

FACTORS ASSOCIATED WITH THE RATE OF VOCATIONAL
AGRICULTURE TEACHER TURNOVER IN ARIZONA

by

Keith Eugene Mattox

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Signed: *Kurt Hemminger*

APPROVAL BY THESIS DIRECTOR

This thesis has been approved on the date shown below:

Clinton O. Jacobs
CLINTON O. JACOBS
Professor of Agricultural Education

29 April 1974
Date

DEDICATION

The author would like to dedicate this study to his wife, Patricia, for her encouragement and forbearance during the conduct of this study.

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ABSTRACT

This study was undertaken to identify factors which may have influenced teachers of vocational agriculture in Arizona to leave the profession between September 1, 1959 and September 1, 1972. The data analyzed were collected through questionnaires sent to 69 vocational agriculture teachers.

Major findings included the following: "lack of advancement opportunities" influenced more teachers to leave the profession than any other single factor; teachers entered the profession because they enjoyed working in agriculture and with its people; teachers teaching five or more years indicated the "opportunity to plan and carry out an instructional program" and "prestige of position" had more influence on their decision to enter the profession than teachers teaching four or less years; teachers lacking tenure revealed that "dislike teaching certain subject areas", "too much preparation required for classroom teaching", and "contract not renewed" had more influence on their decision to leave the profession than teachers having tenure; teachers entering the profession at an older age were retained longer; the median years of tenure of all Arizona vocational agriculture teachers surveyed was 4.50 years; Arizona has a mean yearly teacher turnover rate of 10.91 percent, and of the 58 teachers who left the profession, 24, or 41.3 percent, remained in agriculture.

CHAPTER I

INTRODUCTION

A successful program of vocational agriculture is perhaps more dependent upon the quality of teachers than other programs offered at the secondary level. The teacher of vocational agriculture could possibly be more critical to the success of that program than is the coach to an athletic team's success. Even with outstanding facilities, community support, enthusiastic and talented students, there is little assurance of a successful program without a well trained and dedicated teacher.

When agriculture teachers are employed who are not adequately trained or who are not dedicated to the profession, the program rarely is successful and thus represents a waste of human resources and time. Effective programs of agricultural education are developed by and around outstanding teachers of vocational agriculture.

One of the major problems in vocational agriculture today is that many of the men who enter as teachers of vocational agriculture leave the profession after having taught only a short time. The vacant positions left by these teachers must sometimes be filled by teachers from out of state or teachers with temporary or emergency teaching certificates.

To alleviate this problem, more emphasis should be placed on retaining good vocational agriculture teachers in the profession. In

essence, the vocational agriculture teaching profession needs to be made more attractive to these teachers in order to retain them in the profession.

A study to determine why teachers of vocational agriculture in Arizona have left the vocational agriculture teaching profession has never been conducted. The need for a study of this type is indicated by the fact that sixty-nine teachers of vocational agriculture left the teaching profession in Arizona between September 1, 1959 and September 1, 1972. Many of these former teachers may have been "good" teachers with teaching experience. Information on the factors influencing teacher to quit the profession may be useful in minimizing the turnover rate by either elimination of the factors involved or by alerting prospective teachers to those factors.

Statement of the Problem

The purpose of this study was to identify possible factors which may have influenced teachers of vocational agriculture in Arizona to leave the vocational agriculture teaching profession between September 1, 1959 and September 1, 1972.

Specific Objectives

In order to accomplish the foregoing problem, the following objectives were identified:

1. To identify selected professional, environmental, and sociological factors influencing teachers to enter and then leave the vocational agriculture teaching profession.

2. To determine the association between selected professional, environmental, and sociological factors influencing the tenure in the profession of teaching vocational agriculture.

3. To determine the association between teacher tenure and selected background factors.

Assumptions

This study was based upon the following assumptions:

1. Factors included in the questionnaire for collecting data were inclusive of factors influencing teachers to leave the vocational agriculture teaching profession.

2. Factors checked on the questionnaire by former teachers of vocational agriculture were valid indications of their reasons for leaving the vocational agriculture teaching profession.

3. The difference between tenured and non-tenured teachers who have quit teaching is a valid method of identifying characteristics of persons who would make successful teachers.

Delimitations

This study was concerned primarily with identifying factors which influenced vocational agriculture teachers to leave the teaching profession. The findings of the study were subject to the following delimitations:

1. The study was limited to teachers of vocational agriculture in Arizona who entered and then left the profession between September 1, 1959 and September 1, 1972.

2. Teachers of vocational agriculture, who taught in industrial or special programs, were not included as a part of this study.

3. Former teachers of vocational agriculture, who left teaching at the secondary level and entered vocational education at the state, university or college level, were not included as a part of this study.

4. Teachers of vocational agriculture, who left teaching in the State of Arizona to teach vocational agriculture in another state, were also excluded from this study.

Limitations

The recognized limitations of this study were as follows:

1. The former teachers of vocational agriculture were asked what factors influenced them to leave the vocational agriculture teaching profession. Some former teachers may have thought that the questions reflected upon their competencies; therefore, answered them in a biased manner.

2. The numerical symbols used on the rating scale of factors influencing vocational agriculture teachers to enter and leave the vocational agriculture teaching profession may not carry the same measurement of meaning to all teachers. An attempt was made to reduce this effect by assigning descriptive phrases to each numerical symbol.

3. Ex post facto research does not allow for control and manipulation of the independent variables or control of possible intervening variables.

Need for the Study

Vocational agriculture teachers are similar to other teachers in that they leave the profession for which they were trained. Each year many vocational agriculture teachers quit teaching and go into other professions. Many of the vacancies caused by these teachers cannot be filled; therefore, a critical shortage of qualified teachers occurs. In a study on supply and demand of vocational agriculture teachers, Woodin (1971) found that in the 1970-71 school year the United States had a 9.4 percent vocational agriculture teacher turnover. This was a loss of approximately 984 vocational agriculture teachers. This loss not only caused a teacher shortage of one hundred twenty teachers for the following year but also caused forty-seven vocational agriculture departments to close their doors to youth desiring to take vocational agriculture. Arizona has not had to close any department of vocational agriculture due to a lack of teachers but has had to retain out-of-state trained teachers to fill many existing vacancies.

Between September 1, 1959 and September 1, 1972, sixty-nine teachers of vocational agriculture left the vocational agriculture teaching profession in Arizona. This was a yearly mean loss of 10.91 percent. This loss was higher than the National average of approximately 9.4 percent. The 10.91 percent teacher turnover does not include teachers who left the State of Arizona to teach vocational agriculture in another state or those who left teaching at the secondary level to enter vocational education at some other level.

Several studies have been completed concerning factors influencing teachers to leave the vocational agriculture teaching profession. Seldon (1969) found the basic cause for teacher dropouts was greatly dependent on teacher workload. Many schools throughout the United States, including Arizona, have made an effort to reduce teacher workload by employing two or more vocational agriculture teachers. Harvey (1967) found that vocational agriculture teachers in New York State left the teaching profession because they questioned the future of agriculture teaching and felt there was a shrinking farm population which led to a low number of farm boys enrolled in agriculture. In a similar study in Iowa, Froehlich (1966) found Iowa State University graduates left the vocational agriculture teaching profession because of a lack of advancement opportunities, salary, too many evening responsibilities, long hours, State reports, community attitude toward vocational agriculture, and little or no opportunity to specialize. As can be seen, the reasons for leaving the vocational agriculture teaching profession vary with each state. A study to determine why teachers of vocational agriculture leave the teaching profession has never been conducted in the State of Arizona. A study of this type would be useful to Arizona vocational educators, teacher trainers, state supervisors, and school administrators. Once the factors influencing vocational agriculture teachers to leave the teaching profession have been identified, then recommendations could be made to possibly minimize the influence of such factors.

Attempts have been made to predict the teaching success of prospective teachers of agriculture. With the information obtained in

this study, it was anticipated that a profile could be constructed to predict the success of prospective vocational agriculture teachers in Arizona. If this is accomplished, vocational educators could counsel their prospective teachers more knowledgeably and concentrate available resources toward those possessing characteristics of a successful teacher.

