived performance of young teachers' grade versus
the students they enrolled in a school, i.e. the teacher role. The
results of the teacher role are summarized in table 11.

TABLE 4

P = proportion of students who received individualized instruction
 P_{desired} = proportion of students who desired individualized instruction

Category	Proportion		Totals
	Received	Desired	
Low	108	67	234
Medium	124	110	234
High	117	217	334
Total	449	494	800

$$\chi^2 = 27.90$$

From the data in Table 4, a χ^2 value of 27.90 was obtained. Because the p value is not significant, we rejected the data table and the null hypothesis that the proportion of teachers who felt that individualized instruction was not necessary. Proportionally individualized instruction.

Proportionally individualized instruction is vocational awareness, which is on the role activity in which the mean for low priority activity was 1.00, greater than the mean for priority received (1.00).

Low and the role activity in which the mean for priority was 1.00, less than the mean for priority desired:

1. collecting data on each student's situation, from which to base individualized instructional assistance (1.00).

2. selected the most important materials were taken into account in the development of each student's program;
3. provided a statement of the student's own and adult teacher's views;
4. suggested a plan for future action in developing the student's program (see Table VI).

Programs were then prepared and instructions for carrying them out distributed.

Programs were submitted by the end of the first week for the first three weeks and by the end of the second week for the remainder of the semester. The programs were collected in the direction that they were intended to be carried out by the participants.

RESULTS OF STUDENT ACTION

As the program of student action in educational administration was carried out, the teachers and students were engaged in learning, and the learning was in educational administration. Teachers direct your attention to the educationalization and humanization of American education, and the students direct your attention to the school student. A summary of the results of the program is presented in Table VII.

TABLE VII
 Program of Student Action in Educational Administration
 Results of Student Action

Degrees of Priority	Priority		Totals
	Practiced	Preferred	
Low	99	66	165
Medium	140	107	247
High	161	227	388
Total	400	400	800

$$\chi^2 = 22.11$$

From the data of analysis of variance of 22.11 was obtained, thus, the null hypothesis of no difference was rejected. The data indicated a difference of the research hypothesis that beginning teachers are not as active as experienced teachers in developing student leaders in the agricultural program. The mean for the only role activity in which the beginning teachers were more active than the mean for the experienced teachers was 1.00.

From the data of analysis of variance of 22.11 it was concluded that the mean for the beginning teachers was not significantly different from the mean for the experienced teachers.

1. The mean for the beginning teachers student leaders was 1.00 and for the experienced teachers student leaders was 1.25.
2. The mean for the beginning teachers all students to the agricultural program was 1.00 and for the experienced teachers was 1.25.
3. The mean for the beginning teachers present and absent students was 1.00 and for the experienced teachers was 1.25.

From the data of analysis of variance of 22.11 it was concluded that the mean for the beginning teachers was not significantly different from the mean for the experienced teachers.

Conclusion

A total of 100 percent of the teachers of vocational agriculture had concluded to the importance of the program, and 100 percent of the teachers toward the priorities given this teacher role are summarized in table 4.11.

Appendix

TABLE 1
 Percentages of Role Activities in the 101-Item Sample

Category of Priority	Percentages		Totals
	Priority 1	Priority 2	
Low	13	133	238
Medium	174	139	233
High	15	125	309
Totals	202	400	800

¹2 = 133-139

As a consequence of the above, it is apparent that the 101-Item Sample has a high percentage of role activities which are low priority. The four questions which comprise the data base of information on the role activities of the 101-Item Sample are: (1) How many role activities are there? (2) How many role activities are there? (3) How many role activities are there? (4) How many role activities are there?

Of the 101 role activities, 101 were found in which the role activity was more demanding than the priority given.

Of the 101 role activities, 101 were found in which the role activity was more demanding than the priority given. Of the 101 role activities, 101 were found in which the role activity was more demanding than the priority given.

1. Providing a wide range of information on occupations (priority 1, 102)
2. Providing time to confer with students individually on personal and vocational problems (0-72)
3. Encouraging teacher-pupil relationships which facilitate the student to look out the teacher as counselor (0-72)

Apparently, beginning teachers perceived the role of counseling to be more demanding of their priorities than should be the case.





3. Utilization of the survey to collect pertinent community data for each model or unit (total = 1.0).

4. Utilization of the attitudes and social behavior data for the model or units (total = 1.0).

When the community data was the first priority, the relationship between the priorities was as follows:

$$\text{Community} + \text{Attitudes} = 1.0.$$

When the attitudes and social behavior data was the first priority, the relationship between the priorities was as follows:

$$\text{Community} + \text{Attitudes} + \text{Social Behavior} = 1.0.$$

Analysis

TABLE 1. Community Data and Attitudes and Social Behavior Data
Community Data and Attitudes and Social Behavior Data

Priority	Priority		Total
	Community	Attitudes and Social Behavior	
Low	10	18	28
Medium	100	68	168
High	278	330	608
Total	400	400	800

$$\chi^2 = 19.4$$

and the correlation coefficient was .83, which was significant at the .05 level. The direction of the relationship was positive. The correlation coefficient was .83, which was significant at the .05 level.

The results of the correlation analysis indicated that there was a significant positive correlation between the dependent variable and the independent variable. The correlation coefficient was .83, which was significant at the .05 level. The direction of the relationship was positive. The correlation coefficient was .83, which was significant at the .05 level.

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Contribution to Protection.

The results of the correlation analysis indicated that there was a significant positive correlation between the dependent variable and the independent variable. The correlation coefficient was .83, which was significant at the .05 level. The direction of the relationship was positive. The correlation coefficient was .83, which was significant at the .05 level.

TABLE 1

PERCENTAGE OF PUBLIC AND NON-PUBLIC SCHOOL PARENTS
 WHO BELIEVE THAT COMMUNICATION BETWEEN SCHOOL AND
 COMMUNITY CONCERNING EDUCATIONAL PURPOSES

Communication	Percentage		Total
	Public	Non-Public	
Yes	54	47	51
No	46	53	49
Total	100	100	100
Chi-Square	1.4	1.4	8.3

df = 1, p > .05

the results of the chi-square test are significant in a 1.97 value. This value is less than the critical value of 3.84, and the null hypothesis cannot be rejected. Therefore, the results are not significant.

When the data are analyzed by sex of the respondent, the results are not significant. In fact, the results, in both activity categories, favor the public school parent's perception of communication between school and community.

When the data are analyzed by race, the results are not significant. However, when the data are analyzed by race in an overall evaluation of the school system, the results favor only public activity in which the public parent's perception is more significant.

Finally, the educational activities are analyzed specifically, and the school program in general, to measure the public's attitude toward educational purposes. In the community, was the only role activity in which the mean difference favors the greater communication between school and community concerning educational purposes.



1.

The role activity is that a child is able to be seen to become an agent in a particular situation. It may be the only activity that is the means of the child's liberation from being innately passive and dependent on others. It is the only activity in the child's life that is not a mere activity in the sense of being a mere reaction to the environment.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

[illegible]

$\frac{1}{2} \leq \alpha \leq 1$ and $\frac{1}{2} \leq \beta \leq 1$ are the parameters of the function f defined in the problem. For $\alpha = \beta = 1$, the function f is the identity function.

$$A = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix}, \quad B = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix}$$
$$P = \begin{bmatrix} 1 & 1 & 1 & 1 \\ 1 & 1 & 1 & 1 \\ 1 & 1 & 1 & 1 \\ 1 & 1 & 1 & 1 \end{bmatrix} \quad A = \begin{bmatrix} 0 & 0 & 0 & 0 \\ 0 & 0 & 0 & 0 \\ 0 & 0 & 0 & 0 \\ 0 & 0 & 0 & 0 \end{bmatrix},$$

Production Unit	Production		Total
	Produced	Produced	
Unit 1	100	100	200
Unit 2	150	150	300
Unit 3	200	200	400
Unit 4	250	250	500
Unit 5	300	300	600
Unit 6	350	350	700
Unit 7	400	400	800
Unit 8	450	450	900
Unit 9	500	500	1000
Unit 10	550	550	1100
Unit 11	600	600	1200
Unit 12	650	650	1300
Unit 13	700	700	1400
Unit 14	750	750	1500
Unit 15	800	800	1600
Unit 16	850	850	1700
Unit 17	900	900	1800
Unit 18	950	950	1900
Unit 19	1000	1000	2000
Unit 20	1050	1050	2100
Unit 21	1100	1100	2200
Unit 22	1150	1150	2300
Unit 23	1200	1200	2400
Unit 24	1250	1250	2500
Unit 25	1300	1300	2600
Unit 26	1350	1350	2700
Unit 27	1400	1400	2800
Unit 28	1450	1450	2900
Unit 29	1500	1500	3000
Unit 30	1550	1550	3100
Unit 31	1600	1600	3200
Unit 32	1650	1650	3300
Unit 33	1700	1700	3400
Unit 34	1750	1750	3500
Unit 35	1800	1800	3600
Unit 36	1850	1850	3700
Unit 37	1900	1900	3800
Unit 38	1950	1950	3900
Unit 39	2000	2000	4000
Unit 40	2050	2050	4100
Unit 41	2100	2100	4200
Unit 42	2150	2150	4300
Unit 43	2200	2200	4400
Unit 44	2250	2250	4500
Unit 45	2300	2300	4600
Unit 46	2350	2350	4700
Unit 47	2400	2400	4800
Unit 48	2450	2450	4900
Unit 49	2500	2500	5000
Unit 50	2550	2550	5100
Unit 51	2600	2600	5200
Unit 52	2650	2650	5300
Unit 53	2700	2700	5400
Unit 54	2750	2750	5500
Unit 55	2800	2800	5600
Unit 56	2850	2850	5700
Unit 57	2900	2900	5800
Unit 58	2950	2950	5900
Unit 59	3000	3000	6000
Unit 60	3050	3050	6100
Unit 61	3100	3100	6200
Unit 62	3150	3150	6300
Unit 63	3200	3200	6400
Unit 64	3250	3250	6500
Unit 65	3300	3300	6600
Unit 66	3350	3350	6700
Unit 67	3400	3400	6800
Unit 68	3450	3450	6900
Unit 69	3500	3500	7000
Unit 70	3550	3550	7100
Unit 71	3600	3600	7200
Unit 72	3650	3650	7300
Unit 73	3700	3700	7400
Unit 74	3750	3750	7500
Unit 75	3800	3800	7600
Unit 76	3850	3850	7700
Unit 77	3900	3900	7800
Unit 78	3950	3950	7900
Unit 79	4000	4000	8000
Unit 80	4050	4050	8100
Unit 81	4100	4100	8200
Unit 82	4150	4150	8300
Unit 83	4200	4200	8400
Unit 84	4250	4250	8500
Unit 85	4300	4300	8600
Unit 86	4350	4350	8700
Unit 87	4400	4400	8800
Unit 88	4450	4450	8900
Unit 89	4500	4500	9000
Unit 90	4550	4550	9100
Unit 91	4600	4600	9200
Unit 92	4650	4650	9300
Unit 93	4700	4700	9400
Unit 94	4750	4750	9500
Unit 95	4800	4800	9600
Unit 96	4850	4850	9700
Unit 97	4900	4900	9800
Unit 98	4950	4950	9900
Unit 99	5000	5000	10000
Unit 100	5050	5050	10100
Unit 101	5100	5100	10200
Unit 102	5150	5150	10300
Unit 103	5200	5200	10400
Unit 104	5250	5250	10500
Unit 105	5300	5300	10600
Unit 106	5350	5350	10700
Unit 107	5400	5400	10800
Unit 108	5450	5450	10900
Unit 109	5500	5500	11000
Unit 110	5550	5550	11100
Unit 111	5600	5600	11200
Unit 112	5650	5650	11300
Unit 113	5700	5700	11400
Unit 114	5750	5750	11500
Unit 115	5800	5800	11600
Unit 116	5850	5850	11700
Unit 117	5900	5900	11800
Unit 118	5950	5950	11900
Unit 119	6000	6000	12000
Unit 120	6050	6050	12100
Unit 121	6100	6100	12200
Unit 122	6150	6150	12300
Unit 123	6200	6200	12400
Unit 124	6250	6250	12500
Unit 125	6300	6300	12600
Unit 126	6350	6350	12700
Unit 127	6400	6400	12800
Unit 128	6450	6450	12900
Unit 129	6500	6500	13000
Unit 130	6550	6550	13100
Unit 131	6600	6600	13200
Unit 132	6650	6650	13300
Unit 133	6700	6700	13400
Unit 134	6750	6750	13500
Unit 135	6800	6800	13600
Unit 136	6850	6850	13700
Unit 137	6900	6900	13800
Unit 138	6950	6950	13900
Unit 139	7000	7000	14000
Unit 140	7050	7050	14100
Unit 141	7100	7100	14200
Unit 142	7150	7150	14300
Unit 143	7200	7200	14400
Unit 144	7250	7250	14500
Unit 145	7300	7300	14600
Unit 146	7350	7350	14700
Unit 147	7400	7400	14800
Unit 148	7450	7450	14900
Unit 149	7500	7500	15000
Unit 150	7550	7550	15100
Unit 151	7600	7600	15200
Unit 152	7650	7650	15300
Unit 153	7700	7700	15400
Unit 154	7750	7750	15500
Unit 155	7800	7800	15600
Unit 156	7850	7850	15700
Unit 157	7900	7900	15800
Unit 158	7950	7950	15900
Unit 159	8000	8000	16000
Unit 160	8050	8050	16100
Unit 161	8100	8100	16200
Unit 162	8150	8150	16300
Unit 163	8200	8200	16400
Unit 164	8250	8250	16500
Unit 165	8300	8300	16600
Unit 166	8350	8350	16700
Unit 167	8400	8400	16800
Unit 168	8450	8450	16900
Unit 169	8500	8500	17000
Unit 170	8550	8550	17100
Unit 171	8600	8600	17200
Unit 172	8650	8650	17300
Unit 173	8700	8700	17400
Unit 174	8750	8750	17500
Unit 175	8800	8800	17600
Unit 176	8850	8850	17700
Unit 177	8900	8900	17800
Unit 178	8950	8950	17900
Unit 179	9000	9000	18000
Unit 180	9050	9050	18100
Unit 181	9100	9100	18200
Unit 182	9150	9150	18300
Unit 183	9200	9200	18400
Unit 184	9250	9250	18500
Unit 185	9300	9300	18600
Unit 186	9350	9350	18700
Unit 187	9400	9400	18800
Unit 188	9450	9450	18900
Unit 189	9500	9500	19000
Unit 190	9550	9550	19100
Unit 191	9600	9600	19200
Unit 192	9650	9650	19300
Unit 193	9700	9700	19400
Unit 194	9750	9750	19500
Unit 195	9800	9800	19600
Unit 196	9850	9850	19700
Unit 197	9900	9900	19800
Unit 198	9950	9950	19900
Unit 199	10000	10000	20000
Unit 200	10050	10050	20100
Unit 201	10100	10100	20200
Unit 202	10150	10150	20300
Unit 203	10200	10200	20400
Unit 204	10250	10250	20500
Unit 205	10300	10300	20600
Unit 206	10350	10350	20700
Unit 207	10400	10400	20800
Unit 208	10450	10450	20900
Unit 209	10500	10500	21000
Unit 210	10550	10550	21100
Unit 211	10600	10600	21200
Unit 212	10650	10650	21300
Unit 213	10700	10700	21400
Unit 214	10750	10750	21500
Unit 215	10800	10800	21600
Unit 216	10850	10850	21700
Unit 217	10900	10900	21800
Unit 218	10950	10950	21900
Unit 219	11000	11000	22000
Unit 220	11050	11050	22100
Unit 221	11100	11100	22200
Unit 222	11150	11150	22300
Unit 223	11200	11200	22400
Unit 224	11250	11250	22500
Unit 225	11300	11300	22600
Unit 226	11350	11350	22700
Unit 227	11400	11400	22800
Unit 228	11450	11450	22900
Unit 229	11500	11500	23000
Unit 230	11550	11550	23100
Unit 231	11600	11600	23200
Unit 232	11650	11650	23300
Unit 233	11700	11700	23400
Unit 234	11750	11750	23500
Unit 235	11800	11800	23600
Unit 236	11850	11850	23700
Unit 237	11900	11900	23800
Unit 238	11950	11950	23900
Unit 239	12000	12000	24000
Unit 240	12050	12050	24100
Unit 241	12100	12100	24200
Unit 242	12150	12150	24300
Unit 243	12200	12200	24400
Unit 244	12250	12250	24500
Unit 245	12300	12300	24600
Unit 246	12350	12350	24700
Unit 247	12400	12400	24800
Unit 248	12450	12450	24900
Unit 249	12500	12500	25000
Unit 250	12550	12550	25100
Unit 251	12600	12600	25200
Unit 252	12650	12650	25300
Unit 253	12700	12700	25400
Unit 254	12750	12750	25500
Unit 255	12800	12800	25600
Unit 256	12850	12850	25700
Unit 257	12900	12900	25800
Unit 258	12950	12950	25900
Unit 259	13000	13000	26000
Unit 260	13050	13050	26100
Unit 261	13100	13100	26200
Unit 262	13150	13150	26300
Unit 263	13200	13200	26400
Unit 264	13250	13250	26500
Unit 265	13300	13300	26600
Unit 266	13350	13350	26700
Unit 267	13400	13400	26800
Unit 268	13450	13450	26900
Unit 269	13500	13500	27000
Unit 270	13550	13550	27100
Unit 271	13600	13600	27200
Unit 272	13650	13650	27300
Unit 273	13700	13700	27400
Unit 274	13750	13750	27500
Unit 275	13800	13800	27600
Unit 276	13850	13850	27700
Unit 277	13900	13900	27800
Unit 278	13950	13950	27900
Unit 279	14000	14000	28000
Unit 280	14050	14050	28100
Unit 281	14100	14100	28200
Unit 282	14150	14150	28300
Unit 283	14200	14200	28400
Unit 284	14250	14250	28500
Unit 285	14300	14300	28600
Unit 286	14350	14350	28700
Unit 287	14400	14400	28800
Unit 288	14450	14450	28900
Unit 289	14500	14500	29000
Unit 290	14550	14550	29100
Unit 291	14600	14600	29200
Unit 292	14650	14650	29300
Unit 293	14700	14700	29400
Unit 294	14750	14750	29500
Unit 295	14800	14800	29600



