

Table 1

**RANKING OF TOP FIVE FACTORS ACCORDING TO MEAN  
 SCORE, FREQUENCY IN TOP THREE AND INTENSITY SCORE**

Factor	Mean Score	Rank	Frequency in Top 3	Intensity
1. Long range occupational goal was something different than teaching vocational agriculture	3.19	1	1	1
2. Had students in class who should not have been in vocational agriculture	2.96	2	3	5
3. Inadequate advancement opportunities	2.77	3	2	2
4. Long hours	2.50	4	5	4
5. Inadequate salary	2.43	5	4	3

of factors tended to be more influential in the decision of former teachers to leave the profession. The ranking of these categories based upon the mean item score is as follows:

- 1.. Student related concerns (mean item score = 2.19)
2. Time requirements of the job (mean item score = 2.16)
3. Job characteristics (mean item score = 2.16)
4. Personal concerns (mean item score = 2.03)
5. Administrative and supervisory concerns (mean item score = 1.77)
6. Preparation for teaching (mean item score = 1.74)
7. Factors outside the profession (mean item score = 1.60)

*Interpersonal Relations.* Generally, those groups that had the greatest opportunity for contact with the former teachers were more influential in the decision to leave. Interpersonal relations with students and administrators appeared to fall into such a category with the student factors being the most influential.

Table 2  
HIGHEST FIFTEEN FACTORS BY MEAN SCORE

Factor	Mean Score	Standard Deviation
1. *Long range occupational goal was something different than teaching vocational agriculture (Personal)	3.19	1.50
2. Had students in class who should not have been in vocational agriculture (Student)	2.96	1.52
3. Inadequate advancement opportunities (Job)	2.77	1.56
4. Long hours (Time)	2.50	1.43
5. Inadequate salary (Job)	2.43	1.23
6. Too many required extra-curricular activities (Time)	2.42	1.34
7. Students lacked interest (Student)	2.40	1.31
8. Requirement for submitting state reports (Administrative)	2.32	1.24
9. Inadequate administrative support and backing on decisions (Administrative)	2.30	1.59
10. Disliked student attitudes (Student)	2.29	1.37
11. Too many meetings to attend as a vocational agriculture teacher (Time)	2.27	1.33
12. Was unable to get students to learn as desired (Student)	2.25	1.27
13. Too many evening responsibilities (Time)	2.20	1.39
14. Too much preparation time required for classroom teaching (Time)	2.14	1.09
15. Inadequate facilities (Job)	2.10	1.29

\*Only factor with a mode of 5.00.

*Comparison of Former and Current Teachers.* In order to make a realistic comparison between former teachers and current teachers on specified demographic factors, the groups were matched on the dates they entered the profession. It was found that the two groups were remarkably alike. However, for the time former teachers taught, they tended to report lower salaries than the current vocational agriculture teachers who entered the profession at the same time. In addition, it was found that teachers of vocational agriculture who left teaching, tended to do so very early in their career. Nearly 50 percent left teaching before they had taught more than three years.

Some data were gathered on each group for which there were no comparative data. For example, it was found that teachers who left the profession were very stable occupationally. Over 90 percent of the former teachers have held only one or two jobs since leaving the profession.

One of the very interesting factors identified in the research was the relative closeness of current teachers' place of employment to the home of their parents or their spouses' parents. In fact, approximately 50 percent of those responding to this item lived within 25 miles of their parents' home or their spouses' parents' home. Figure 1 provides a look at the comparative distance from the place of employment to the homes of current teachers' parents and the homes of the spouses' parents in 1974. Note the heavy concentration of teachers who lived close to both their homes and their spouses' homes.

### *Recommendations*

Because this study was survey research, the recommendations proposed by the investigator relate to additional research needs. Research should be conducted on:

1. The long range goals of students entering the teacher education program, students graduating from that program, beginning teachers entering teaching, and teachers as they leave the profession.
2. The area of student-related concerns to determine the real reason for their influence in the decision of teachers to leave teaching.
3. Time commitments of teachers of vocational agriculture.
4. The role expectations for vocational agriculture teachers.
5. The employment history and migration patterns of vocational agriculture teachers.
6. The factors that influence vocational agriculture teachers to stay in the profession.