In a study conducted at the University of Nebraska, Stoller (1971) found that of one hundred nine vocational agriculture teachers in Nebraska, 73 had taught less than 5 years; 14 had taught 6 to 10 years; 16 had taught 11 to 20 years, and 6 had taught 21 or more years. In contrast, of one hundred thirteen county extension agents in Nebraska, 37 had worked in their position less than 5 years; 16 had worked in their position 6 to 10 years; 37 had worked in their position 11 to 20 years, and 23 had worked in their position 21 or more years. It may be interpreted that teaching vocational agriculture may be a "stepping stone" to jobs with more advancement opportunities, prestige, and fringe benefits.

Teachers of vocational agriculture are similar to other teachers in that they leave the profession for which they were trained. In a study on vocational agriculture teacher tenure, Ferguson (1966) found the mean tenure of Oregon State University Agricultural Education graduates was 5.25 years and the median tenure was 4.50 years. This represents a loss in time and human resources. When trained personnel leave the field of teaching vocational agriculture, educators, advisers, parents, and others may question opportunities in vocational agriculture teaching as a life's profession. And, if the teachers who have left

the profession are doing so because of frustrating experiences, potential young men may be influenced in the choice of their occupation to the extent that good students may not enter the vocational agriculture teaching profession.

It was intended that this study would provide information, concerning factors influencing Arizona vocational agriculture teachers to leave the profession and identify background factors which may be useful in predicting teacher success.

Definition of Terms

In order to provide greater clarity for the reader of this study, the following terms were defined:

1. Background factors: The sum of a vocational agriculture teacher's personal, educational and employment experience.

2. Environmental factors: All external factors and influences affecting human behavior over which the vocational agriculture teacher has no control.

3. Former Teacher of Vocational Agriculture: A person who taught vocational agriculture in Arizona for one or more years between September 1, 1959 and September 1, 1972 and who has since left the profession.

4. Professional factors: Those items associated with the role of teaching which were assumed to affect the ability of the vocational agriculture teacher to fulfill the expectations of his job.

5. Significance: As used in this paper, significance refers to statistical significance at the .05 level of confidence

6. Sociological factors: Selected factors which may affect the ability of the vocational agriculture teacher to adapt to the social needs of the community or to get along with, and behave like, others in his social group.

7. Teacher tenure: The period of time employed under contract as a teacher of vocational agriculture.

8. Teacher turnover: The percentage of those teachers of vocational agriculture who left the vocational agriculture teaching profession. The percentage is calculated by dividing the number of teachers who left the profession by the total number of teachers and then multiplying by 100. This does not include those teachers who left teaching vocational agriculture in the State of Arizona to teach vocational agriculture in another state or those who left teaching at the secondary level to enter vocational education at the state, university, or college level.

9. Teaching experience: Number of years employed as a teacher of vocational agriculture.

CHAPTER II

REVIEW OF RELATED LITERATURE

Several studies have been completed dealing with the factors influencing vocational agriculture teachers to leave the vocational agriculture teaching profession. This chapter presents major findings of selected studies and papers which provided background information and insight to the author while designing and conducting this study.

Factors Influencing Vocational Agriculture Teachers to Leave the Profession

One of the earliest studies dealing with factors influencing teachers of vocational agriculture to leave the profession was completed by Richard and Sanders (1945). They tabulated the responses of forty-nine former teachers of vocational agriculture to questions such as the following: (1) What features of the job of the agriculture teacher did you like? Most responses concerned helping boys get started in farming. (2) What features of the job of the agriculture teacher did you dislike? Most former teachers replied that tedious, time-consuming reporting of formulated, but non-executed, plans were what they disliked. (3) Reasons given for leaving the teaching profession included mainly low salary which did not reflect experience and worth of the service. (4) Suggestions made for securing and holding high quality teachers in the field of vocational agriculture were greatly concerned with providing a more adequate salary schedule.

Sutherland (1945) studied factors affecting occupational choices of agricultural education graduates in California. Many graduates did not enter teaching and those who did remained in the profession an average of five years. He thought if reasons for the high rate of turnover could be found, perhaps the situation with respect to tenure could be improved. Sutherland studied 23 men who had discontinued teaching vocational agriculture during the period 1941 to 1944. Sutherland found that: (1) The generally enjoyed phases of teaching vocational agriculture included mainly working with farm boys. (2) The general dissatisfying phases and conditions were that vocational agriculture was a dumping ground for poor students. (3) The major reason why teachers left teaching for other work was that they felt stalemated. They were frustrated because they saw no chance for advancement. (4) The main limitations of teaching vocational agriculture, as a career, were reported to be salaries that were not commensurate with the job and its responsibilities.

Gerhardt (1949) in Wisconsin, studied reasons why vocational agriculture teachers like or dislike their jobs. The questionnaire used in this study included the following considerations: (1) reasons why teachers had continued or left the vocational agriculture teaching profession; (2) features of agricultural teaching the teachers liked and/or disliked; (3) suggestions for improving the job of teaching vocational agriculture, and (4) types of work undertaken since leaving the vocational agriculture teaching profession.

The 186 teachers of vocational agriculture who returned the questionnaire gave the following major desirable features of teaching

vocational agriculture: (1) adult contacts; (2) opportunity to work with young people, and (3) importance of work in the community. Some of the undesirable features of teaching vocational agriculture listed were: (1) inadequate salaries; (2) limited opportunities for advancement; (3) too much responsibility and excessive demands on time, and (4) too many evening responsibilities.

Suggestions for improving the job of teaching vocational agriculture, according to Gerhardt's findings, centered on two main areas; improvements in salaries and reduction of total work hours.

The men who left agriculture teaching felt that their new work offered better opportunities for the future and better salaries. However, a high percentage granted that their teaching experience had been of great value to them in making a success in subsequent occupations.

Springfield (1949), in a follow-up study of 237 former teachers of vocational agriculture in Louisiana, summarized the reasons given by former teachers for leaving the vocational agriculture teaching profession. The reasons given were, in order of frequency, as follows: (1) income too low; (2) offered more money for other work; (3) limited chance for promotion; (4) preferred other work; (5) felt there was no future in the profession; (6) too much politics; (7) lack of security, and (8) school community demanded too much of teachers.

Clark (1952) completed a study on factors associated with the decision of Michigan teachers to remain in or to leave the field of teaching vocational agriculture. He found that after beginning teaching, those who remained in the profession earned more college credits

beyond the bachelor's degree. The teachers who later left the profession left their first position most frequently because of school administrators, whereas those who remained in the profession left their first position most frequently for better salary, for a better location in the state, or for a better professional opportunity.

The teachers who remained in the teaching profession spent a larger percentage of their years teaching in departments which offered more nearly full time work in vocational agriculture. Teachers were asked to check major factors which were associated with their decisions to remain in the vocational agriculture teaching profession. The factors which showed significant difference at the 5 percent level were: interested in teaching, salary, project supervision, security, summer work, accomplishment of pupils, social prestige, cooperation of pupils, family preference, twelve-month job, and outdoor work.

Lambreth (1959), in Tennessee, completed a study on 120 former vocational agriculture teachers as to why they left the vocational agriculture teaching profession. The four reasons given most frequently for leaving the profession by the former teachers were, in descending order: salary, too low compared to other occupations; limited chance for promotion in vocational agriculture; salary increases too slow and too small, and salary too low compared to number of hours worked.

The 120 former teachers were employed in 21 different occupations. Approximately 50 percent were employed with government agricultural agencies, the Agriculture Extension Service, as high school or elementary teachers, as salesmen, or self-employed.

Of the 120 former teachers reporting, 72 said that they would be interested in teaching vocational agriculture in Tennessee again if salaries were higher and a desirable community and adequate facilities were available.

Hoerner (1965) conducted a study investigating 470 Iowa State University graduates of agricultural education who entered and left the vocational agriculture teaching profession between January 1, 1940 and July 1, 1964. These former teachers were asked to rate 24 items as to the influence on their decision to leave the vocational agriculture teaching profession. The former teachers' scores were then factor-analyzed and as a result the following four factors were selected as having the most influence on the teachers' decisions to leave the vocational agriculture teaching profession: (1) lack of advancement opportunities, (2) salary, (3) too many evening responsibilities, and (4) long hours. The factors which had the least influence on the teachers' decisions to leave the vocational agriculture teaching profession were: (1) failure to adjust to school schedule, (2) ethnic and religious factors, (3) poor rapport with other teachers, (4) community responsibilities, and (5) wife not happy with the vocational agriculture teaching profession.