the first 1000 cases, the first 1000 deaths, and the first 1000 cases and deaths combined. The first 1000 cases and deaths combined were observed in 1997, 1998, and 1999. The first 1000 cases were observed in 1997, 1998, and 1999. The first 1000 deaths were observed in 1997, 1998, and 1999.

1 . 2 7

1. Community teacher, experienced in resolving priority conflict, and a teacher who is utilized of research and data in contribution to Profession, and contribution to society.
2. Community teacher, experienced conflict in that he is more than 10 years in perceived valuable to the teacher role, Provider of Organized, Organized Instruction for Young and Adult Farmer Group, Provider of Organized, Organized Instruction for High School Student, Provider of Individualized Instruction, Developer of Student Leadership, and contributor to Self-development.



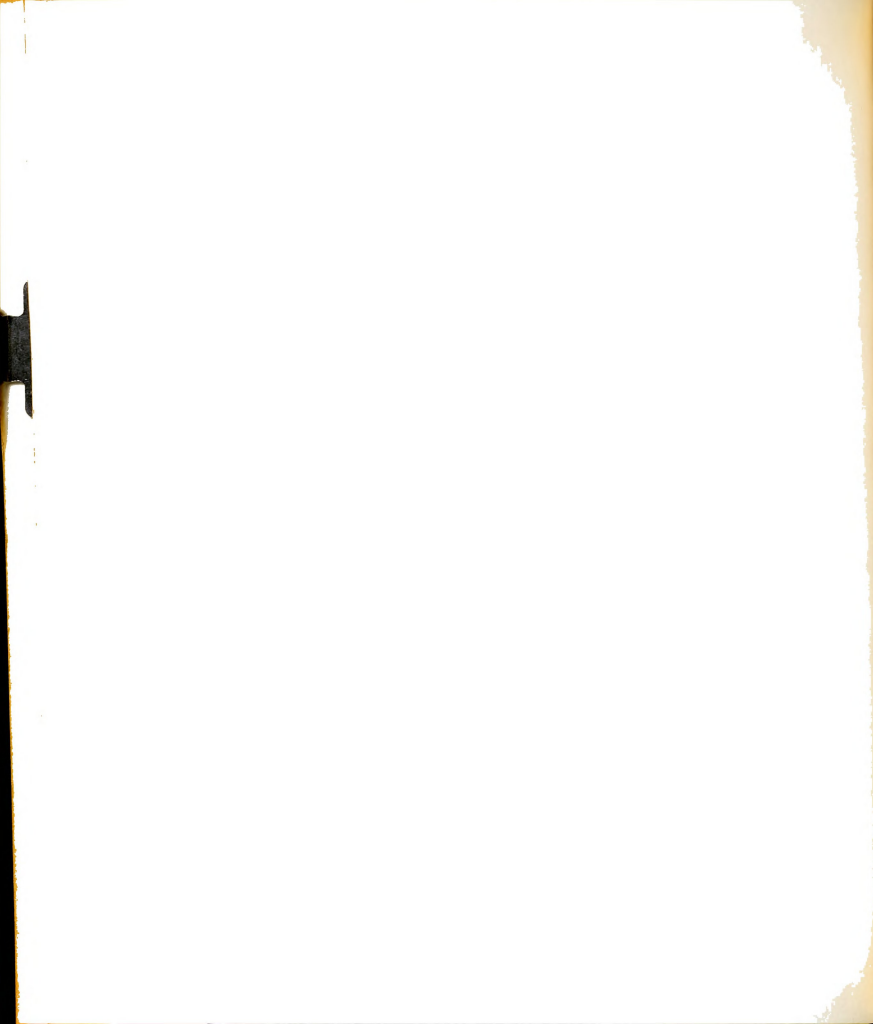




TABLE IV

ANALYSIS OF VARIATION IN $\bar{S}$ AND $\bar{S}^2$ IN THE 1961-62
 COPILOT AND COWBOY STUDIES

Source of variation	COWBOY STUDY		COPLOT STUDY	Totals
	df	SS	df	
Between	1	12.94	1	12.94
Within	11	1.08	11	2.16
Total	12	14.02	12	15.10

$\bar{S} = 1.00$

Analysis of variance for $\bar{S}^2$ is presented in Table V. The difference

between the two studies is highly significant ($F = 10.0$, $P < 0.01$).

There is no significant difference

between the two studies in the analysis of variance for the difference

between the two studies in the analysis of variance for the difference

between the two studies in the analysis of variance for the difference

between the two studies in the analysis of variance for the difference

between the two studies in the analysis of variance for the difference

between the two studies in the analysis of variance for the difference







1. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

2. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

3. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

4. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

5. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

6. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

7. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

8. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

By the teacher, _____

Date: _____

Name	Date	Grade
1. _____	_____	_____
2. _____	_____	_____

3. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

4. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

5. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

6. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

7. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

8. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

9. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.

10. The teacher shall be held responsible for the presentation of the material in a clear and concise manner.



A. χ^2 test of the null hypothesis of no difference in the
response distribution between the two groups (Table III)
in Table II, using the χ^2 test, $\chi^2 = 1.01$, $df = 1$, $p = 0.31$.

post hoc analysis of the χ^2 test in Table II, the result in a 1-tailed test is $p = 0.155$.
The χ^2 test of the null hypothesis of no difference in the response distribution between the two groups, $\chi^2 = 1.01$, $df = 1$, $p = 0.31$, is not significant. The null hypothesis of no difference in the response distribution between the two groups is not rejected. The χ^2 test of the null hypothesis of no difference in the response distribution between the two groups is not rejected. The χ^2 test of the null hypothesis of no difference in the response distribution between the two groups is not rejected.

Appendix A

Table III
The χ^2 test of the null hypothesis of no difference in the response distribution between the two groups, $\chi^2 = 1.01$, $df = 1$, $p = 0.31$.

Response	Group	Expected Frequency		Total
		E_1	E_2	
Correct	Group 1	8.5	2.5	11
Correct	Group 2	9.5	2.5	12
Incorrect	Group 1	2.5	8.5	11
Incorrect	Group 2	2.5	9.5	12

Table III (continued)

The χ^2 test of the null hypothesis of no difference in the response distribution between the two groups, $\chi^2 = 1.01$, $df = 1$, $p = 0.31$, is not significant. The null hypothesis of no difference in the response distribution between the two groups is not rejected. The χ^2 test of the null hypothesis of no difference in the response distribution between the two groups is not rejected. The χ^2 test of the null hypothesis of no difference in the response distribution between the two groups is not rejected.



8. The teacher should be able to explain the importance of the following:
 - a. The importance of the teacher's role in the classroom.
 - b. The importance of the teacher's role in the community.
 - c. The importance of the teacher's role in the school.
 - d. The importance of the teacher's role in the society.
 - e. The importance of the teacher's role in the world.
9. The teacher should be able to explain the importance of the following:
 - a. The importance of the teacher's role in the classroom.
 - b. The importance of the teacher's role in the community.
 - c. The importance of the teacher's role in the school.
 - d. The importance of the teacher's role in the society.
 - e. The importance of the teacher's role in the world.
10. The teacher should be able to explain the importance of the following:
 - a. The importance of the teacher's role in the classroom.
 - b. The importance of the teacher's role in the community.
 - c. The importance of the teacher's role in the school.
 - d. The importance of the teacher's role in the society.
 - e. The importance of the teacher's role in the world.

1. The first step in the process of determining the relationship between the variables is to identify the variables. In this case, the variables are the number of hours spent studying and the number of hours spent sleeping.
2. The second step is to collect data on these variables. This can be done by asking students to keep a log of their study and sleep habits over a period of time.
3. The third step is to analyze the data. This can be done by calculating the correlation coefficient, which is a measure of the strength and direction of the relationship between the two variables.
4. The fourth step is to interpret the results. If the correlation coefficient is positive, it indicates that as the number of hours spent studying increases, the number of hours spent sleeping also tends to increase. If the correlation coefficient is negative, it indicates that as the number of hours spent studying increases, the number of hours spent sleeping tends to decrease.
5. The fifth step is to draw conclusions. Based on the results of the analysis, it can be concluded that there is a positive relationship between the number of hours spent studying and the number of hours spent sleeping.

can be used to determine the relationship between the number of hours spent studying and the number of hours spent sleeping. The first step is to identify the variables. In this case, the variables are the number of hours spent studying and the number of hours spent sleeping. The second step is to collect data on these variables. This can be done by asking students to keep a log of their study and sleep habits over a period of time. The third step is to analyze the data. This can be done by calculating the correlation coefficient, which is a measure of the strength and direction of the relationship between the two variables. The fourth step is to interpret the results. If the correlation coefficient is positive, it indicates that as the number of hours spent studying increases, the number of hours spent sleeping also tends to increase. If the correlation coefficient is negative, it indicates that as the number of hours spent studying increases, the number of hours spent sleeping tends to decrease. The fifth step is to draw conclusions. Based on the results of the analysis, it can be concluded that there is a positive relationship between the number of hours spent studying and the number of hours spent sleeping.

$$\frac{A}{B} = \frac{C}{D} \quad \text{or} \quad \frac{A}{C} = \frac{B}{D} \quad \text{or} \quad \frac{A}{D} = \frac{B}{C}$$

can be used to determine the relationship between the number of hours spent studying and the number of hours spent sleeping. The first step is to identify the variables. In this case, the variables are the number of hours spent studying and the number of hours spent sleeping. The second step is to collect data on these variables. This can be done by asking students to keep a log of their study and sleep habits over a period of time. The third step is to analyze the data. This can be done by calculating the correlation coefficient, which is a measure of the strength and direction of the relationship between the two variables. The fourth step is to interpret the results. If the correlation coefficient is positive, it indicates that as the number of hours spent studying increases, the number of hours spent sleeping also tends to increase. If the correlation coefficient is negative, it indicates that as the number of hours spent studying increases, the number of hours spent sleeping tends to decrease. The fifth step is to draw conclusions. Based on the results of the analysis, it can be concluded that there is a positive relationship between the number of hours spent studying and the number of hours spent sleeping.

the following table, the first column contains the name of the individual, the second column contains the name of the group, and the third column contains the name of the project.