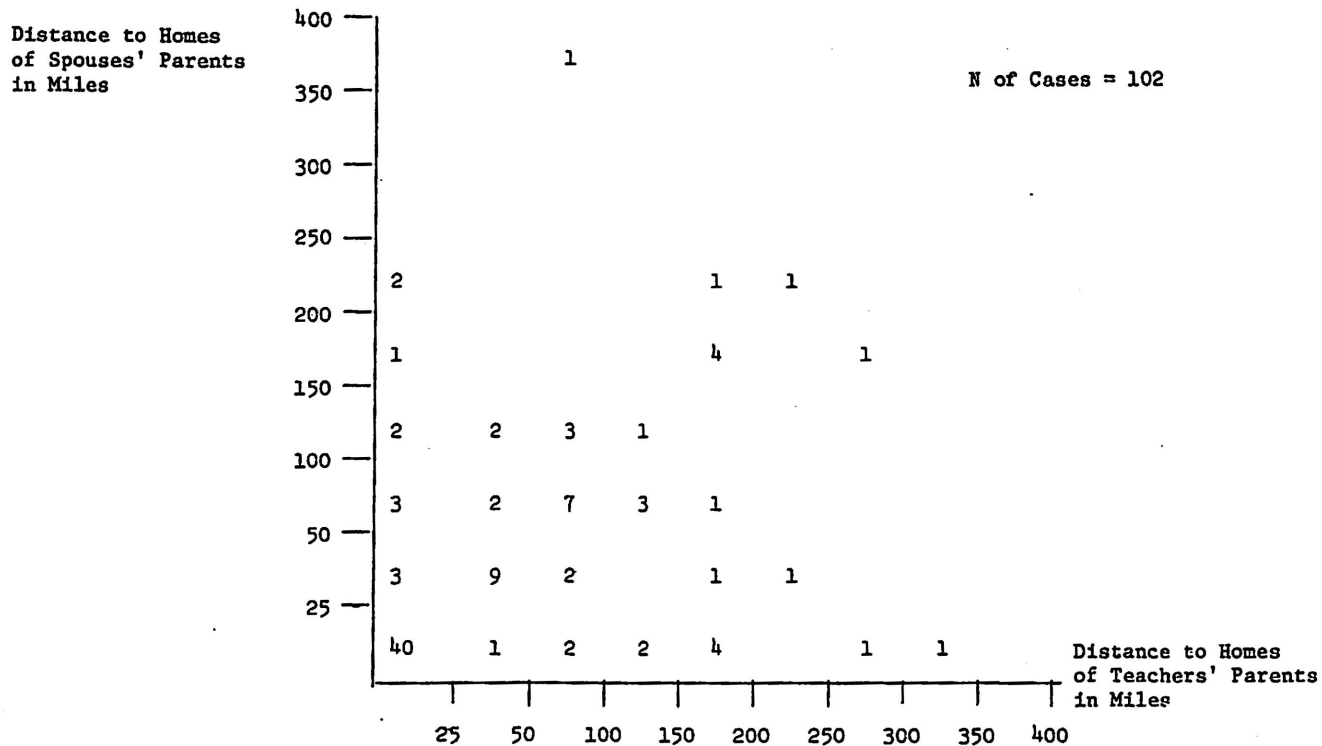


Figure 1. COMPARATIVE DISTANCE FROM PLACE OF EMPLOYMENT TO THE HOMES OF CURRENT TEACHERS' PARENTS AND THE HOMES OF THE SPOUSES' PARENTS IN 1974

### *National Implications*

Generally the factors identified in this study as being the most influential in the decision of teachers to leave the teaching of vocational agriculture in Ohio have been identified in nearly every research study conducted on this question in diverse state settings. This would appear to indicate that these factors may be more of a national issue. It would seem appropriate for the profession to consider these factors on a national level. Such factors as long range occupational goals, advancement opportunities, time commitments, stages at which teachers leave the profession, and program expectations would appear appropriate for the profession to give some attention.

### *Bibliography*

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#### *Summary*

To sum up the advantages of the separate existence of the curriculum materials development function, the curriculum materials unit offers a way to improve cooperation and efficiency in curriculum development. It gives top priority to the development of high quality materials which can serve to improve the total program of vocational agriculture just as effectively as the teacher education and state supervisory functions. Indeed, curriculum materials development should be viewed as an equal to these functions and can only be seen as such when it exists separately from them.

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