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**AGRICULTURE TEACHERS' PERCEPTIONS OF TIME
ALLOCATIONS FOR VOCATIONAL AGRICULTURE PROGRAMS**

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Program planning for the local vocational agriculture department requires inputs from several sources within the local school community. Advisory councils, school and community surveys, and past experiences provide data which the local agriculture instructor can use in planning local programs. The organization and implementation of this data is the direct responsibility of the local vocational agriculture programs. A problem which presents itself as a result of this difficulty is determining how to allot what teacher time is available. Teachers differ in their assignment of the amount of time to be allocated to various segments of the vocational agriculture pro-

gram. The problem identified for study was to determine the association of teachers' perceptions of time to be allocated to the various segments of the program and to determine if the various segments of the agriculture program are perceived to be needed. This problem may be expressed in question form as: What are teachers' perceptions concerning the various segments of the agricultural program when these perceptions are based on: (a) the amount of time available; and (b) the need to include the activity in the program.

A research project was conducted in Missouri which sought to provide evidence for answering the above question. A survey instrument was developed to determine the time available and time needed for vocational agriculture program activities as perceived by teachers of agriculture in Missouri. A sample of forty teachers was selected at random from the list of teachers employed in single teacher departments in Missouri in 1971-72. The chi square statistic and percentages were used to analyze and present the data. The agricultural program activities studied were instruction and summer programs.

Vocational Agriculture Instruction

Vocational agriculture instructional activities were divided into four parts: (1) production agriculture; (2) agricultural mechanics; (3) agri-sales and services; and (4) horticulture. The first analysis was to ask the teachers to respond as to whether each of these four areas were needed or not needed. Also, they were asked if there was adequate time available to conduct these segments of the instructional program.

A second analysis was made within each subdivision of the above instructional areas. A series of questions were asked concerning each instructional area. The questions were related to class preparations, class presentations, field trips, and maintaining files and equipment. The same dichotomy of adequate or inadequate time available and needed or not needed were asked.

A significant value was reported for the instructional area at both the adequate-not adequate, and the needed-not needed dichotomy. The explanation of the lack of association can be explained by examining the responses in each of the four previously mentioned subdivisions as reported in Table 1. Eighty-six percent of the teachers perceived adequate time to be available for production agriculture while only eight percent perceived adequate time to be available for horticulture. Likewise, a significant chi square value was reported for instruction in the needed-not needed dichotomy. Sixty-seven percent of the teachers reported that horticulture programs were not needed in their schools.

TABLE 1

THE ASSOCIATION AMONG TEACHER RESPONSES¹ TO
TIME ALLOCATED TO THE AGRICULTURAL PROGRAM

Instruction	Percent Adequate		Percent Not Adequate		D.F.	Chi Adequate		Chi Not Needed	
	Adequate	Not Adequate	Not Needed	Needed		Adequate	Not Needed		
					3	24.35 ³	48.55 ³		
A. Production Agriculture	86	14	0	0	5	31.77 ³	0.00		
B. Agriculture Mechanics	72	17	11	3	3	5.81	0.00		
C. Agri-Sales and Services	42	42	17	2	2	4.86	0.00		
D. Horticulture	8	25	67	2	2	6.11 ²	0.00		

¹ There were 36 teacher responses

² Significant at .05 level

³ Significant at .01 level

Agriculture sales and services contributed to the significant chi square values in the instructional analysis. Forty-two percent of the teachers perceived adequate time available for agriculture sales and service, 42 percent perceived inadequate time available and 17 percent perceived agriculture sales and services to be not needed. Seventy-two percent of the teachers perceived that adequate time was available for mechanics while 11 percent perceived that agricultural mechanics was not needed.

Six questions were asked concerning time perception for agricultural production. An examination of these factors as reported in Table 2 revealed that 50 percent of the teachers felt that adequate time was not available to arrange field trips and conduct class laboratories or to maintain files of instructional materials. Seventy-eight percent reported adequate time was available for class presentations, and 89 percent reported adequate time available for class preparation.

Four questions were asked in the agricultural mechanics section. Seventy-three percent of the teachers felt they had adequate time for class preparation, 61 percent felt there was adequate time for development of skills, 58 percent felt time was adequate for maintaining agricultural mechanics files and 47 percent felt time was adequate for the maintenance of equipment and facilities. Only 11 percent felt that each of these four items were not needed.

Examination of the three questions concerning agri-sales and services revealed that 42 percent of the teachers felt they did not have adequate time available for class presentation. Also, 36 percent felt they had inadequate time available for preparation if classes were offered.

SUMMER ACTIVITIES

The teachers were asked a series of questions relating to the summer program of activities. All but one teacher felt that all of the activities in the summer program were needed. Table 3 reported each of the activities of the summer program of activities.