Table 1

Table 1 shows the names of the individuals who have been assigned to the various projects. The first column contains the name of the individual, the second column contains the name of the group, and the third column contains the name of the project.

Individual	Priority		
	High	Medium	Low
John Doe	1	2	3
Jane Smith	2	1	3
Bob Johnson	3	2	1

Table 1 (continued)

Table 1 (continued) shows the names of the individuals who have been assigned to the various projects. The first column contains the name of the individual, the second column contains the name of the group, and the third column contains the name of the project. The table is organized into three columns: High, Medium, and Low priority. The first column, High, contains the names of the individuals who are assigned to the highest priority projects. The second column, Medium, contains the names of the individuals who are assigned to the medium priority projects. The third column, Low, contains the names of the individuals who are assigned to the lowest priority projects.

Table 1 (continued) shows the names of the individuals who have been assigned to the various projects. The first column contains the name of the individual, the second column contains the name of the group, and the third column contains the name of the project.

21.

and the null hypothesis of no difference in the distribution of ALP levels of the two groups was not rejected ($p = 0.12$). The results of the chi-square test for the difference in the distribution of ALP levels of the two groups are shown in Table 2. The results of the chi-square test for the difference in the distribution of ALP levels of the two groups are shown in Table 2. The results of the chi-square test for the difference in the distribution of ALP levels of the two groups are shown in Table 2.

• *How can we make the most of the time we have?*

• • • • •

6. *Journal of the American Medical Association*, 1997; 277: 1025-1030.

• • • • •

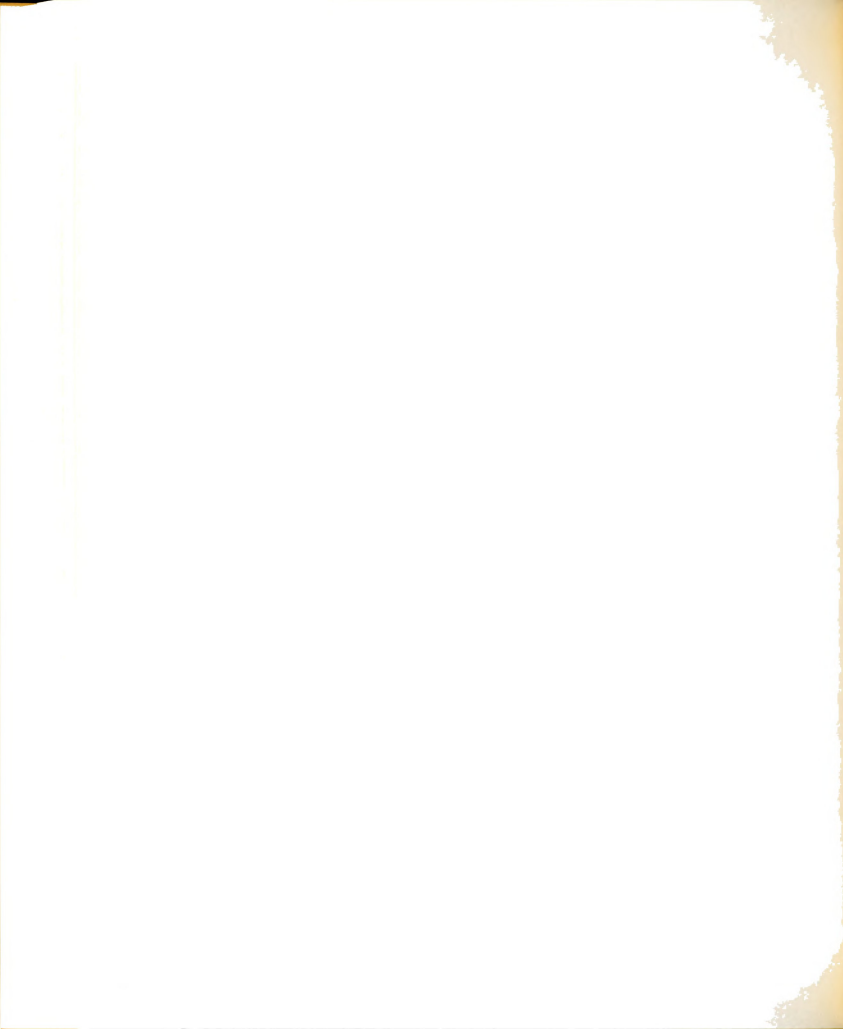
1. *Journal of the American Medical Association*, 1997; 277: 1039-1043.

1. 1

It is not clear whether the above is a generalization of the results of [1].

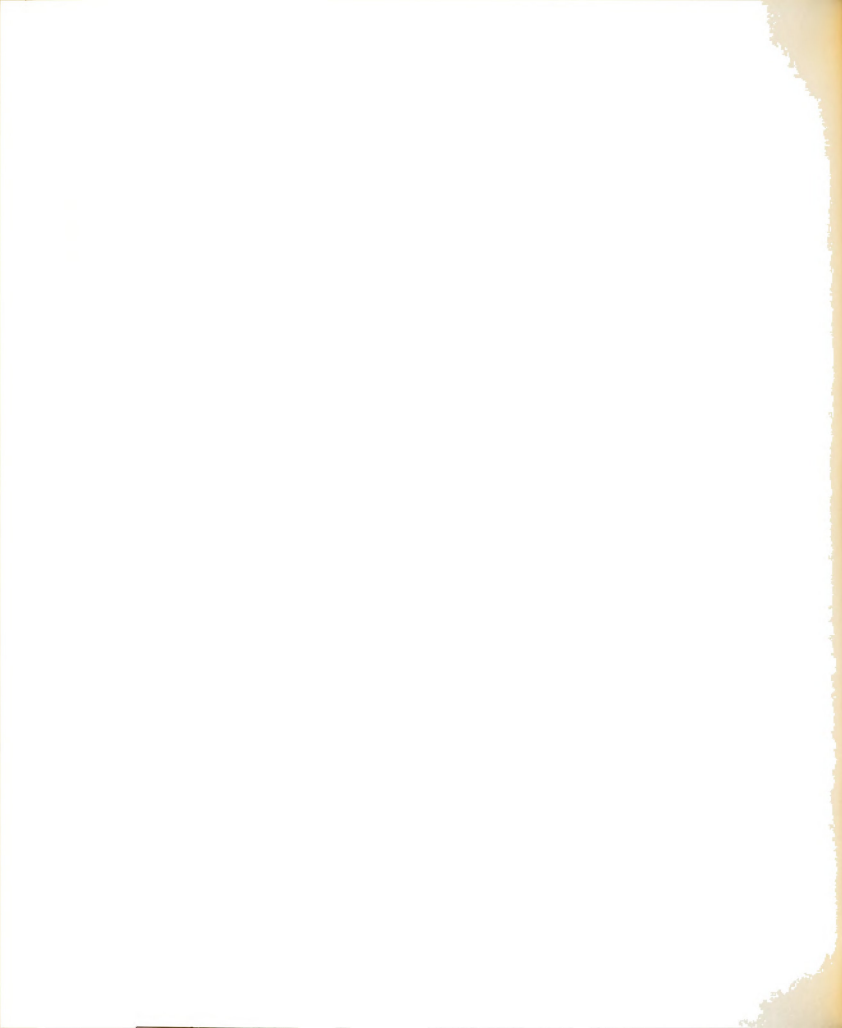
1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Lichtenthaler and Whistler (1973). The *Chlorophyll a* and *Chlorophyll b* contents were expressed as $\mu\text{g g}^{-1}$ of dry weight.

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For the first time, we identified a network that began in 1969, and was composed of people who had been trained in the 1950s. Two of the people in the network were in positions of authority. Even so, perceived that the network could be a "pull" away from the "Initiator of Change." Factors were in which a "priority" was less than was







the questionnaire, the respondents were asked to indicate how often they used the questionnaire in their classroom. The responses were categorized into three groups: (1) frequently, (2) occasionally, and (3) not at all.

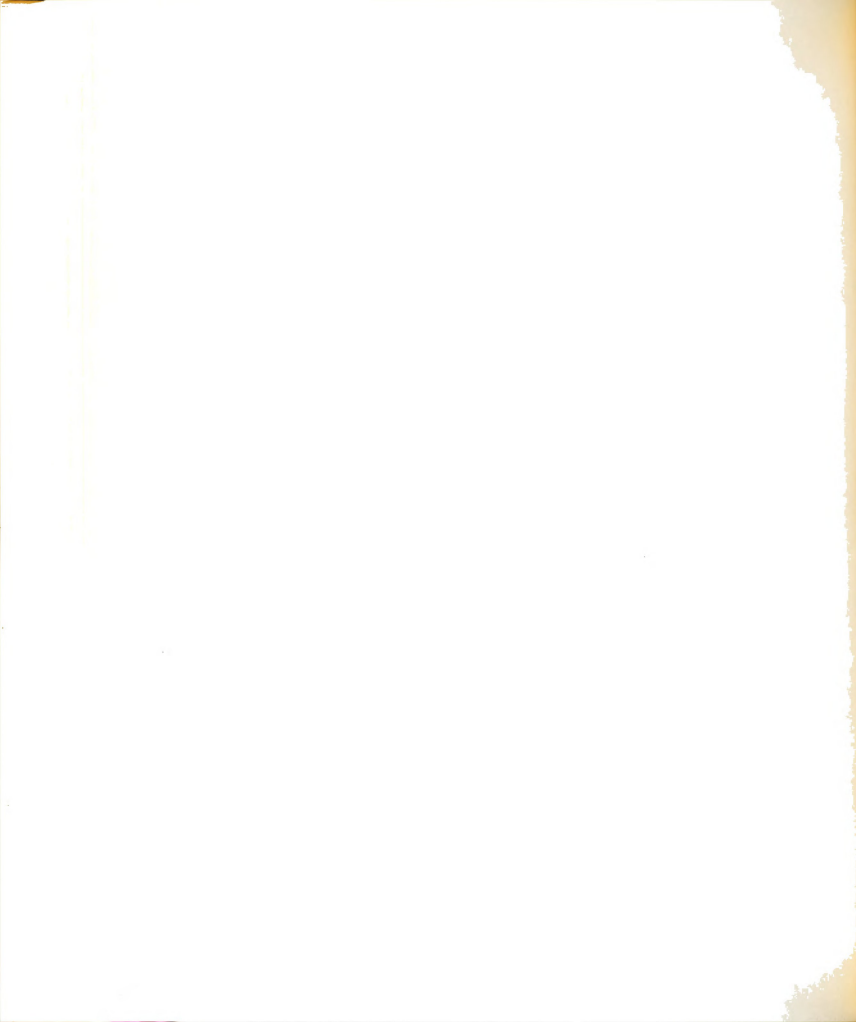
3.2. Data analysis

The data were analyzed using the SPSS 20.0 statistical package. The first step in the analysis was to check the normality of the data. The Shapiro-Wilk test results indicated that the data were normally distributed. The second step was to calculate the mean and standard deviation for each variable. The third step was to perform a one-way ANOVA to compare the mean scores of the three groups. The results of the ANOVA indicated that there was a significant difference between the groups ($F(2, 118) = 10.12, p < .001$). The fourth step was to perform a post-hoc test to determine which group had the highest mean score. The results of the post-hoc test indicated that the frequently group had the highest mean score ($M = 4.5, SD = 0.5$), followed by the occasionally group ($M = 3.5, SD = 0.5$), and the not at all group ($M = 2.5, SD = 0.5$).

3.3. Results and discussion

The results of the questionnaire indicated that the majority of teachers (85%) used the questionnaire frequently, 10% used it occasionally, and 5% did not use it at all. The results also indicated that the majority of teachers (85%) used the questionnaire in their classroom.

The results of the questionnaire also indicated that the majority of teachers (85%) used the questionnaire frequently. The results also indicated that the majority of teachers (85%) used the questionnaire in their classroom. The results also indicated that the majority of teachers (85%) used the questionnaire frequently. The results also indicated that the majority of teachers (85%) used the questionnaire in their classroom. The results also indicated that the majority of teachers (85%) used the questionnaire frequently. The results also indicated that the majority of teachers (85%) used the questionnaire in their classroom.