In a study conducted at Ohio State University, Ruth (1965) attempted to determine what influenced teachers of vocational agriculture to leave the profession. The study pertained to those individuals who majored in agricultural education and graduated from Ohio State University during the period 1949 to 1958. Ruth found that teachers disliked their profession because of working hours demanded, lack of

time for family life, and lack of opportunity for advancement. It was also found that higher salaries in other occupations and a low salary ceiling in the vocational agriculture teaching profession influenced many teachers to leave the profession.

Teacher trainers, Tarone and Jurgensen (1965), in California, presumed that a list of common problems facing teachers of vocational agriculture might indicate the reasons for high mortality in teaching agriculture. A wide variety of problems were listed by the 143 teachers in 19 states, who responded to the questionnaire. Those of major importance were as follows: administrator and administration, scheduling conflicts, school farms, unfavorable status of agriculture, inadequate facilities and financing, low enrollment augmented by poor student selection, keeping up-to-date on current developments, and obtaining adequate resource material.

Froehlich (1966), at Iowa State University, conducted a study on factors related to the tendency of Iowa State University agricultural education graduates to not enter or to leave the vocational agriculture teaching profession. His study included 823 non-teaching agricultural education graduates from Iowa State University during the period January 1, 1940 and July 1, 1964.

Those teachers who had left the vocational agriculture teaching profession were asked to rate themselves from zero to nine in regard to the extent of 24 listed factors which may have influenced them to leave the profession. A rating of zero indicated that the factor had "no influence" and a rating of nine indicated that the factor had "very much influence".

Factors that were of little or no influence were: failure to adjust to the school schedule, ethnic factors, and poor rapport with other teachers in the school system.

Factors influencing agricultural education graduates to leave vocational agriculture teaching after five years were: lack of advancement opportunities (5.8); salary (5.1); too many evening responsibilities (3.8), and long hours (3.4). Community attitude toward vocational agriculture, little or no opportunity to specialize, and overemphasis of athletics are factors that were also of considerable influence.

Froehlich (1966) concluded that since long hours and evening responsibilities were important factors in influencing graduates to leave teaching, they should be distinguished through in-service education which would eventually lead to reduced schedules. He further suggested that low salaries should be raised to be made commensurate with duties of the occupation.

Harvey (1967) tried to determine why teachers of vocational agriculture in New York State left their profession. Data for the study was collected from 129 men who had quit teaching agriculture and 191 men still teaching agriculture who had studied at Cornell University during 1957 through 1962. Harvey (1967) found that many teachers of agriculture reported having a multitude of jobs which must be carried out in relationship with agriculture teaching duties. These extra duties added to the already full workload of teachers; therefore, increased frustration and job dissatisfaction which led to teacher dropouts. Many of the teachers who left the vocational agriculture teaching profession questioned the future of agriculture teaching. Salary did

not play a major role in the teacher's decision to leave the teaching of agriculture.

Seldon (1969) found that aside from poor salaries and fringe benefits, the basic causes of teacher dropout were frustration and lack of status, both of which were greatly dependent on teacher workload. Seldon's components of workload were: (1) a rigid school day; (2) oversize classes which reduce teaching effectiveness, thus increasing job dissatisfaction; (3) lack of authority and facilities to deal with disruptive students and those disadvantaged by social class or reading ability, and (4) forced extracurricular activities and non-classroom assignments which dissipate professional talent and energy.

A positive view as to why teachers of vocational agriculture make teaching a career was taken by Phipps (1956). He indicated that satisfied teachers have learned to appreciate the nonfinancial as well as the financial rewards in teaching. Some of the listed nonfinancial rewards were: tenure, full-year contract, independence, opportunity to use talents in agriculture, responsibility, healthful, social approval, status and respect, challenging work, and personal growth.

Teacher Background Characteristics

Bell (1950) completed a study at Iowa State University investigating the occupational choices of men qualified to teach vocational agriculture. The study included 288 graduates during the period from 1938 to 1949.

The main purpose of the study was to discover differential characteristics among men qualified to teach vocational agriculture,

who had entered and remained in teaching, those who had not entered teaching, and those who had not remained in teaching.

Ninety-two percent of the respondents to Bell's questionnaire were engaged in occupations classified as education or agriculture. He found that farm background experiences could not be used to distinguish between those who had and those who had not stayed in teaching. He did, however, find a significant difference due to non-farm work experience. A significant difference also was found in favor of those who had stayed in teaching in relations to being married when they started to teach. Nonsignificant differences were found when staying in teaching was compared to the number of years of high school vocational agriculture and farming as father's occupation.

Qualified graduates who did not enter vocational agriculture teaching gave a lack of security of tenure, higher salaries elsewhere, and a desire to use training for purpose other than teaching as reasons for not doing so.

Bell (1950) concluded that the high mortality rate among teachers of vocational agriculture was due in part to inadequate salaries.

Reinebach (1951) made an attempt to predict permanency in teaching for college students qualifying to teach vocational agriculture. The investigation included 185 men who had qualified to teach vocational agriculture at Iowa State University from 1938 through 1947.

This study was inspired by the knowledge that some students who qualify in this field find themselves with neither the personal traits nor the interest needed for permanency in the teaching field.

Reinebach (1951) used two basic criteria for prediction: (1) the number of years spent in a group of agricultural jobs concerned with agricultural education and (2) the number of years spent teaching vocational agriculture or the veterans' on-farm training program. Information gathered pertaining to the graduates included their farm experience, college extracurricular activities, scholastic aptitude, and academic achievement.

None of the variables yielded significant biserial correlations with either of the criterion. The attempt to satisfactorily predict permanency in teaching for college students qualifying to teach vocational agriculture was unsuccessful.

In a study at Iowa State University, Hoerner (1965) tried to determine factors related to employment of Iowa State University graduates in agricultural education. This investigation was concerned with male students who were graduated from the College of Agriculture and who had qualified to teach high school vocational agriculture. Graduates who had received the Bachelor of Science degree between January 1, 1940 and July 1, 1964 were selected for the study.

Hoerner (1965) found a definite relationship between having had high school vocational agriculture and awareness of the teaching profession. Twenty-eight percent of the graduates who had no vocational agriculture indicated they were aware of the profession prior to college enrollment, whereas sixty-two and eight-tenths percent of the graduates who had completed seven to eight semesters of vocational agriculture revealed their awareness prior to enrollment in college. Almost one-half (47.9 percent) of the no-semester group indicated

awareness during their sophomore year in college, whereas only twenty-three and six-tenths percent of the group who had completed seven to eight semesters had listed a similar response. Negative, nonsignificant values were produced when teaching experiences in vocational agriculture were correlated with participation in extracurricular activities for 167 graduates in the 1957-58 group. It was also found that the educational level of parents, semesters of high school vocational agriculture, and participation in extracurricular activities yielded negative nonsignificant coefficients of correlation when compared with tenure in vocational agriculture. Tenure in vocational agriculture teaching correlated with parental land ownership and advanced educational status yielded positive but nonsignificant coefficients of correlation.

Lasap (1965), at the University of Maryland, investigated the hypothesis that a farming background is necessary for success in teaching. The results of his study cast much doubt on this hypothesis. He did, however, find that a majority of the respondents were farm-reared even though his data produced a nonsignificant relationship between farming background and success in teaching vocational agriculture.

Ruth (1965) found that family background did not have much, if any, effect on teaching tenure by former teachers. He further found that farm and/or FFA experiences, or lack of farm and/or FFA experience, had no effect on teacher tenure.

Froehlich (1966) found that over 43 percent of the graduates in his study were aware of the vocational agriculture teaching profession before college enrollment, whereas 26.4 percent were not aware.

Very few (2.6 percent) of the graduates were aware of the profession for which they were trained before the ninth grade in high school.

Coefficients of correlation were calculated on 51 graduates who had completed a vocational agriculture course of study while attending high school and had left the vocational agriculture teaching profession within two years. Froehlich (1966) found that participation in extracurricular college activities were negatively correlated with long hours and evening responsibilities (-.276). A significant positive relationship existed between interpersonal problems and failure to adjust to the teaching assignment (.522).