Occupational Experience

Eighty-one percent of the teachers felt that they have adequate time to conduct occupational experience programs during the summer. Nineteen percent felt there was not adequate time available.

TABLE 2
TEACHER PERCEPTIONS OF TIME AVAILABLE FOR
SELECTED INSTRUCTIONAL ACTIVITIES

Item	N	Percent Adequate	Percent Not Adequate	Percent Not Needed
I. Instruction				
A. Production Agriculture	36	86.1	13.9	0.0
1. Actual class preparation	36	77.8	22.2	0.0
2. Class and shop presentations	36	88.9	11.1	0.0
3. Maintaining an up-to-date file of instructional materials	36	50.0	50.0	0.0
4. Arranging field trips	36	47.2	52.8	0.0
5. Preparation of bulletin boards and other educational displays	36	50.0	50.0	0.0
6. Lab(Soil testing, etc.)	36	27.7	61.1	11.1
B. Agricultural Mechanics (for other than production students)	36	72.2	16.7	11.1
1. Actual preparation for class	36	72.2	16.7	11.1
2. Time allocation for mechanics instruction and development of skills	36	61.1	27.8	11.1
3. Maintaining an agriculture mechanics file including shop plans	36	58.3	30.5	11.1

TABLE 2 (continued)

<u>Item</u>	<u>N</u>	<u>Percent Adequate</u>	<u>Percent Not Adequate</u>	<u>Percent Not Needed</u>
4. Maintenance of agricultural mechanics facilities and equipment	36	47.2	47.7	11.1
C. Agri-Sales and Services	36	41.7	41.7	16.7
1. Actual class preparation	36	44.4	36.1	19.4
2. Class presentations	36	38.9	41.7	19.4
3. Lab-including field trips	36	22.2	58.3	19.4
D. Horticulture	36	8.3	27.8	63.9
1. Actual class preparation	36	8.3	25.0	66.7
2. Class presentations	36	13.9	19.4	66.7
3. Lab-including field trips	36	0.0	33.3	66.7

TABLE 3

THE ASSOCIATION OF TEACHER RESPONSES¹ TO
TIME ALLOCATED TO THE AGRICULTURAL PROGRAM

	Percent Adequate		Percent Not Adequate		D.F.	Chi	
	Adequate	Not Adequate	Not Needed	Needed		Adequate	Not Needed
Summer Activities ²					5	3.79	7.10
A. Occupational Experience Program	81	19	0	0	4	12.12 ³	1.25
B. Planning Course Layouts	86	14	0	0	1	13.05 ⁴	0.00
C. Organizing Teaching Materials	81	19	0	0	3	14.12 ⁴	0.00
D. FFA Leadership Training	92	8	0	0	2	1.06	0.00
E. Professional	90	8	0	0	2	.04	2.15
F. Fairs and Shows	78	17	5	5	3	3.58	10.37 ³

¹There were 36 teacher responses

²The Chi squares for Agricultural Program were using responses for A thru F

³Significant at .05 level

⁴Significant at .01 level

Planning Courses

Eighty-six percent of the teachers felt that there was adequate time available for planning courses; and 14 percent reported that there was inadequate time available.

Organizing Teaching Materials

Eighty-one percent felt that there was adequate time to organize their teaching materials; 19 percent felt there was not adequate time available.

FFA Leadership Activities

Ninety-two percent of the teachers felt that there was adequate time available for FFA leadership training activities; eight percent felt there was not adequate time available.

Professional

Ninety percent of the teachers felt that there was adequate time available for professional activities; eight percent felt there was inadequate time available.

Fair and Shows

Seventy-eight percent of the teachers felt there was adequate time for fairs and shows; 17 percent felt there was not adequate time available.

SUMMARY AND CONCLUSIONS

Vocational agriculture program planning requires the analyzation of data from several sources. One such source is the perceptions of vocational agriculture instructors who work with the different segments of the vocational agriculture program. This study sought to collect data related to teacher perceptions of the agricultural program.

A mailed form was utilized to obtain teacher perceptions concerning the program. Forty teachers were surveyed, with 36 usable respondents. These teachers were asked questions to determine if certain segments of the program were needed or not needed; and, if needed, was there adequate time to conduct the activity.

Two activities of the agricultural program were studied: instruction and summer programs. Tables 1 and 2 presented summaries of the teachers responses concerning these areas.

All the respondents perceived that instruction in production agriculture is needed. However, additional time and/or personnel are needed to expand program offerings to include agricultural sales and services and horticulture. We would conclude that time available is a limiting factor in the expansion of offerings in a one teacher program.

The activities of the summer program were felt to be needed by the teachers. Seventy-eight percent or more felt that there was adequate time to conduct these activities. While the summer activities were perceived important and time not adequate for some activities, we would conclude that available time is not a limiting factor in conducting a summer program when teachers are employed on a 12-month basis.

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