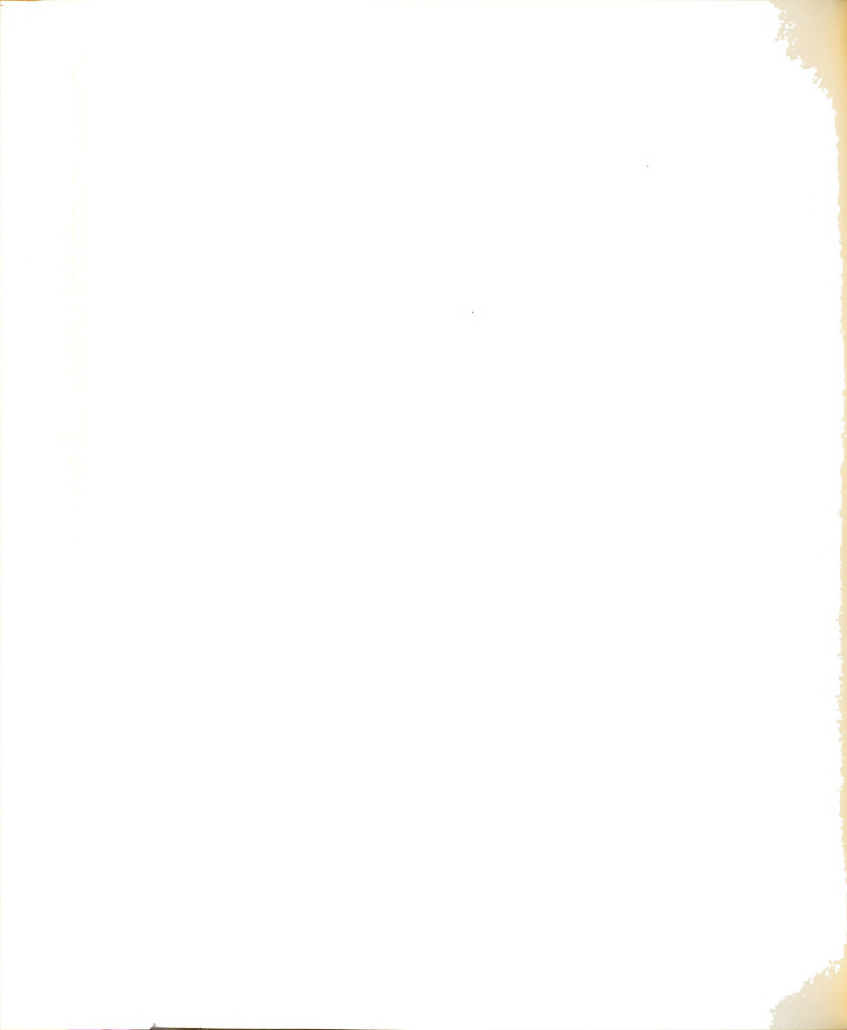


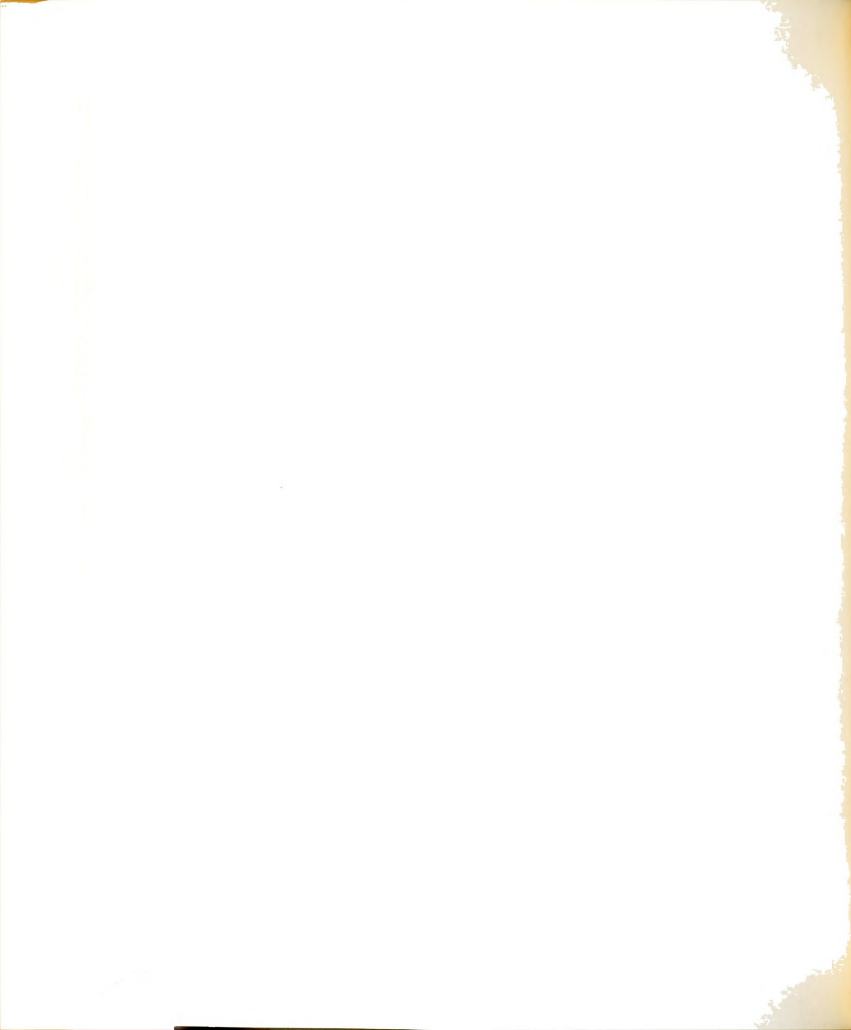


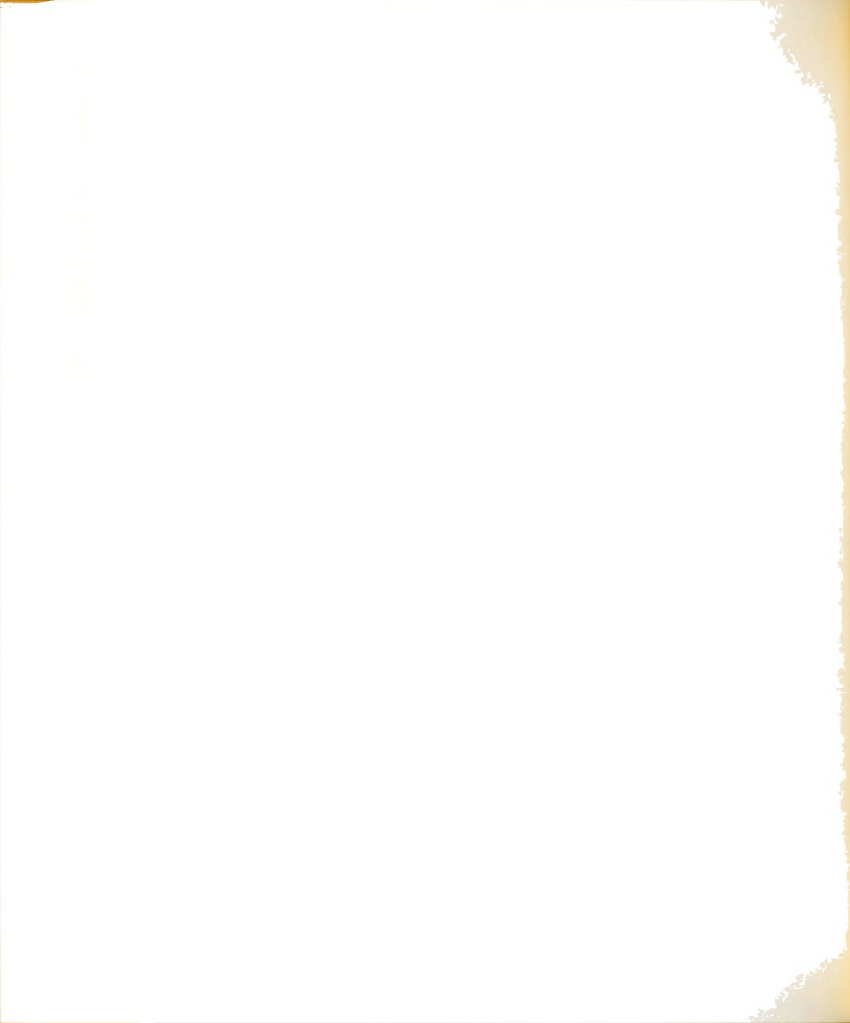


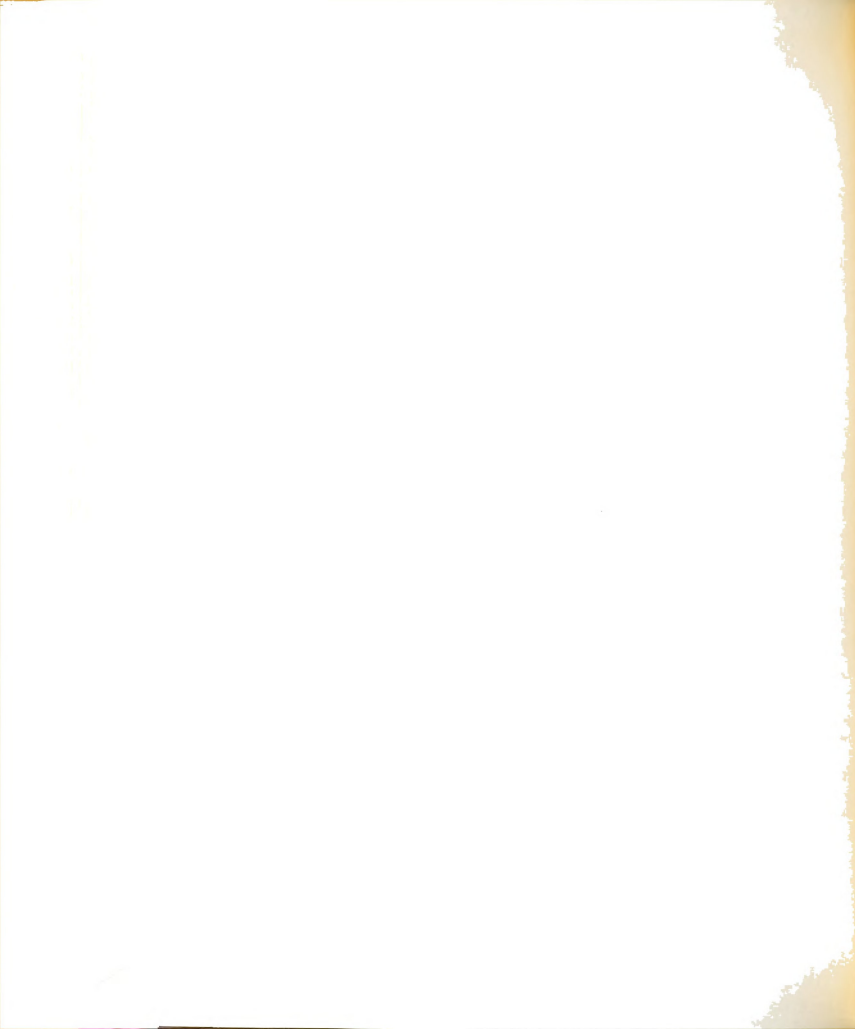
[illegible]

[illegible]











The fifth part of the document outlines the responsibilities of the accounting department. It states that the accounting department is responsible for ensuring that all financial transactions are accurately recorded and reported. It also notes that the department is responsible for maintaining the accuracy of the financial data and for providing timely and accurate financial information to management.

The seventh part of the document outlines the procedures for handling cash and other assets. It states that cash should be handled with the utmost care and that all cash transactions should be properly documented. It also notes that other assets, such as inventory and equipment, should be properly maintained and accounted for.

The ninth part of the document outlines the procedures for handling payroll and other personnel matters. It states that payroll should be handled accurately and on time, and that all personnel matters should be properly documented. It also notes that the accounting department should be involved in the budgeting process and in the preparation of the financial statements.

The eleventh part of the document outlines the procedures for handling taxes and other legal matters. It states that the accounting department should be responsible for ensuring that all taxes are properly calculated and paid. It also notes that the department should be involved in the preparation of the financial statements and in the handling of other legal matters.

The thirteenth part of the document outlines the procedures for handling cash and other assets. It states that cash should be handled with the utmost care and that all cash transactions should be properly documented. It also notes that other assets, such as inventory and equipment, should be properly maintained and accounted for.

The fifteenth part of the document outlines the procedures for handling payroll and other personnel matters. It states that payroll should be handled accurately and on time, and that all personnel matters should be properly documented. It also notes that the accounting department should be involved in the budgeting process and in the preparation of the financial statements.

The seventeenth part of the document outlines the procedures for handling taxes and other legal matters. It states that the accounting department should be responsible for ensuring that all taxes are properly calculated and paid. It also notes that the department should be involved in the preparation of the financial statements and in the handling of other legal matters.

The nineteenth part of the document outlines the procedures for handling cash and other assets. It states that cash should be handled with the utmost care and that all cash transactions should be properly documented. It also notes that other assets, such as inventory and equipment, should be properly maintained and accounted for.

2. The second part of the paper examines the role of the federal government in the development of the United States. It explores the various policies and programs that have shaped the nation, from the early years of independence to the present day.

3. The third part of the paper focuses on the impact of the Civil War on the United States. It discusses the social and economic changes that resulted from the war, as well as the lasting legacy of the conflict.

4. The fourth part of the paper discusses the role of the Supreme Court in the development of the United States. It examines the various cases that have shaped the law, from the early years of the Court to the present day.

5. The fifth part of the paper discusses the role of the media in the development of the United States. It explores the various ways in which the media has shaped public opinion and influenced the course of history.

6. The sixth part of the paper discusses the role of the military in the development of the United States. It examines the various wars that the United States has fought, from the Revolutionary War to the Vietnam War, and the impact of these conflicts on the nation.

7. The seventh part of the paper discusses the role of the economy in the development of the United States. It explores the various factors that have shaped the economy, from the early years of settlement to the present day.

8. The eighth part of the paper discusses the role of the culture in the development of the United States. It examines the various ways in which culture has shaped the nation, from the early years of settlement to the present day.

9. The ninth part of the paper discusses the role of the environment in the development of the United States. It explores the various ways in which the environment has shaped the nation, from the early years of settlement to the present day.

10. The tenth part of the paper discusses the role of the future in the development of the United States. It explores the various ways in which the future has shaped the nation, from the early years of settlement to the present day.



[illegible]





					Role Activity					
VL	L	M	H	VI		VL	L	M	H	VI
-	-	-	-	-	93. Teaching those problem needs of vocational agriculture students which require lengthy teacher preparation and/or resource assistance.	-	-	-	-	-
-	-	-	-	-	94. Assisting individuals or groups to introduce new practices, programs, or organizations to improve the community.	-	-	-	-	-
-	-	-	-	-	96. Participating with other teachers in implementing new ideas in the public school program.	-	-	-	-	-
-	-	-	-	-	97. Arranging demonstration projects to show approved practices in agriculture.	-	-	-	-	-
-	-	-	-	-	98. Preparing and making periodic reports on local vocational agriculture program progress and problems to organized groups within the school district.	-	-	-	-	-
-	-	-	-	-	99. Arranging educational tours for small interest groups as a means of providing a basis for new idea development within the community.	-	-	-	-	-
-	-	-	-	-	100. Requesting time from principal and/or school board to attend meetings which should improve the local program.	-	-	-	-	-

NOTE: Before inserting the questionnaire into the inclosed self-addressed envelope, please check to see that an entry was made for each item. Be sure that a check mark was made on both sides of each role activity in Part III.