When 66 graduates who had completed a course of study in vocational agriculture while attending high school and who had taught vocational agriculture more than two years before leaving the profession were compared with graduates who left teaching after one or two years, several differences were found. Significant correlation coefficients were found to exist between salary, advancement opportunities and failure to adjust to the teaching assignment (.271), and between interpersonal problems and advanced educational status (-.264).

Summary of Related Literature

Research has shown that vocational agriculture teaching is a stress occupation. Many times teachers of vocational agriculture find themselves with neither the personal ability or desire to contend with the role stresses of the occupation and leave it for more desirable occupations. Basically, research has shown that vocational agriculture teachers leave the vocational agriculture teaching profession for the

following reasons: (1) inadequate salary for the time and responsibilities, (2) limited opportunities for advancement; (3) frustration; (4) vocational agriculture was used as a dumping ground for poor students; (5) community factors; (6) interpersonal problems; (7) failure to adjust to the teaching assignment; (8) lack of time for family life; (9) unfavorable status of agriculture, and (10) inadequate facilities and financing.

When asked what features of the vocational agriculture teaching profession that the teachers liked most, the following factors were given: (1) helping boys get started in farming; (2) adult contacts; (3) importance of work in the community; (4) tenure; (5) full year contract; (6) independence; (7) opportunity to use talents in agriculture; (8) healthful; (9) social approval, status, and respect, and (10) challenging work and personal growth.

Little research has been completed on vocational agriculture teacher background characteristics with respect to tenure. The research that has been completed casts much doubt on the success of predicting turnover on background characteristics possessed by successful teachers of vocational agriculture.

CHAPTER III

METHOD OF INVESTIGATION

The procedure used in conducting this study was designed to determine the factors associated with the rate of vocational agriculture teacher turnover in Arizona.

To aid in the presentation of material, this chapter is divided into the following sections: (1) study population; (2) collection of data and instrumentaion, and (3) data analysis.

Population

The target population of this study included all former teachers of vocational agriculture who left the vocational agriculture teaching profession in Arizona between September 1, 1959 and September 1, 1972. The entire population of sixty-nine former teachers were selected due to the small population size.

The first step involved in determining the size of the population was determining those teachers who left the vocational agriculture teaching profession in Arizona between September 1, 1959 and September 1, 1972. This was accomplished by obtaining vocational agriculture teacher directories from the Arizona State Department of Vocational Education. Then through a process of elimination, those teachers who had left the vocational agriculture teaching profession were identified. Those teachers who left the State of Arizona to

teach vocational agriculture in other states, and those who entered vocational education at the state, university or college level were also identified.

The addresses of the former teachers of vocational agriculture were obtained from several sources. The author reviewed records of the Arizona State Department of Education and Vocational Education; Department of Agricultural Education at The University of Arizona; various state drivers' license bureaus; school records where the former teachers had taught vocational agriculture, and various personnel in vocational education in Arizona.

Collection of Data and Instrumentation

The initial step involved in the collection of data was the formulation of a questionnaire to translate study objectives to question form. The author reviewed questionnaires from related studies completed by Hoerner (1965) and Harvey (1967) to get ideas on the types of questions to ask for this type of study.

The preliminary draft of the questionnaire was critiqued by members of the University of Arizona Agricultural Education Department staff for content, clarity, and readability. Several discussions between the author and the staff members were held and suggested revisions made.

The second draft of the survey instrument was reviewed by Dr. Edwin W. Carpenter, Assistant Rural Sociologist, Agricultural Economics Department, College of Agriculture at The University of Arizona, and Dr. Paul J. Danielson, Professor and Head, Counseling and Guidance Department, College of Education at The University of Arizona

for content, construction, and completeness. The comments and suggestions given by these individuals were carefully examined and wherever necessary adjustments were made.

A third draft was mailed to Dr. Leon Wagley, Professor and Head, Agricultural Education Department, College of Agriculture at New Mexico State University, and Dr. Herbert A. Winner, Head Teacher Trainer, University of Idaho, retired. A letter was enclosed asking the two individuals to evaluate and critique the questionnaire. The comments and suggestions given by Dr. Wagley and Dr. Winner were carefully examined and adjustments were made accordingly in the questionnaire.

The questionnaire was field tested with Mr. A. R. Bunger, Colorado State Director of Vocational Education, retired, and Mr. Merwin Stearns, Vocational Agriculture Instructor, Mesa Community College in Mesa, Arizona. Attention was given to readability of questions and to their understanding of the questions. Both individuals indicated no problems in understanding any of the questions in the questionnaire.

The final questionnaire used in this study was photographically reduced from 11 x 14 inch pages to 8½ x 11 inch pages, printed on pale green paper on both sides and placed in booklet form. Research has shown that such techniques would solicit a higher percentage of returned questionnaires. A copy of the questionnaire is included in Appendix A of this study.

On February 7, 1973, a letter was mailed to each former teacher of vocational agriculture asking for their cooperation in completing the enclosed questionnaire. The author stressed that the information

gathered would be used to determine why vocational agriculture teachers left the profession. It was also emphasized that all personal information would be kept confidential. The cover letter, Appendix B, requested the questionnaire be returned by February 21, 1973. By February 21, 1973, a total of 41 completed questionnaires had been returned.

In order to trace the questionnaires which had not been returned, the author assigned a code number to each questionnaire which corresponded with the code number against the name on the author's list of potential respondents.

To give a personalized appearance, the cover letter was typed on a stencil and reproduced on University of Arizona letterhead stationary. Names and addresses were individually placed on each with matching type, and the signatures were individually signed in black ink with a ballpoint pen to leave an impression on the paper as evidence of a "real" signature. The cover letter was also co-signed by Dr. Clinton O. Jacobs, Professor of Agricultural Education, to indicate that the study had the support of the Department of Agricultural Education and The University of Arizona.

The questionnaire packet sent to each former teacher of vocational agriculture included a questionnaire, personalized cover letter, and a stamped self-addressed envelope.

A follow-up of nonrespondents was initiated on February 27, 1973, A follow-up package, which included a replacement questionnaire, a stamped self-addressed envelope, and cover letter, was sent by first class mail bearing postage meter marks rather than stamps. The cover

letter, Appendix C, stressed the importance of the individual's cooperation and requested a response by March 9, 1973. A total of eight completed follow-up questionnaires had been returned by March 9, 1973.

A final follow-up by certified mail was initiated on March 9, 1973. Nine completed questionnaires were returned as a result of this follow-up.

By March 21, 1973, a total of 58 completed questionnaires out of the expected 69 had been returned. This represented 84.05 percent of the total. It should be emphasized here that of the eleven non-respondents, two were deceased, eight had unknown addresses and did not receive a questionnaire, and one received a questionnaire but failed to return it. It should also be noted that all calculations from this point forward will be based on the accessible population of 58 completed questionnaires.

The author considered this high percentage of response sufficient for the study to be generalized for all former teachers of vocational agriculture in Arizona who left the profession between September 1, 1959 and September 1, 1972.

Data Analysis

Data collected for this study were coded and keypunched on electronic computer cards for computer compilation and summary. A significance level of .05 was adopted as the criterion upon which all decisions made in the course of analyzing data for this study was based.

To accomplish objective number one, "to identify selected professional, environmental, and sociological factors influencing teachers

to enter and then leave the vocational agriculture teaching profession", chi square values were computed on each factor. Since the data collected in the study were non-parametric or distribution-free and expressed in frequencies, the chi square test of significance was used to determine if a certain distribution differed from some predetermined theoretical distribution.

A scale for rating each factor was developed ranging from 1 to 5 as follows: 1 = no influence; 2 = little influence; 3 = some influence; 4 = much influence; 5 = very much influence on the teachers' decisions to enter or leave the vocational agriculture teaching profession.

Chi square values were computed on each factor on the basis of the frequencies observed in category one and those observed in category two. Categories one and two were based on the rating scale as follows:

1. Frequencies observed in the rating scales 1 and 2 were considered as category one. This category was considered as non-influential.
2. Frequencies observed in the rating scales 3, 4 and 5 were considered as category two. This category was considered as influential.

Since the procedure outlined above entails a 1 x 2 chi square table with one degree of freedom, a correction called Yate's correction for continuity was applied. Yate's correction consists of reducing the absolute value of the observed and expected frequencies by .5 before squaring. This correction compensates for the error involved in

comparing calculated values of chi square, which form a discontinuous distribution, with the theoretical tables of chi square which form a continuous distribution.

The formula employed was:

$$\chi^2 = \frac{(O_1 - E_1 - .5)^2}{E_1} + \frac{(O_2 - E_2 - .5)^2}{E_2}$$

Where:

- O_1 = frequencies observed in category 1
- E_1 = frequencies expected in category 1
- O_2 = frequencies observed in category 2
- E_2 = frequencies expected in category 2
- .5 = Yate's correction factor (constant)

Since the chi square test of significance is a non-directional test, the author used the following criteria to guide the analysis of the data:

1. No Significance. The factor had no influence on the teachers' decisions to enter or leave the vocational agriculture teaching profession.
2. Significant. In such a case, the factor will be evaluated on two basis:
 - a. Category 1 - If the chi square value was significant in category 1, i.e., rating sales 1 and 2, the factor had no influence on the teachers' decisions to enter or leave the vocational agriculture teaching profession.

- b. Category 2 - If the chi square value was significant in category 2, i.e., rating scales 3, 4, and 5, the factor had some influence on the teachers' decisions to enter or leave the vocational agriculture teaching profession.

The logic behind the above criteria is that if there is any significance observed in connection with any factor for entering or leaving the vocational agriculture teaching profession, it must be due to the fact that more respondents than would be expected were observed in either category one or category two.

To accomplish objective number two, "to determine the association between selected professional, environmental, and sociological factors influencing the tenure in the profession of teaching vocational agriculture", chi square values were computed using a 2 x 2 or four-fold table (1 df).

Chi square values were computed on each factor on the basis of the frequencies observed in category one of group one and group two, and the frequencies observed in category two of group one and group two. Categories one and two were designated on the basis of two combinations of the rating scale as outlined in objective one. Groups one and two were designated on the basis of teacher tenure as follows:

1. If a vocational agriculture teacher taught from one to four school years, he was considered as group one.
2. If a vocational agriculture teacher taught five or more school years, he was considered as group two.

The following equation was employed:

$$\chi^2 = \sum \frac{(O-E - .5)^2}{E}$$

Where:

- O = observed frequencies per cell
- E = expected frequencies per cell
- .5 = Yate's correction factor (constant)

The following criteria were used to guide the analysis of data:

1. No Significance. The factor had no association with vocational agriculture teacher tenure.
2. Significant. The factor will be evaluated on the basis as follows:
 - a. Category 1 - The factor in this case had no association with vocational agriculture teacher tenure.
 - b. Category 2 - The factor was associated with vocational agriculture teacher tenure.

To accomplish objective number three, "to determine the association between teacher tenure and selected background factors", the following twenty-three background variables were selected for statistical treatment:

1. Community size where teacher last taught
2. Length of teaching center employment contract
3. Size of vocational agriculture teaching staff where teacher last taught
4. Total enrollment in teacher's vocational agriculture program
5. Structure of teacher's vocational agriculture program

6. Age of teacher upon initially entering the vocational agriculture teaching profession
7. Former teachers' initial employment area upon college graduation
8. Time of awareness of the vocational agriculture teaching profession
9. Person influencing teacher to enroll in agriculture education
10. Degree of participation in college activities
11. Office held in FFA
12. Degree of participation in FFA field days
13. Highest degree obtained in FFA
14. Semesters of vocational agriculture completed
15. Enrollment in high school attended
16. Size of population center where teacher spent majority of life during high school
17. Size of population center of teacher's wife before marriage
18. Education level of teacher's wife
19. Marital status upon entering teaching profession
20. Marital status upon leaving teaching profession
21. Education level of mother
22. Education level of father
23. Employment area of parent

Chi square values were computed for each background factor on the basis of the observed frequencies in group one and group two. Groups one and two were designed as outlined in objective number two.

The following chi square formula was used on each variable:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where:

O = observed frequencies per cell

E = expected frequencies per cell

The degrees of freedom for each chi square table were determined by the use of the following formula:

$$df = (r-1) (c-1)$$

Where:

r = the number of rows in the contingency table

c = the number of columns in the contingency table

To assist in the analysis of data, the author used the following criteria:

1. No Significance. There was no association between the background factor and tenure.
2. Significant.
 - a. Group 1 - The background factor was associated with teachers having short tenure (less than 5 years).
 - b. Group 2 - The background factor was associated with teachers having long tenure (5 or more years).

To make this study more meaningful, the author reviewed a study completed by Nix (1960), at Louisiana State University, in which Nix attempted to describe and analyze the social relationship of the vocational agriculture teaching profession. The primary purpose of the

study was to describe a theoretical approach which would aid in identifying role stresses within the vocational agriculture teaching profession.

Based upon data derived from a review of appropriate literature and from twenty-seven, four-hour interviews with vocational agriculture teachers in three selected parishes in Louisiana, Nix categorized the occupation role stresses of the vocational agriculture teaching profession into five stress groups: (1) role conflict; (2) role inadequacy; (3) role frustration; (4) role superfluity, and (5) role incongruity. Nix (1960) developed a model of behavioral causation by which these stress groups may be analyzed.

The author of this study, using a similar concept, categorized the consequences of social interaction of the vocational agriculture teaching profession into three groups: (1) role stresses; (2) role fulfillment, and (3) occupational change. These consequences of social interaction are the result of the socio-cultural structure, personality factors, and situational factors of the role of the vocational agriculture teacher in interaction with the social organization or organized pattern of real behavior. Real behavior is actual and not theoretical behavior. This interaction produces various social interaction consequences. The model of behavioral causation developed by Nix (1960) and modified by the author may be seen by referring to Figure 1.

Various types of role stresses are derived directly from our behavioral model by taking (1) the various types of internal stress within a factor; (2) the various forms between the factors, and