Thank you for your professional interest in participating in this study. Please mail the questionnaire at your earliest convenience.

APPENDIX D

THE PRIORITY GIVEN TO TEN TEACHER ROLES BY BEGINNING AND EXPERIENCED TEACHERS OF VOCATIONAL AGRICULTURE IN NORTH CAROLINA AND THE PRIORITY WHICH EACH TEACHER GROUP PERCEIVED BEGINNING TEACHERS SHOULD GIVE TO THE TEACHER ROLES IN TEACHING VOCATIONAL AGRICULTURE

Teacher Roles and Activities for High School Students.	Teacher- er Group	No. of Teach- ers	Ratings For Priority Given					Mean	Ratings for Priority Teachers Should Give					Mean	
			Priority Given						Teachers Should Give						
			1	2	3	4	5		1	2	3	4	5		
ROLE I: Providing Organized, Systematic Instruction for High School Students.															
1. Planning lessons coopera- tively with students.	BT*	L0	2	4	22	9	3	3.13	1	0	17	17	5	3.62	
	ET*	L1	1	10	20	8	3	2.73	1	3	14	20	3	3.51	
2. Planning a unit of Instruc- tion in supervised farming programs early in school year.	BT	L0	3	1	5	12	12	3.20	0	0	1	18	21	4.50	
	ET	L1	0	4	8	19	10	3.35	0	0	7	18	16	4.21	
3. Providing instruction which centers around the mechanical problems of the farmer.	BT	L0	2	5	14	16	3	3.33	0	0	12	20	8	3.00	
	ET	L1	0	2	17	18	4	3.59	0	3	10	21	7	3.78	
4. Providing opportunities for group work in classes.	BT	L0	1	8	13	14	4	3.30	0	1	8	22	2	3.26	
	ET	L1	2	4	15	15	5	3.42	0	6	14	16	5	3.51	
5. Developing a course of study for high school students.	BT	L0	1	3	6	20	10	3.38	0	1	3	16	20	4.33	
	ET	L1	1	2	7	12	13	4.34	1	0	4	15	21	4.34	
6. Training F.F.A. Consultants.	BT	L0	1	5	21	7	3	3.08	0	3	25	12	0	3.23	
	ET	L1	2	7	22	10	0	2.93	2	5	24	9	1	3.05	
7. Utilizing evaluation as a process or step in teaching.	BT	L0	0	11	22	7	0	2.90	0	2	12	18	8	3.80	
	ET	L1	0	4	21	12	4	3.39	0	2	9	22	8	3.88	

(Appendix D Con't)

8. Assisting students in becoming more skillful in using reference materials.	BT ET	40 41	3 0	6 1	16 22	10 11	5 7	3.08 3.59	0 0	0 0	7 11	18 18	15 12	4.20 4.20
9. Utilizing creative and experiential activities in instructional program such as demonstrations, field exercises, and shop projects based upon ideas developed in class.	BT ET	40 41	0 0	7 1	11 19	13 21	9 7	3.60 3.23	1 0	0 1	4 6	23 23	12 11	4.12 4.07
10. Providing time for daily planning.	BT ET	40 41	5 1	14 4	24 19	7 11	9 3	2.58 3.36	1 0	0 1	15 7	19 21	6 12	3.70 4.07
NOTE II: Providing Organized, Systematic Instruction for Young and Adult Farmer Groups.														
11. Providing classes for young beginning farmers no longer in school.	BT ET	40 41	11 1	16 3	19 14	5 11	2 4	2.38 3.07	0 0	5 1	5 9	24 15	6 16	3.77 4.12
12. Providing classes for adult farmers who are established in farming.	BT ET	40 41	1 0	3 6	17 12	7 15	4 8	2.98 3.61	1 0	4 3	17 18	12 13	6 7	3.45 3.59
13. Providing instruction in farm mechanics for out-of-school groups.	BT ET	40 41	4 1	11 5	10 11	12 11	3 10	2.98 3.59	3 5	9 5	12 7	8 12	8 12	3.23 3.51
14. Utilizing community and other resources in teaching out-of-school groups.	BT ET	40 41	3 1	5 3	19 9	10 14	3 2	3.13 3.51	6 1	7 7	9 14	14 12	4 7	3.08 3.41



15. Conducting out-of-school

program activities on a

year-round basis.

BT	40	9	9	15	6	1	2.53	1	2	10	12	15	3.95
ET	41	5	5	15	12	4	3.12	0	4	6	15	16	4.05

16. Utilizing advisory committees in developing instructional programs for out-of-school groups.

BT	40	12	1	7	16	4	2.98	0	0	6	13	21	4.37
ET	41	11	2	9	7	5	2.66	0	0	7	19	15	4.20

17. Utilizing consultant

assistance in developing out-of-school programs.

BT	40	6	12	11	10	1	2.70	0	4	12	17	7	2.48
ET	41	6	16	9	1	6	2.71	0	1	6	23	11	4.07

18. Conducting community studies for determining instructional needs for young and adult farmers.

BT	40	3	14	10	7	6	2.28	3	11	14	10	2	2.93
ET	41	3	13	13	12	4	3.12	0	5	11	18	7	3.66

19. Visiting out-of-school programs in other schools to observe and discuss procedures used by other teachers.

BT	40	3	14	10	8	3	2.35	1	3	11	17	8	3.70
ET	41	3	16	7	3	0	2.10	0	1	3	19	18	4.32

20. Arranging special programs to introduce graduates and school dropouts to out-of-school program.

BT	40	15	12	8	4	1	2.10	2	5	19	13	1	3.15
ET	41	12	7	12	2	1	2.00	1	7	15	13	5	3.34

FOIE III: Provider of Individualized instruction.

21. Providing classtime for students to apply problem findings to their individual interests and farming program needs.

BT	40	1	10	12	13	4	3.23	2	4	21	10	3	3.20
ET	41	0	3	15	9	5	3.24	0	6	10	17	8	3.66

(Appendix D Continued)

22. Providing on-farm visits and instruction for high school students.	BT ET	40 41	1 0	2 2	13 12	10 12	1.60 1.00	0 0	1 0	5 0	23 17	11 22	4.10 4.14
23. Providing on-farm visits for young and adult farmers.	BT ET	40 41	1 1	3 3	17 13	4 11	3.20 3.73	2 3	1 2	5 5	20 19	12 12	3.95 3.85
24. Following up unusual farming program problems with an on-farm visit.	BT ET	40 41	1 1	4 2	15 10	3 11	3.43 3.35	2 0	3 3	17 13	17 22	1 3	3.30 3.61
25. Pre-planning with student what is to be accomplished during on-farm visit.	BT ET	40 41	4 3	11 12	15 10	0 3	2.78 2.68	6 0	7 3	9 10	13 17	5 11	3.10 3.88
26. Utilizing student's self-evaluation in determining his progress.	BT ET	40 41	3 3	10 7	14 13	3 3	3.00 3.15	2 0	2 0	17 10	17 13	7 13	3.63 4.07
27. Permitting students to discuss farming program problems in vocational agriculture classes.	BT ET	40 41	0 0	1 0	11 7	17 25	5.25 4.05	1 0	5 1	12 16	21 16	1 3	3.40 3.73
28. Collecting data on each student situation upon which to base individual instructional assistance.	BT ET	40 41	2 2	5 3	14 9	6 4	3.30 5.29	0 0	1 0	3 1	19 6	17 34	4.30 4.80
29. Selecting instructional materials which take into account the learning rates of each student.	BT ET	40 41	2 1	10 2	16 14	1 2	2.98 3.20	1 0	1 1	10 4	20 13	8 17	3.83 4.27
30. Planning activities which enable the teacher to understand students as individuals.	BT ET	40 41	1 0	3 4	18 15	4 7	3.43 3.61	3 0	1 2	16 9	13 14	7 16	3.50 4.07

(Appendix D Cont'd)

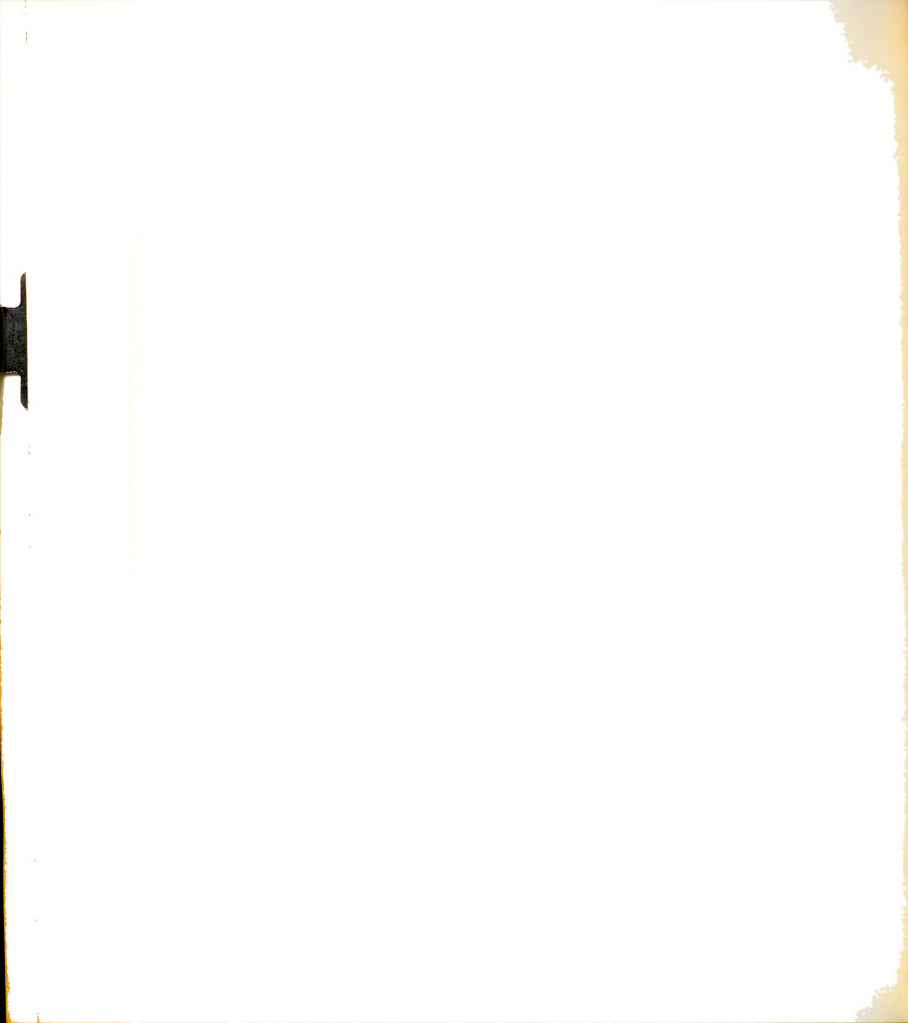
ROLE IV: Developer of Student Leadership:

31. Seeking opportunities to leave student leaders in charge of certain routine teaching duties.	BT ET	40 41	5 5	13 13	11 9	10 7	1 4	0.73 0.73	0 1	3 0	6 5	19 20	12 15	4.00 4.17
32. Providing an opportunity for all students to take part in planning an F.F.A. program of work.	BT ET	40 41	3 1	12 13	13 11	7 9	2.40 2.49	0 0	0 0	3 1	25 16	12 24	4.23 4.56	
33. Providing an opportunity for each student to set the highest attainable goals for himself.	BT ET	40 41	1 0	14 14	18 16	0 1	3.68 3.78	0 0	7 1	7 4	20 19	4 19	3.42 4.32	
34. Evaluating individual performance.	BT ET	40 41	0 0	0 11	17 13	16 10	3.78 3.89	3 0	4 0	15 4	18 20	0 17	3.20 4.32	
35. Assisting students to evaluate their progress toward the attainment of their individual goals.	BT ET	40 41	0 0	10 5	17 14	11 14	3.13 3.51	2 0	2 1	11 11	22 16	3 13	3.55 4.00	
36. Selecting teaching techniques which involve a usage of those leadership skills most needed by class members.	BT ET	40 41	1 0	9 7	16 13	11 15	3.15 3.49	1 0	3 0	17 13	17 12	2 16	3.40 4.07	
37. Utilizing group evaluation in program improvements.	BT ET	40 41	2 1	8 10	16 12	12 15	3.10 3.22	1 2	4 3	15 9	16 16	4 11	3.40 3.76	
38. Seeking opportunities to acquaint classmembers of leadership needs in community.	BT ET	40 41	2 0	10 2	11 20	15 14	3.13 3.54	2 1	9 3	11 14	17 17	1 6	3.15 3.59	



(Appendix B Con't)

39. Providing an opportunity for each class to organize officers and committees.	BT ET	L0 H1	10 5	8 7	7 7	13 10	2 12	2.40 3.42	8 0	12 2	13 9	6 20	1 10	2.30 3.93
40. Providing leadership training for present and prospective leaders in the community.	BT ET	L0 H1	3 1	3 5	19 8	7 11	3 13	2.98 3.66	1 0	2 1	23 19	3 3	5 18	3.73 4.32
FOIE 7: Counselor														
41. Conducting visits to homes of prospective class members to discuss purposes of the program.	BT ET	L0 H1	6 7	2 4	2 10	15 8	1 12	2.90 3.46	1 2	8 4	12 15	12 12	4 9	3.28 3.42
42. Finding placement opportunities in farming for students with limited or poor opportunities.	BT ET	L0 H1	3 3	12 21	7 13	7 6	3 3	2.63 2.90	1 1	14 3	9 12	9 12	3 13	2.76 3.80
43. Providing time to confer with students individually on personal and vocational problems.	BT ET	L0 H1	2 0	3 6	12 21	15 13	6 8	3.53 3.54	2 1	12 6	12 20	11 11	2 3	2.83 3.22
44. Providing a file of information on occupations in agriculture.	BT ET	L0 H1	1 0	2 8	6 12	22 10	2 3	3.90 3.14	2 1	4 9	12 19	6 11	1 1	2.38 3.05
45. Providing group instruction above occupational opportunities in agriculture.	BT ET	L0 H1	1 1	3 5	11 10	16 13	9 10	3.73 3.68	1 0	6 0	16 10	14 23	3 8	3.30 3.95
46. Organizing orientation units for all groups served by the program of vocational agriculture.	BT ET	L0 H1	3 4	6 8	18 15	9 10	4 4	3.13 3.05	1 0	9 4	11 14	17 18	2 5	3.25 3.59