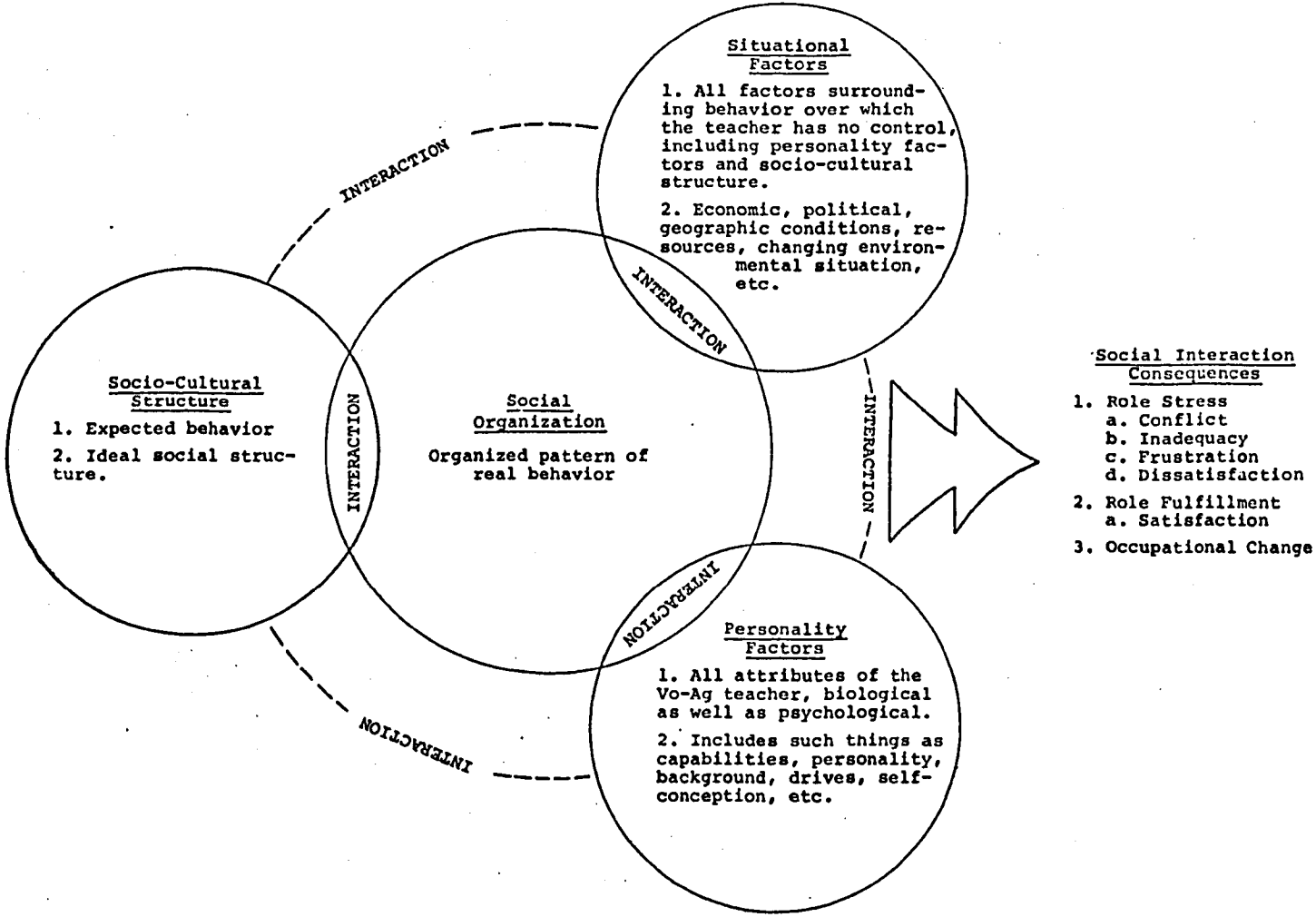


Figure 1. Model of Behavioral Causation

(3) the form incorporating all three factors. These stress types include conflict, inadequacy, frustration, and dissatisfaction.

Conflict is a form of stress arising from the interaction of the socio-cultural structure of the vocational agriculture teacher with the social organization. In simple terms, it is a situation in which conflict arises due to the work that the vocational agriculture teacher is doing compared to what others think he should do. This disagreement may arise between the vocational agriculture teacher and the state supervisor, school administration, community, family, federal-state-local school system, and others.

Stress inadequacy occurs through interaction of socio-cultural structure, personality factors, and the social organization. It is the inability on the part of the vocational agriculture teacher to fulfill the expectations of his job. Reasons for failure include: lack of training, lack of technical knowledge, his personality as it relates to his students, health, and possibly his background.

Frustration occurs through an interaction between the socio-cultural structure, situational factors, and the social organization. This is the inability of the vocational agriculture teacher to accomplish certain tasks or educational objectives. This may be due to lack of equipment and/or facilities, inadequate funds, limited time, changing agricultural situation, decline of student interest, and other frustrating circumstances.

Dissatisfaction is a form of stress incorporating the socio-cultural structure, personality factors, situational factors interacting with the social organization. A dissatisfaction may arise due

to the desire of the vocational agriculture teacher to achieve more status, responsibility, rewards, shorter working hours, or change of residence. Reasons for dissatisfaction include: inadequate salary, geographic location, inadequate job benefits, inadequate advancement opportunities, lack of status and prestige, lack of responsibility, lack of authority, and possibility of long hours.

The group role fulfillment or satisfaction occurs when a vocational agriculture teacher is pleased with his occupation.

The social interaction consequence group, occupational change, is the willingness of the vocational agriculture teacher to change occupations when the opportunity arises.

A reaction panel consisting of eleven professors from the College of Agriculture, University of Arizona, were selected to take the list of factors influencing teachers of vocational agriculture to leave the profession and categorize them into the various social interaction consequence types using the foregoing definitions supplied by the author. These definitions were reviewed by Mr. Robert G. Fowler, Agriculture Experiment Station, Editor, Information Specialist, College of Agriculture, University of Arizona, for readability and clarity. The comments and suggestions given by Mr. Fowler were carefully examined and adjustments were made accordingly to the definitions. It should be noted here that each expert worked individually.

The findings of the panel were reviewed by the author and placed in the proper social interaction consequence type using the following criteria:

1. Single consequence type. In such a case, the majority of experts placed the factor in a particular group.

2. Multiple consequence type. In such a case, an equal and major proportion of experts placed the factor in two particular groups.

The reaction panel placed factors influencing teachers to leave the profession into the following stress groups:

Conflict:

1. Personality conflicts with administration
2. Time required for FFA activities
3. Community responsibilities
4. Ethnic and religious factors
5. Expected to teach subject matter areas other than agriculture
6. Overemphasis of athletics
7. Required extracurricular activities
8. Too many meetings to attend as vocational agriculture teacher
9. Lack of administrative support and backing on decisions
10. Lack of cooperation from Department of Agricultural Education at the land-grant college of Arizona
11. Excessive pressures from State Supervisors

Inadequacy:

1. Discipline problems
2. Dislike for adult and young farmer programs
3. Dislike working with high school students
4. Dislike teaching certain subject areas
5. Contract not renewed
6. Poor health

Frustration:

1. Too few teacher aids and materials available
2. Trend toward less emphasis on vocational education in agriculture
3. Students lacked interest
4. Oversized classes which reduced teaching effectiveness thus increasing job dissatisfaction

Dissatisfaction:

1. Long hours
2. Inadequate salary
3. Lack of advancement opportunities
4. Too short summer vacations
5. Size of community
6. Teaching in remote area of the State

Conflict/Dissatisfaction:

1. Too many evening responsibilities
2. Community attitudes toward vocational agriculture
3. Wife not happy with vocational agriculture profession
4. Excessive amount of outdoor work involved in teaching agriculture

Conflict/Frustration:

1. Unable to adjust to the school schedule
2. Submitting State reports
3. Dislike of community standards for teachers
4. Lack of school policy and long range goals
5. Lack of administrative trust and support

Conflict/Inadequacy:

1. Poor rapport with other teachers in system

Dissatisfaction/Inadequacy:

1. Too much preparation required for classroom teaching

Dissatisfaction/Frustration:

1. Little or no opportunity to specialize
2. School discontinued vocational agriculture department on a full time basis

Factors placed in the occupational change and role fulfillment consequence type were as follows:

Change of Occupation:

1. Entered farming
2. Choice of a non-agriculture teaching position
3. Choice of another occupation outside of the teaching profession
4. Entered military service

Satisfaction/Change of Occupation:

1. Reached retirement age

These data were statistically treated to determine if group one differed from group two as far as role stress, role fulfillment, and occupational change. Group one and group two were designed by tenure, as outlined in objective number two. To assist in the interpretation of data the social interaction consequences were grouped into eleven types as follows:

Type I	conflict
Type II	inadequacy
Type III	frustration
Type IV	dissatisfaction
Type V	conflict/dissatisfaction
Type VI	conflict/frustration
Type VII	conflict/inadequacy
Type VIII	dissatisfaction/inadequacy
Type IX	dissatisfaction/frustration
Type X	change of occupation
Type XI	satisfaction/change of occupation

The responses to each factor in the consequence types were summed for each former teacher and statistically treated with the Mann-Whitney U test which employs the following equation:

$$U_1 = N_1 N_2 + \frac{N_1 (N + 1)}{2} - \sum R_1$$

Where:

N_1 = population size of group 1

N_2 = population size of group 2

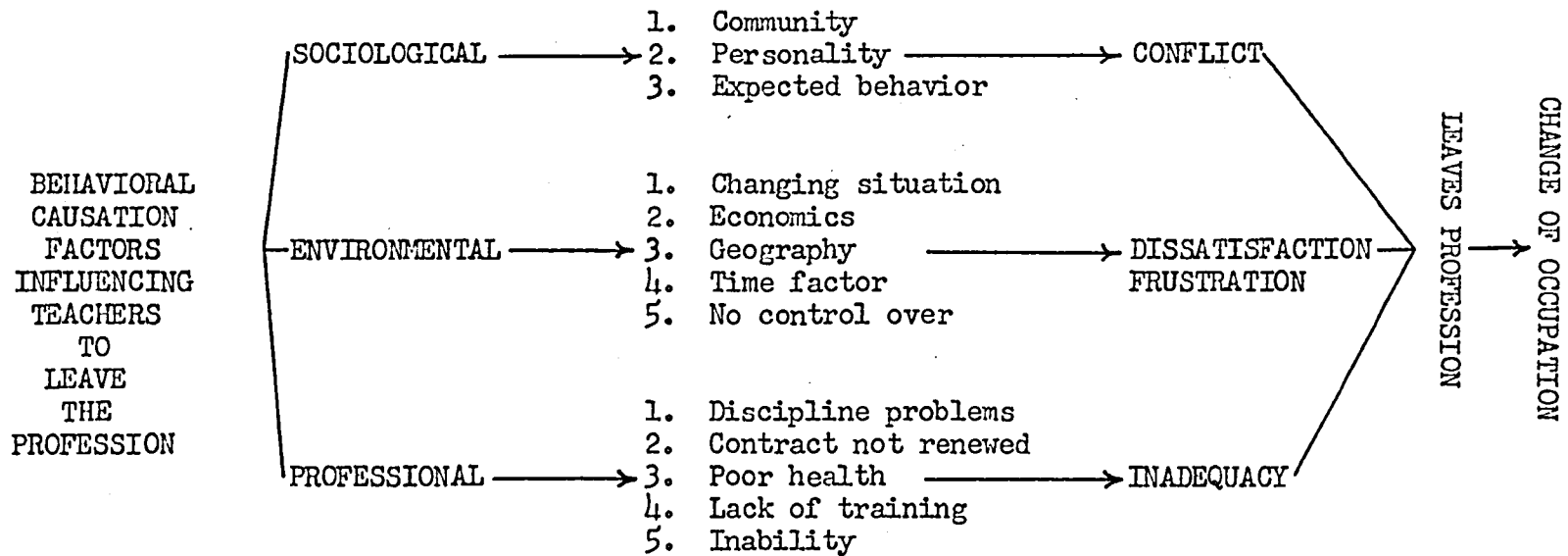
R_1 = sum of ranks of group 1

The z ratio was then computed by use of the following equation:

$$z = \frac{U_1 - \left(\frac{N_1 N_2}{2} \right)}{\sqrt{\frac{[N_1 N_2 (N_1 + N_2 + 1)]}{12}}}$$

This test was used to determine if teachers who had taught five or more years differed significantly from teachers who had taught one to four years in social interaction consequence types.

The construct which appears in Figure 2 was developed by the author as an interpretation of the relationship of role stress which was used in this study to illustrate the behavioral causation factors influencing teachers to leave the profession. The construct is based upon the behavioral causation model developed by Nix (1960) and the expression of the reaction panel's interpretation of the various role stress groups according to a particular social interaction consequence.



SOCIOLOGICAL FACTORS - Selected factors which may affect the ability of the vocational agriculture teacher to adapt to the social needs of the community or to get along with, and to behave like, others in his social group.

ENVIRONMENTAL FACTORS - All external factors and influences affecting human behavior over which the vocational agriculture teacher has no control.

PROFESSIONAL FACTORS - Those items associated with the role of teaching which were assumed to affect the ability of the vocational agriculture teacher to fulfill the expectations of his job.

Figure 2. Behavioral Causation Factors Influencing Teachers to Leave the Profession

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The data were obtained by use of questionnaires mailed to 69 former teachers of vocational agriculture who left the profession in Arizona between September 1, 1959 and September 1, 1972. Out of the 69 potential respondents, 58 returned completed questionnaires which supplied the data presented in this chapter. Data in Tables 1 and 2 show a summary of teacher turnover and vacancies for those years. As indicated, Arizona had a mean teacher turnover of 10.91 percent between 1959 and 1972. This represents a loss of 69 vocational agriculture teachers. Another 19 teachers left the profession and accepted other vocational agriculture positions.

The following factors were analyzed: (1) selected professional, environmental, and sociological factors influencing vocational agriculture teachers to enter and leave the profession; (2) association between selected professional, environmental, and sociological factors influencing the tenure in the profession of teaching vocational agriculture; (3) association between teacher tenure and selected background factors; (4) social interaction consequences, and (5) occupational areas entered upon leaving the vocational agriculture teaching profession. The remainder of this chapter is devoted to presenting the findings in order of the areas listed above.

Table 1. Vocational Agriculture Teacher Turnover in the State of Arizona, 1959-1972

School Year	Number of Departments ^a	Number of Secondary Vocational Agricultural Teachers	Number of Teachers Leaving the Profession ^b	Percentage of Teacher Turnover
1959-60	36	45	6	13.33
1960-61	34	41	3	7.14
1961-62	34	41	1	2.44
1962-63	35	41	7	16.67
1963-64	35	44	7	15.91
1964-65	36	46	6	13.04
1965-66	37	49	5	10.20
1966-67	37	50	7	14.00
1967-68	38	52	5	9.62
1968-69	40	52	10	19.23
1969-70	41	53	0	0.0
1970-71	41	55	4	7.27
1971-72	42	62	8	12.90
MEANS	37.38	48.69	5.31	10.91

^a Does not include industrial or special programs

^b Does not include teachers leaving to teach vocational agriculture in another state or those who left teaching at the secondary level to enter vocational education at the state, university or college level. See Table 2.

Table 2. Number of Secondary Vocational Agriculture Teacher Vacancies in Arizona Caused by Teachers Leaving the Profession or by Those Accepting Other Vocational Agriculture Positions Between 1959 and 1972

School Year	Leaving Teaching Profession	Accepting Other Vocational Agriculture Positions			Annual Vacancies
		Teaching Other States	Teaching Community College or University	State Department of Education	
1959-60	6	0	2	0	8
1960-61	3	0	0	1	4
1961-62	1	1	0	0	2
1962-63	7	0	0	0	7
1963-64	7	1	0	0	8
1964-65	6	0	1	1	8
1965-66	5	0	1	0	6
1966-67	7	0	2	0	9
1967-68	5	2	3	0	10
1968-69	10	3	0	0	13
1969-70	0	0	1	0	1
1970-71	4	0	0	0	4
1971-72	8	0	0	0	8
Thirteen Year Total	69	7	10	2	88

Selected Professional, Environmental and Sociological
Factors Influencing Vocational Agriculture
Teachers to Leave the Profession

The initial concern of this study was with identifying selected professional, environmental, and sociological factors influencing teachers of vocational agriculture to leave the profession.

Information in Table 3 presents the frequency distribution for rating categories one and two, and chi squares on factors influencing teachers to leave the vocational agriculture teaching profession. Inspection of Table 3 indicates that none of the factors were determined significant in influencing teachers to leave the profession at the .05 level of confidence with one degree of freedom.

All factors with the exception of, "lack of advancement opportunities", were determined to be non-influential at the .05 level of significance on the teacher's decision to leave the profession. In other words, more frequencies than expected were recorded in the non-influential category. In a similar study, Hoerner (1965) found factors having the least influence on the teacher's decision to leave the profession included: (1) failure to adjust to school schedule; (2) ethnic and religious factors; (3) poor rapport with other teachers; (4) community responsibilities, and (5) wife not happy with the vocational agriculture teaching profession. In this study, these same factors were found significantly non-influential. The numerical chi square values were high for these factors.

In this study, the factor "lack of advancement opportunities", while not statistically significant, was the factor which received the greatest numerical response (34 out of 58) in the influential category.

Table 3. Frequency Distribution for Rating Categories 1 and 2, and Chi Squares on Factors Influencing Teachers to Leave the Vocational Agriculture Teaching Profession (N = 58)

Influencing Factor	Frequency by Category		Chi Square 1 df
	Non- Influential 1	Influential 2	
Lack of advancement opportunities	24	34	0.018
Choice of another occupation outside of the teaching profession	33	25	6.503
Inadequate salary	34	24	7.944
Trend toward less emphasis on vocational education in agriculture	37	21	13.131
Overemphasis of athletics	38	20	15.148
Long hours	38	20	15.148
Too many evening responsibilities	38	20	15.148
Submitting State reports	39	19	17.301
Lack of Administrative support and backing on decisions	40	18	19.616
Choice of non-agriculture teaching position	40	18	19.616
Required extracurricular activities	41	17	22.065
Students lacked interest	41	17	22.065
Time required for F.F.A. activities	42	16	24.659
Little or no opportunity to specialize	42	16	24.659
Discipline problems	44	14	30.279
Entered farming	45	13	33.305

Table 3, continued.