(Appendix D Con't)

47. Keeping accurate situational data on each student in the program.	BT	L0	4	10	11	11	2	2.88	5	7	12	12	4	3.08
	ET	L0	2	13	13	7	5	3.00	1	4	10	21	5	3.61
48. Assisting school staff, particularly the guidance counselor, in gathering, recording, and interpreting information on students.	BT	L0	10	8	11	6	5	2.70	4	15	11	4	1	2.32
	ET	L1	6	11	10	7	5	2.20	2	9	15	13	2	3.10
49. Assisting teachers, parents, and other persons in the community to interpret the development needs of young people.	BT	L0	5	7	17	9	2	2.90	6	11	12	7	4	2.80
	ET	L1	2	5	14	17	3	3.34	3	7	16	8	7	3.22
50. Encouraging teacher-pupil relationships which motivate the student to seek out the teacher as counselor.	BT	L0	0	3	9	23	5	3.75	2	8	12	16	2	3.20
	ET	L1	0	1	17	12	11	3.80	0	3	14	14	10	3.76
ROIE VI: Utilizer of Educational Data.														
51. Preparing and analyzing written notes taken while visit-student's home situation.	BT	L0	1	0	17	17	5	3.63	0	4	10	13	8	3.75
	ET	L1	1	3	14	20	3	3.51	2	3	14	18	4	3.46
52. Giving attention to attitudes and social behavior in reporting student progress.	BT	L0	0	0	1	18	21	4.50	0	1	10	19	10	3.95
	ET	L1	0	0	7	18	16	4.22	0	1	13	17	10	3.88
53. Recording with school district map or by other methods the population being served by the vocational agricultural program.	BT	L0	0	0	12	20	8	3.40	0	3	11	20	6	3.73
	ET	L1	0	3	10	21	7	3.78	0	4	12	15	10	3.76

(Appendix D Cont.)

54. Discussing with supervisor and other educators pertinent evidence and research on professional problems.
55. Securing free or inexpensive publications prepared by educational agencies.
56. Reviewing and deciding alternative uses of educational information sent by educational leaders.
57. Utilizing the data included in annual reports in planning future programs.
58. Utilizing local surveys to collect pertinent community data for each problem or unit taught.
59. Studying published materials of new developments in area of teaching.
60. Constructing, using, and interpreting educational tests and measurements in ascertaining student progress.
- FOIE VII: Contributor to Self-development.

BT	L0	0	1	3	22	9	3.28	0	0	11	23	4	3.73
ET	L1	0	6	14	16	5	3.42	0	0	13	12	7	3.76
BT	L0	0	1	3	16	20	4.27	0	0	5	12	17	4.30
ET	L1	1	0	1	17	21	4.31	0	0	7	13	16	4.22
BT	L0	0	3	27	12	0	3.23	1	0	11	23	5	3.78
ET	L1	0	0	21	1	1	3.05	0	0	14	20	7	3.83
BT	L0	0	2	12	16	8	3.80	1	3	6	22	8	3.82
ET	L1	0	0	9	22	8	3.88	2	0	6	20	13	4.00
BT	L0	0	0	7	13	15	4.00	0	2	14	14	8	3.60
ET	L1	0	0	11	13	10	4.02	1	6	4	18	12	3.83
BT	L0	1	0	4	23	12	4.13	0	0	6	19	15	4.23
ET	L1	0	1	6	23	11	4.07	0	1	6	18	16	4.20
BT	L0	0	5	6	12	10	3.85	1	4	14	12	2	3.43
ET	L1	0	1	7	21	12	4.07	1	2	17	11	7	3.59



(Appendix D Con't)

61. Attending cultural and educational programs for self improvement.

BT	L0	0	1	12	18	9	3.83	0	0	4	22	14	4.25
ET	L1	1	2	14	16	3	3.63	0	0	7	16	18	4.27

62. Participating in social activities which you personally desire.

BT	L0	0	0	8	22	10	4.05	1	1	12	13	8	3.73
ET	L1	0	1	12	13	10	3.20	0	0	12	22	7	3.88

63. Taking annual vacation.

BT	L0	0	0	10	21	9	3.98	0	3	2	15	20	4.30
ET	L1	0	1	13	13	9	3.85	0	1	7	14	19	4.24

64. Continuing and/or developing new recreational and hobby interest.

BT	L0	0	1	3	20	10	3.28	1	3	3	22	6	3.73
ET	L1	1	2	8	12	11	3.68	0	0	9	22	10	4.02

65. Developing enjoyable family and home relationships.

BT	L0	1	3	12	17	3	3.45	0	0	3	7	30	4.68
ET	L1	1	3	12	15	3	3.56	0	0	4	17	29	3.33

66. Building close and warm friendships.

BT	L0	0	2	2	22	11	4.20	0	0	3	19	27	4.60
ET	L1	0	3	1	13	16	4.04	0	0	7	15	13	4.29

67. Broadening understanding of subjects other than agriculture and education.

BT	L0	1	0	15	13	6	3.79	0	1	9	12	18	4.17
ET	L1	0	6	11	10	14	3.73	0	0	4	26	11	4.17

68. Reading widely in general areas.

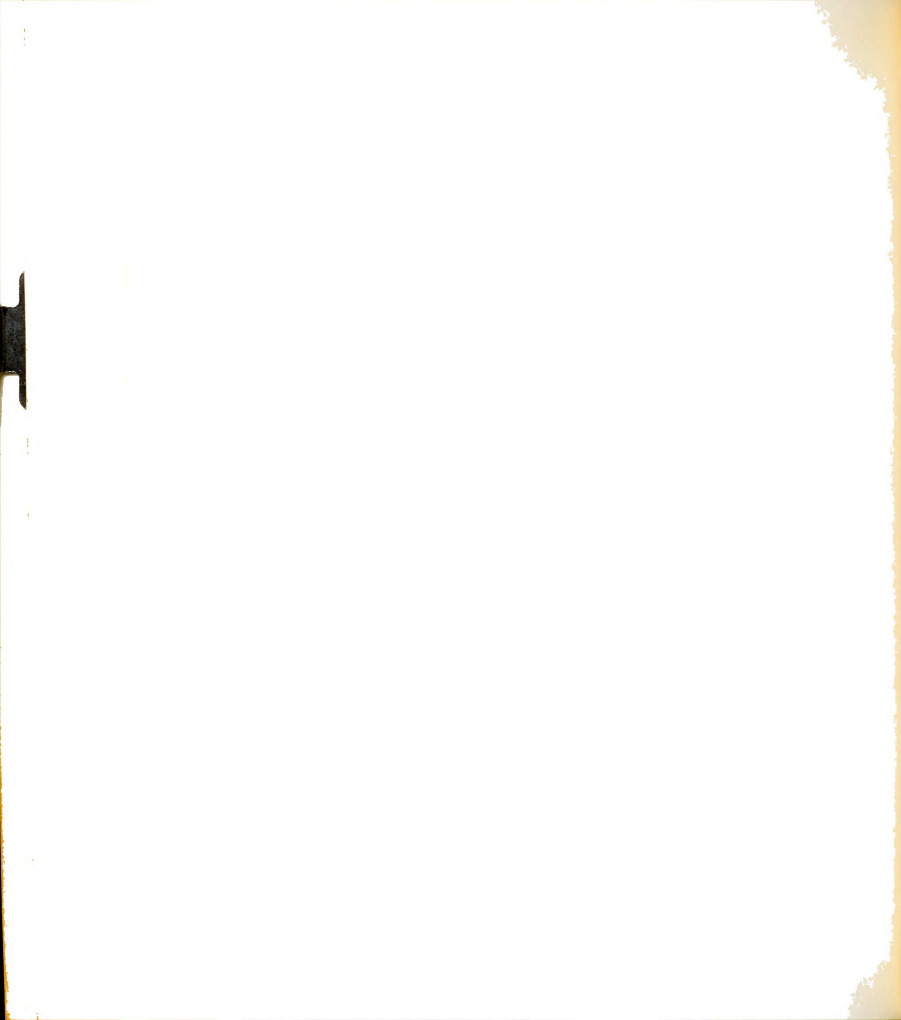
BT	L0	1	2	4	22	11	4.00	0	2	4	21	13	4.12
ET	L1	0	2	10	15	14	4.00	0	0	6	25	10	4.10

69. Finding opportunity to keep alive one's identity with spiritual motivations.

BT	L0	0	2	9	22	7	3.85	0	0	8	7	25	4.42
ET	L1	0	2	15	15	9	3.76	0	0	3	18	20	4.41

70. Taking time and utilizing resources to self-evaluate own growth, needs, and opportunities.

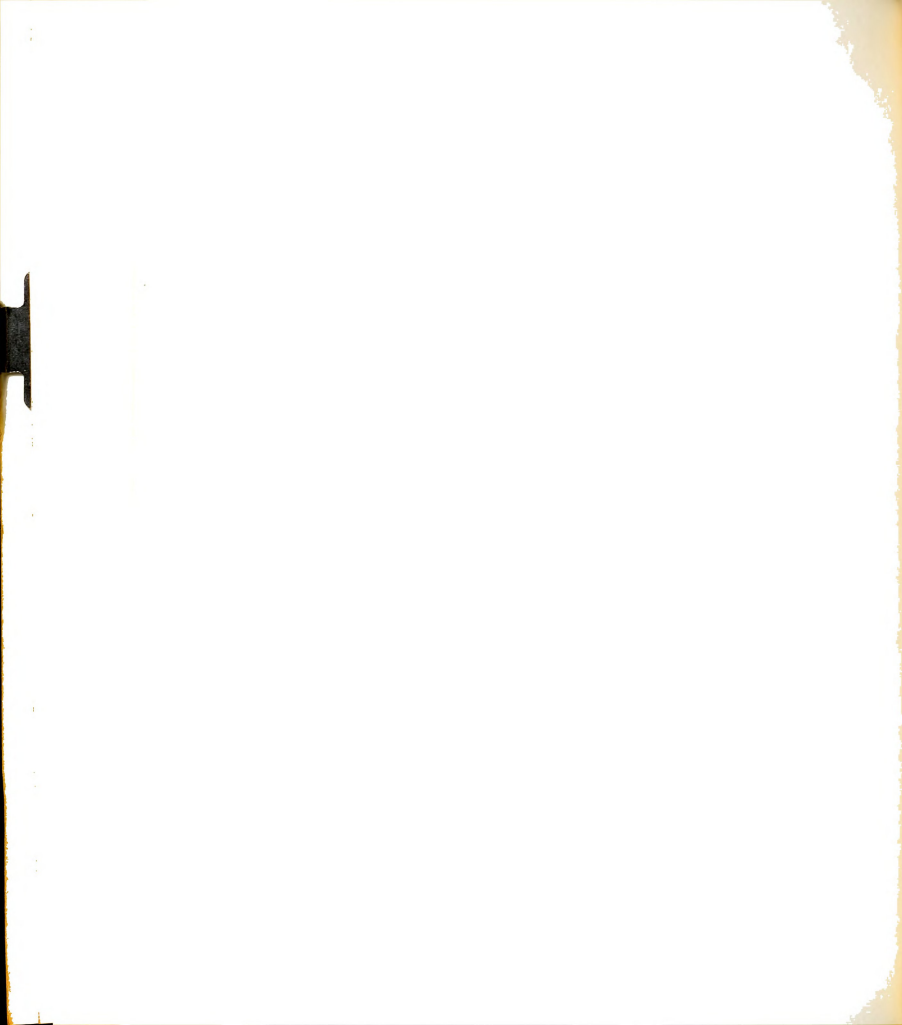
BT	L0	0	2	21	12	5	3.48	0	0	5	20	15	4.25
ET	L1	1	5	21	10	4	3.24	0	0	5	26	10	4.12



(Appendix D Cont'd)

ROLE VIII: Contributor to Profession.

71. Providing information to local citizens relative to the local school program and objectives.	BT ET	40 41	0 0	2 0	13 14	13 14	7 6	3.75 3.74	1 0	0 1	0 6	17 20	12 14	5.27 4.15
72. Attending educational conferences and workshops planned for all teachers.	BT ET	40 41	0 0	0 0	5 6	17 16	13 17	4.33 4.27	0 0	1 2	3 1	22 14	14 24	4.22 4.46
73. Sharing equally in the extra school duties expected of other teachers.	BT ET	40 41	0 0	2 1	7 13	21 15	10 13	3.98 3.93	3 3	1 0	13 7	20 23	4 8	3.52 3.80
74. Relating personal experiences from your teaching to an over-all evaluation of the school's effectiveness.	BT ET	40 41	0 0	0 1	6 7	24 20	10 15	4.10 4.00	2 1	2 2	9 13	25 23	2 2	3.57 3.55
75. Participating in over-all school planning program.	BT ET	40 41	1 1	2 3	6 11	21 13	10 8	3.93 3.71	0 0	3 2	9 8	20 21	8 10	3.87 3.95
76. Discussing teaching as a career with those students who possess outstanding abilities.	BT ET	40 41	0 0	2 2	14 15	16 14	8 7	3.75 3.63	0 0	1 0	6 8	21 20	12 13	4.10 4.12
77. Communicating promptly with other educators outside the local school system.	BT ET	40 41	0 0	1 0	6 5	17 19	14 17	4.10 4.29	0 0	2 0	5 9	25 20	8 12	3.97 4.07
78. Attending educational conferences and workshops planned specifically for teachers of vocational agriculture.	BT ET	40 41	0 0	1 2	9 10	13 16	12 13	4.03 3.73	0 0	0 0	1 0	13 8	21 33	4.50 4.80



(Appendix D Con't.)

79. Utilizing the vocational agriculture program specifically, and the school program in general, to improve the public's attitude toward educational purposes in the community.

BT	40	0	2	14	16	6	3.70	0	1	6	13	20	4.30
ET	41	0	1	15	17	8	3.78	0	0	4	15	22	4.44

80. Participating in the activities provided by professional organizations such as NCFA and NCATA.

BT	40	0	1	1	15	14	4.08	0	0	15	17	9	3.82
ET	41	1	1	1	17	13	3.98	0	1	6	18	16	4.19

ROLE IX: Contributor to Society.

81. Serving your students and the community "beyond the call of duty."

BT	40	2	1	11	17	5	3.45	0	1	14	19	6	3.75
ET	41	2	1	12	11	1	3.15	1	1	7	21	11	3.97

82. Teaching people to adequately respect themselves and to respect the rights and property of others.

BT	40	0	1	7	17	15	4.15	0	0	1	14	25	4.60
ET	41	0	1	11	17	12	3.98	0	0	0	18	23	4.56

83. Becoming an active member of community organizations.

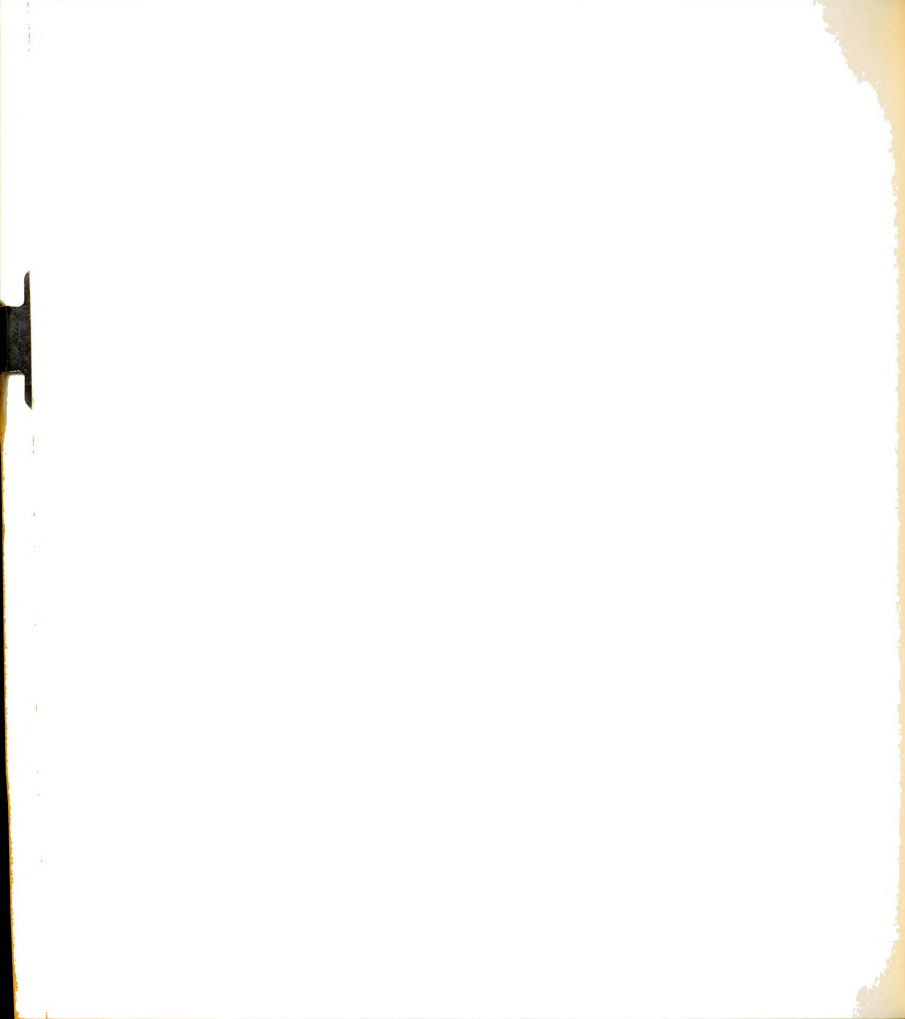
BT	40	0	0	5	18	17	4.30	0	4	13	20	3	3.55
ET	41	0	0	4	21	16	4.29	0	0	8	19	14	4.15

84. Exerting an active influence on matters having to do with the enrichment of life in the school community.

BT	40	0	0	7	16	15	4.15	0	3	9	20	8	3.82
ET	41	0	0	4	23	14	4.24	0	0	5	21	15	4.24

85. Helping students more clearly understand their community through the study of agriculture.

BT	40	0	0	10	21	9	3.98	0	1	7	24	8	3.97
ET	41	0	0	11	19	11	4.42	0	0	6	22	13	4.17



(Appendix D Cont.)

86. Encouraging students to become interested in finding solutions to current problems in the community.	BT	40	0	0	10	22	3	3.95	0	0	8	24	8	4.00
	ET	41	0	1	10	23	7	3.32	0	0	8	16	17	4.22
87. Visiting with persons in the community to get to know them better.	BT	40	0	1	16	15	3	3.75	0	0	4	23	13	4.22
	ET	41	0	2	16	18	5	3.63	1	0	5	21	15	4.24
88. Sharing community data with other community groups interested in educational problems.	BT	40	0	1	8	21	10	4.00	0	1	6	27	6	2.95
	ET	41	0	1	15	23	7	4.75	0	2	9	23	8	3.60
89. Appearing before civic and professional community groups to discuss problems confronting the community.	BT	40	1	5	17	14	5	4.43	0	1	15	23	1	3.60
	ET	41	2	1	7	18	13	3.95	2	1	9	13	10	3.90
90. Working jointly with other agencies whose objectives are similar to those of vocational agriculture.	BT	40	0	1	2	22	8	3.23	0	1	5	27	7	4.00
	ET	41	1	1	11	16	13	3.90	1	1	2	17	20	4.32
ROLE X: Initiator of Change.														
91. Visiting other teachers and schools to get ideas for improving local vocational agriculture programs.	BT	40	0	1	7	23	9	4.00	0	0	9	19	12	4.07
	ET	41	0	2	10	14	15	1.02	0	0	6	22	13	4.17
92. Serving in an advisory capacity to groups planning community programs.	BT	40	0	1	13	17	9	3.85	0	0	20	16	4	3.60
	ET	41	1	5	13	15	7	3.54	0	3	10	17	11	3.98



93. Involving my associates in the idea implementing stages of new or unusual program activities.	BT	40	0	0	5	17	18	4.33	0	4	16	17	3	3.48
	ET	41	0	1	14	17	6	3.93	1	2	18	15	3	3.51
94. Teaching those problem needs of vocational agriculture students which require lengthy teacher preparation and/or resource assistance.	BT	40	0	0	3	15	17	4.30	1	3	16	17	3	3.45
	ET	41	0	0	13	14	14	4.00	0	5	21	13	2	3.29
95. Assisting individuals or groups to introduce new practices, programs, or organizations to improve the community.	BT	40	1	0	3	21	15	4.23	0	0	6	25	9	4.07
	ET	41	0	0	11	13	17	4.15	0	1	10	19	11	3.79
96. Participating with other teachers in implementing new ideas in the public school program.	BT	40	0	4	5	23	8	3.75	1	2	9	23	5	3.70
	ET	41	0	3	13	20	5	3.66	0	3	11	16	7	3.66
97. Arranging demonstration projects to show improved practices in agriculture.	BT	40	1	0	11	20	6	3.70	0	1	6	23	10	4.05
	ET	41	0	2	15	15	8	3.73	0	1	8	21	11	4.02
98. Preparing and making periodic reports on local vocational agriculture programs progress and problems to organized groups within school district.	BT	40	0	3	8	17	6	3.50	0	2	14	21	3	3.63
	ET	41	1	1	13	13	8	3.76	0	1	17	17	6	3.62
99. Arranging educational tours for small interest groups as a means of providing a basis for new idea development within the community.	BT	40	0	4	7	20	5	3.70	0	1	11	24	4	3.77
	ET	41	0	3	15	16	8	3.73	1	2	16	14	8	3.63
100. Requesting time from principal and/or school board to attend meetings which should improve the local program.	BT	40	0	0	4	13	17	4.33	1	1	10	11	15	3.95
	ET	41	0	0	8	13	15	4.17	0	1	13	19	8	3.93



APPENDIX 3

MEAN DIFFERENCE BETWEEN THE SIGNATURES OF THE TEACHER AND THE PUPIL IN THE PERCEIVED SHOULD

Pole Activity	Perceiving Teacher		Teacher Mean	Perceiving Teacher		Teacher Mean	Perceiving Teacher		Teacher Mean	Mean Difference
	Mean	Mean		Mean	Mean		Mean	Mean		
1.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
2.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
3.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
4.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
5.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
6.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
7.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
8.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
9.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
10.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
11.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
12.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
13.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
14.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
15.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
16.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
17.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
18.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
19.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
20.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
21.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
22.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
23.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
24.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
25.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
26.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
27.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
28.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
29.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00
30.	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	3.15	0.00



(Appendix E Cont'd)

61.	3.88	1.25	.37	91.	1.00	4.07	.07
62.	4.05	3.77	-.23	92.	2.35	3.60	-.25
63.	3.38	1.30	.32	93.	4.35	3.17	-.86
64.	3.93	3.79	-.06	94.	4.30	3.15	-.85
65.	3.15	1.47	1.02	95.	4.33	4.07	-.16
66.	3.10	1.60	.10	96.	3.75	3.77	-.03
67.	3.10	1.17	.17	97.	3.70	4.05	.35
68.	1.00	1.10	.15	98.	3.50	3.63	-.13
69.	3.85	1.00	.11	99.	3.70	3.77	.07
70.	3.18	1.01	.10	100.	1.33	3.65	-.38
71.	3.75	3.77	.00				
72.	1.38	1.22	-.11				
73.	3.38	3.39	-.16				
74.	1.10	3.57	-.33				
75.	3.03	3.77	-.06				
76.	3.15	3.10	.35				
77.	1.10	3.07	.13				
78.	1.03	1.10	.17				
79.	3.70	1.30	.60				
80.	1.06	3.77	-.20				
81.	3.45	3.75	-.30				
82.	1.15	4.60	.15				
83.	4.30	3.55	-.75				
84.	1.15	3.60	-.27				
85.	3.28	3.27	-.01				
86.	3.35	1.00	.05				
87.	3.75	1.79	.17				
88.	1.00	3.95	-.05				
89.	3.13	3.60	.17				
90.	3.23	1.00	.07				

ATTACHED F

MEAN DIFFERENCES BETWEEN THE PRIORITY BEGINNING AND EXPERIENCED TEACHERS GAVE TO THE FOLE ACTIVITIES IN TEACHING

Role Activity	Beginning Teacher		Mean Difference	Role Activity	Beginning Teacher		Mean Difference
	Mean	Teacher			Mean	Teacher	
1.	3.18	3.73	-.45	31.	3.73	2.73	0
2.	3.20	3.85	-.05	32.	3.40	3.45	.05
3.	3.33	3.52	.08	33.	3.63	3.73	.10
4.	3.30	3.43	.13	34.	3.78	3.88	.10
5.	3.38	4.34	.46	35.	3.13	3.51	.38
6.	3.08	3.98	-.10	36.	3.15	3.49	.34
7.	2.90	3.39	.49	37.	3.10	3.22	.12
8.	3.03	3.54	.51	38.	3.13	3.54	.41
9.	3.60	3.93	.33	39.	3.40	3.42	.02
10.	2.53	3.36	.83	40.	2.98	3.66	.68
11.	2.33	3.07	.69	41.	3.30	3.46	.16
12.	2.93	3.61	.68	42.	2.63	2.99	.36
13.	2.93	3.53	.60	43.	3.55	3.56	.01
14.	3.13	3.41	.28	44.	3.30	3.44	.14
15.	2.13	3.16	.99	45.	3.73	3.66	-.07
16.	2.23	3.66	-.32	46.	3.13	3.05	.08
17.	2.70	3.71	.01	47.	2.58	3.00	.42
18.	2.96	3.12	.14	48.	2.70	2.90	.20
19.	2.85	2.10	-.75	49.	2.90	3.34	.44
20.	2.10	2.00	-.10	50.	3.75	3.80	.05
21.	3.23	3.24	.01	51.	3.63	3.51	-.12
22.	3.60	4.00	.40	52.	4.50	4.22	-.28
23.	3.20	3.73	.53	53.	3.90	3.78	-.12
24.	3.43	3.85	.42	54.	3.98	3.49	-.49
25.	2.73	3.88	.10	55.	4.25	4.34	.09
26.	3.00	3.15	.15	56.	3.23	3.05	-.18
27.	3.95	4.05	.10	57.	3.80	3.88	.08
28.	3.30	3.29	-.01	58.	4.20	4.02	-.18
29.	2.98	3.20	.22	59.	4.13	4.07	-.06
30.	3.43	3.61	.18	60.	3.35	4.07	.72





APPENDIX 3

MEAN DIFFERENCE BETWEEN THE EFFECTS OF BEGINNING AND EXPERIENCED TEACHERS PERCEIVED BEGINNING TEACHERS SHOULD GET THE 100% OF THE POINTS

Role Activity	Beginning Teacher		Experienced Teacher		Mean Difference	Role Activity	Beginning Teacher		Experienced Teacher		Mean Difference
	Mean		Mean				Mean		Mean		
1.	3.63		3.11		.52	11.	3.00		4.00		-.17
2.	3.41		3.50		-.09	12.	3.23		3.56		-.35
3.	3.40		3.27		.13	13.	3.42		4.32		-.90
4.	3.43		3.11		.32	14.	3.00		4.32		-1.12*
5.	3.33		3.34		-.01	15.	3.55		4.00		-.45
6.	3.23		3.05		.18	16.	3.40		4.07		-.67
7.	3.30		3.46		-.16	17.	3.11		3.76		-.65
8.	3.20		3.00		.20	18.	3.15		3.57		-.42
9.	3.15		3.07		.08	19.	3.50		3.93		-1.13*
10.	3.70		3.07		.63	20.	3.75		4.32		-.59*
11.	3.73		3.12		.61	21.	3.28		3.49		-.21
12.	3.45		3.27		.18	22.	3.76		3.80		-1.03*
13.	3.03		3.51		-.48	23.	2.83		3.22		-.39
14.	3.00		3.12		-.12	24.	2.88		3.05		-.17
15.	3.27		3.25		.02	25.	3.30		3.95		-.65*
16.	3.38		3.20		.18	26.	3.25		3.53		-.34
17.	3.63		3.07		.56	27.	3.08		3.61		-.53*
18.	2.93		3.66		-.73*	28.	2.33		3.10		-.77*
19.	3.70		3.32		.38	29.	2.80		3.22		-.42
20.	3.15		3.34		-.19	30.	3.20		3.76		-.56*
21.	3.20		3.66		-.46		3.75		3.46		.29
22.	4.10		3.44		.66	31.	3.95		3.88		.07
23.	3.93		3.35		.58	32.	3.72		3.75		-.03
24.	3.30		3.61		-.31	33.	3.72		3.75		-.03
25.	3.10		3.88		-.78*	34.	4.30		4.22		.08
26.	3.63		3.07		.56	35.	3.77		3.83		-.06
27.	3.40		3.73		-.33	36.	3.32		4.02		-.70
28.	3.30		3.30		.00	37.	3.60		3.93		-.33
29.	3.83		3.17		.66	38.	4.22		4.19		.03
30.	3.50		3.07		.43	39.	3.42		3.58		-.16



(Appendix A, Cont.)							
61.	1.25	1.07	-.02	11.	4.07	4.17	-.10
62.	3.71	3.33	-.11	12.	3.60	3.38	-.28
63.	1.30	1.01	-.06	13.	3.17	3.11	-.04
64.	3.77	1.02	-.30	14.	3.41	3.22	.16
65.	4.67	4.32	.20	15.	1.07	3.28	.09
66.	1.60	1.22	.31	16.	3.72	3.66	.06
67.	1.17	1.11	.06	17.	1.05	4.02	.03
68.	1.12	1.02	.02	18.	3.63	3.62	-.06
69.	1.42	1.41	.01	19.	3.77	3.63	.14
70.	1.55	1.12	.13	100.	3.95	3.83	.12
71.	3.97	1.14	.17				
72.	1.22	1.16	-.14				
73.	3.52	3.50	-.06				
74.	3.57	3.56	.01				
75.	3.87	3.23	-.06				
76.	1.10	1.11	-.02				
77.	3.27	1.07	.10				
78.	1.50	1.30	-.30				
79.	1.30	1.44	-.14				
80.	3.83	1.13	-.37				
81.	3.73	3.23	-.22				
82.	1.60	1.26	.04*				
83.	3.52	1.11	-.21				
84.	3.82	1.21	.12				
85.	3.21	1.17	-.20				
86.	4.00	1.22	-.22				
87.	1.22	1.24	-.02				
88.	3.23	3.90	.05				
89.	3.60	3.90	-.30				
90.	4.00	4.31	-.31				

* Role activities in which mean difference is greater than .5.

APPENDIX II

MEAN DIFFERENCE BETWEEN THE PRIORITY GIVEN BY BEGINNING TEACHERS AND THE PRIORITY EXPERIENCED TEACHERS PERCEPTIVE THEY SHOULD GIVE

Role Activity	Beginning Teacher		Mean Difference	Role Activity	Experienced Teacher		Mean Difference
	Mean	Mean			Mean	Mean	
1.	3.18	3.11	.07	31.	3.73	4.17	1.44
2.	3.20	4.00	.80	32.	3.40	4.56	1.16
3.	3.23	3.55	.32	33.	3.68	4.32	.64
4.	3.30	3.51	.21	34.	3.78	4.32	.54
5.	3.33	4.34	1.01	35.	3.13	4.00	.87
6.	3.02	3.05	.03	36.	3.15	4.07	.92
7.	3.90	3.45	.45	37.	3.10	3.76	.66
8.	3.03	4.02	.99	38.	3.13	3.59	.46
9.	3.60	4.07	.47	39.	3.40	3.93	.53
10.	2.52	4.07	1.55	40.	2.75	4.32	1.57
11.	3.36	4.12	.76	41.	2.90	3.49	.59
12.	3.20	3.55	.35	42.	3.63	3.80	.17
13.	3.26	3.51	.25	43.	3.55	3.22	-.33
14.	3.13	3.42	.29	44.	3.90	3.05	-.85
15.	3.53	4.05	.52	45.	3.73	3.95	.22
16.	3.24	4.20	.96	46.	3.13	3.59	.46
17.	3.70	4.07	.37	47.	2.83	3.61	.78
18.	2.95	3.66	.63	48.	2.70	3.10	.40
19.	2.95	4.32	1.37	49.	3.90	3.22	-.68
20.	2.10	3.34	1.24	50.	3.75	3.76	.01
21.	3.23	3.66	.43	51.	3.63	3.46	-.17
22.	3.60	4.14	.54	52.	4.50	3.88	-.62
23.	3.20	3.85	.65	53.	3.90	3.75	-.15
24.	3.43	3.51	.08	54.	3.98	3.75	-.23
25.	2.73	3.83	1.10	55.	4.25	4.22	-.03
26.	3.00	4.07	1.07	56.	3.23	3.83	.60
27.	3.25	3.73	.48	57.	3.80	4.02	.22
28.	3.30	4.80	1.50	58.	4.20	3.83	-.37
29.	2.98	4.27	1.29	59.	4.13	4.19	.06
30.	3.43	4.07	.64	60.	3.85	3.58	-.27



(Appendix II Cont.)

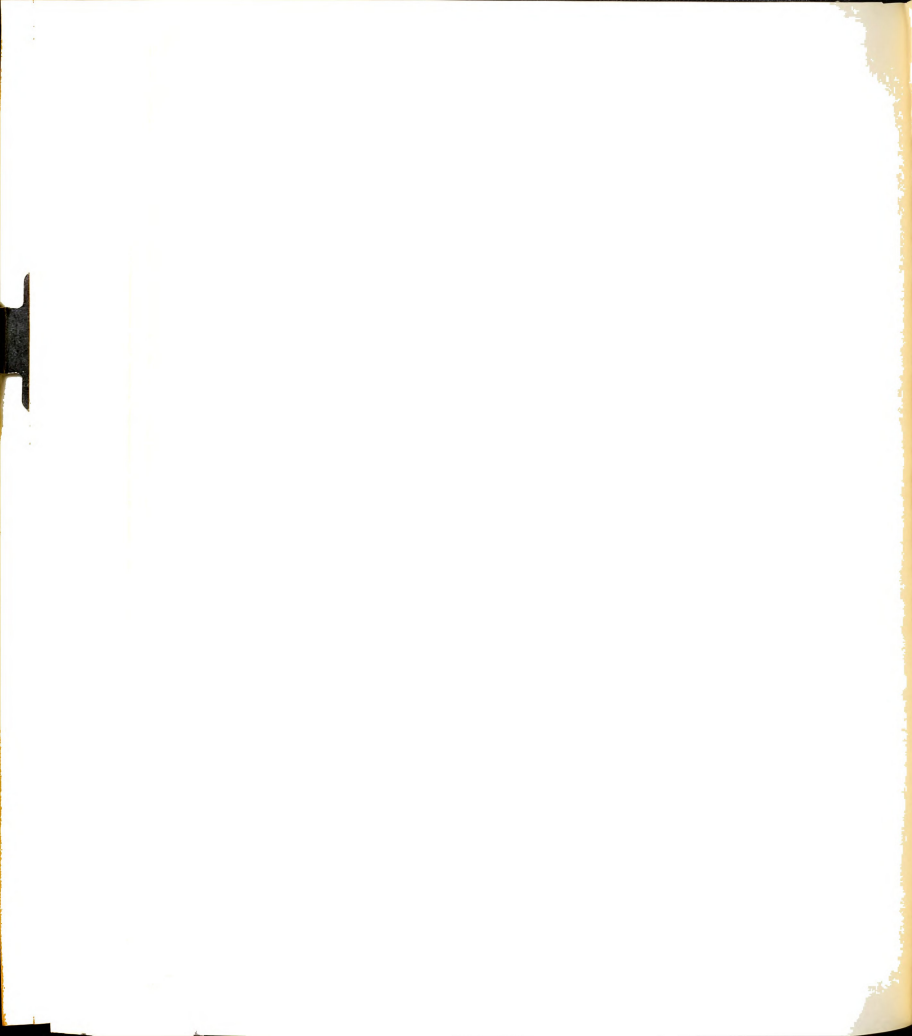
61.	3.35	4.17	.39	17.	1.00	4.17	.17
62.	1.05	3.36	-17	20.	3.34	3.34	.03
63.	3.35	3.34	.26	21.	1.33	3.31	-1.30
64.	3.35	1.00	.04	22.	1.30	3.32	-1.01
65.	3.45	1.30	.01	23.	1.03	3.04	.02
66.	1.00	1.00	.05	24.	3.75	3.66	-1.00
67.	3.00	1.17	.11	25.	3.70	1.00	.32
68.	1.00	1.00	.02	26.	3.70	3.60	.10
69.	3.35	1.11	.30	27.	3.70	3.62	-1.02
70.	3.43	1.19	.01	28.	1.25	3.33	-1.10
71.	3.15	1.16	.14	29.	1.15	4.17	
72.	1.35	1.16	.15	30.	1.15	3.34	
73.	3.35	3.30	.20	31.	1.00	3.34	
74.	1.30	3.35	.30	32.	1.00	3.34	
75.	3.35	1.10	.00	33.	1.00	3.34	
76.	3.35	1.10	.00	34.	1.00	3.34	
77.	1.10	1.10	.00	35.	1.00	3.34	
78.	1.00	1.10	.00	36.	1.00	3.34	
79.	1.00	1.10	.00	37.	1.00	3.34	
80.	3.35	1.10	.11	38.	1.00	3.34	
81.	3.15	1.16	.14	39.	1.00	3.34	
82.	1.15	1.16	.15	40.	1.00	3.34	
83.	1.30	1.10	.00	41.	1.00	3.34	
84.	1.15	1.10	.00	42.	1.00	3.34	
85.	3.35	1.10	.00	43.	1.00	3.34	
86.	3.35	1.10	.00	44.	1.00	3.34	
87.	3.75	1.14	.14	45.	1.00	3.34	
88.	1.00	3.93	-10	46.	1.00	3.34	
89.	3.43	3.90	.17	47.	1.00	3.34	
90.	3.93	1.31	.38	48.	1.00	3.34	



APPENDIX I

MEANS FOR BEGINNING AND EXPERIENCED TEACHERS FOR PRIORITY COMPARISONS MADE IN THE STUDY FOR TEN TEACHER ROLES

TEACHER ROLES	Beginning Teachers				Experienced Teachers			
	Priority		Should Give		Priority		Should Give	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
I. Provider of Organized, Systematic Instruction for High School Students.	3.293	7	3.243	4	3.243	7	3.844	7
II. Provider of Organized, Systematic Instruction for Young and adult groups.	2.750	10	3.530	3	2.951	10	3.827	8
III. Provider of Individualized Instruction.	3.323	6	3.633	7	3.505	6	4.041	5
IV. Developer of Student Leadership.	3.170	9	3.463	9	3.471	8	4.102	4
V. Counselor.	3.205	8	2.968	10	3.315	9	3.478	10
VI. Utilizer of Educational Data.	3.253	3	3.830	5	3.844	4	3.854	6
VII. Contributor to Self-development.	3.858	5	4.205	1	3.780	5	4.188	1
VIII. Contributor to Profession.	3.273	2	3.283	2	3.939	1	4.156	3
IX. Contributor to Society.	3.908	4	3.948	3	3.878	2	4.168	2
X. Initiator of Change.	3.280	1	3.780	6	3.860	3	3.766	9



(Appendix I Cont'd)

VIII. Contributor to Profession.	24	17	15	13	91	76	110	62	295	307	285	336
IX. Contributor to Society.	17	19	21	10	100	82	104	57	283	306	285	343
X. Initiator of Change.	23	17	18	21	79	119	125	134	307	264	266	255
TOTALS	621	403	554	333	1120	1003	1224	921	2259	2539	2317	2946

ATTACHMENT J

A SUMMARY OF THE COPIED LOW, MEDIUM, AND HIGH RESPONSES OF BEGINNING AND EXPERIENCED TEACHERS

TEACHER	PRIORITY RESPONSES											
	Low				Medium				High			
	Beginning Teachers		Experienced Teachers		Beginning Teachers		Experienced Teachers		Beginning Teachers		Experienced Teachers	
FOIE	Giv- ing	Shoul- d Give	Giv- ing	Shoul- d Give	Giv- ing	Shoul- d Give	Giv- ing	Shoul- d Give	Giv- ing	Shoul- d Give	Giv- ing	Shoul- d Give
I.Provider of Organized, Systematic Instruction for High School Students.	85	10	49	25	144	104	161	106	171	286	200	279
II.Provider of Organized, Systematic Instruction for Young and Adult Farmer Groups.	165	67	152	41	119	115	114	96	113	218	144	273
III.Provider of Individualized Instruction.	30	45	69	23	141	110	120	78	179	245	221	309
IV.Developer of Student Leadership.	99	66	79	15	140	107	123	73	161	227	208	322
V.Counselor.	105	133	99	60	114	139	131	145	181	128	179	205
VI.Utilizer of Educational Data.	14	24	25	25	95	98	106	106	291	278	279	279
VII.Contributor to Self-development.	16	12	30	1	106	58	130	64	278	330	250	345



(Appendix 2 Cont.)

VIII. Contribution to Pro- vision.	14	11	17	10	11	13	10	10	10	346
IX. Contribution to Society.	15	12	21	10	100	87	114	11	113	343
X. Initial or of Change.	23	17	1	13	21	70	117	102	134	255
TOTALS	521	403	557	233	1120	1007	1734	2257	2589	2317
										2946



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