Influencing Factor	Frequency by Category		Chi Square 1 df
	Non- Influential 1	Influential 2	
Too short summer vacations	45	13	33.305
Oversized classes which reduced teaching effectiveness thus increasing job dissatisfaction	47	11	39.789
Too much preparation required for classroom teaching	47	11	39.789
Size of community	48	10	43.248
Lack of administrative trust and support	48	10	43.248
Community attitudes toward vocational agriculture	49	9	46.850
Lack of cooperation from Department of Agricultural Education at the land-grant college of Arizona	49	9	46.850
Personality conflicts with administration	49	9	46.850
Lack of school policy and long range goals	50	8	50.597
Dislike teaching certain subject areas	50	8	50.597
Too many meetings to attend as vocational agriculture teacher	50	8	50.597
Contract not renewed	50	8	50.597
Expected to teach subject matter areas other than agriculture	51	7	54.488
Too few teacher aids and materials available	51	7	54.488

Table 3, continued.

Influencing Factor	Frequency by Category		Chi Square 1 df
	Non- Influential 1	Influential 2	
Excessive pressures from state supervisors	52	6	58.522
Teaching in remote area of State	53	5	62.701
Dislike working with high school students	53	5	62.701
Dislike of community standards for teachers	53	5	62.701
Wife not happy with vocational agriculture profession	53	5	62.701
School discontinued vocational agriculture department on a full time basis	53	5	62.701
Excessive amount of outdoor work involved in teaching agriculture	54	4	67.204
Community responsibilities	54	4	67.024
Ethnic and religious factors	54	4	67.204
Poor health	55	3	71.491
Poor rapport with other teachers in the system	55	3	71.491
Unable to adjust to school schedule	56	2	76.103
Dislike for adult and young farmer programs	57	1	80.858
Reached retirement age	57	1	80.858
Entered military service	58	0	85.757

$\chi^2 \geq 3.841$ indicates significance at the .05 level

It was further determined that salary did not significantly influence teachers to leave the profession as in other related studies. This was in agreement with a similar study completed by Harvey (1967) in New York State.

Selected Professional, Environmental and Sociological
Factors Influencing Vocational Agriculture
Teachers to Enter the Profession

This section of the interpretation of data was concerned with identifying selected professional, environmental, and sociological factors influencing teachers to enter the vocational agriculture teaching profession. Table 4 presents the frequency distribution and chi squares on factors influencing teachers to enter the vocational agriculture teaching profession.

With one degree of freedom, eleven of the fifteen factors included in the questionnaire were determined to be statistically significant at the .05 level of confidence in influencing teachers to enter the profession.

The factors "lack of more suitable opportunity" and "security" were found to be statistically significant at the .05 level of confidence in having no influence on the teacher's decision to enter the profession.

Table 4. Frequency Distribution for Rating Categories 1 and 2, and Chi Squares on Factors Influencing Teachers to Enter the Vocational Agriculture Teaching Profession (N = 58)

Influencing Factor	Frequency by Category		Chi Square 1 df
	Non- Influential 1	Influential 2	
Working in the field of agriculture	0	58	36.475
Enjoy working with agricultural people	3	55	27.397
Diversity of job	4	54	24.659
Self-satisfaction associated with youth development	5	53	22.065
Assisting young people in achieving goals and awards	5	53	22.065
Opportunity for out of classroom work	5	53	22.065
Desire to teach	6	52	19.616
Felt best trained in this area	8	50	15.148
Enjoy working with the F.F.A.	9	49	13.131
Opportunity to plan and carry out an instructional program	13	45	6.503
Opportunity for service in the community	13	45	6.503
Prestige of position	25	33	0.162
Salary	25	33	0.162
Security	31	27	4.053
Lack of more suitable opportunity	45	13	33.305

$\chi^2 \geq 3.841$ indicates significance at the .05 level

Association Between Tenure and Selected Professional,
Environmental and Sociological Factors
Influencing Teachers to Enter the Profession

Table 5 indicates the association between tenure and factors influencing teachers of vocational agriculture to enter the profession. Two of the fifteen factors influencing teachers to enter the profession were determined to be associated with tenure at the .05 level of confidence with one degree of freedom. Table 5 shows that twenty-seven, or 93.1 percent, of the teachers who had taught five or more years indicated the "opportunity to plan and carry out an instructional program" influenced them to enter the profession, whereas only two indicated the factor had no influence. Of those teaching four or less years, 18 of 29 teachers, or 62.1 percent, indicated the factor influenced their decision to enter. A significantly greater percent of former teachers who taught five or more years indicated the factor "opportunity to plan and carry out an instructional program" influenced their decision to enter the vocational agriculture teaching profession than those who taught four or less years.

Former teachers who had tenure indicated the "prestige of position" had more influence on their decision to enter the profession than teachers who had little or no tenure. This statistically significant association between tenure and "prestige of position" is revealed in Table 5. As shown in Table 5, twenty-one, or 72.4 percent, of the teachers with tenure as opposed to twelve, or 41.4 percent, of those with no tenure indicated that "prestige of position" influenced them to enter the profession.

Table 5. Association Between Tenure and Factors Influencing Teachers of Vocational Agriculture to Enter the Profession

Factor Influencing Entry	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1 ^a	2 ^b	1 ^a	2 ^b		
Salary	15	14	10	19	58	1.125
Security	18	11	13	16	58	1.109
Felt best trained in this area	6	23	2	27	58	1.305
Prestige of position	17	12	8	21	58	4.499
Working in the field of agriculture	0	29	0	29	58	0.000
Assisting young people in achieving goals and awards	4	25	1	28	58	0.875
Opportunity to plan and carry out an instructional program	11	18	2	27	58	6.345
Diversity of job	2	27	2	27	58	0.269
Self-satisfaction associated with youth development	4	25	1	28	58	0.875
Enjoy working with agriculture people	1	28	2	26	58	0.000

Table 5, continued

Factor Influencing Entry	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1 ^a	2 ^b	1 ^a	2 ^b		
Enjoy working with the FFA	6	23	3	26	58	0.526
Lack of more suitable opportunity	20	9	25	1	58	1.586
Desire to teach	5	24	1	28	58	1.673
Opportunity for out of classroom work	2	27	3	26	58	0.000
Opportunity for service in the community	9	20	4	24	58	1.586

a - non-influential rating category

b - influential rating category

c - $\chi^2 \geq 3.841$ indicates significance at the .05 level

Association Between Tenure and Selected Professional,
Environmental and Sociological Factors
Influencing Teachers to Leave the Profession

Chi square values in Table 6 indicate the association existing between the frequency of ratings for each of the forty-five factors influencing teachers to leave the profession and tenure. It was determined that three factors were associated at a statistically significant level with tenure in teaching vocational agriculture. The factors "dislike teaching certain subject areas", "contract not renewed", and "too much preparation required for classroom teaching" were determined significantly associated with tenure at the .05 level of confidence. Approaching the .05 level but not significant were the factors "too short summer vacations" and "entered farming".

A significantly greater number of teachers with no tenure indicated the factors "dislike teaching certain subject areas", "too much preparation required for classroom teaching", and "contract not renewed" influenced their decision to leave the profession than teachers with tenure.

Table 6. Association Between Tenure and Factors Influencing Teachers of Vocational Agriculture to Leave the Profession

Factor Influencing Leaving	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1 ^a	2 ^b	1 ^a	2 ^b		
Long hours	21	8	17	12	58	0.687
Discipline problems	22	7	22	7	58	0.094
Inadequate salary	18	11	16	13	58	0.071
Lack of advancement opportunities	11	18	13	16	58	0.071
Too many evening responsibilities	20	9	18	11	58	0.076
Personality conflicts with administration	23	6	26	3	58	0.526
Unable to adjust to school schedule	28	1	28	1	58	0.518
Time required for FFA activities	22	7	20	9	58	0.086
Dislike for adult and young farmer program	29	0	28	1	58	0.000
Dislike working with high school students	27	2	26	3	58	0.000

Table 6, continued, Association Between Tenure and Exit Factors.

Factor Influencing Leaving	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1a	2b	1a	2b		
Too much preparation required for classroom teaching	20	9	27	2	58	4.039
Too many meetings to attend as vocational agriculture teacher	27	2	23	6	58	1.305
School discontinued vocational agriculture department on a full time basis	28	1	25	4	58	0.875
Excessive amount of outdoor work involved in teaching agriculture	28	1	26	3	58	0.269
Dislike teaching certain subject areas	21	8	29	0	58	7.105
Too few teacher aids and materials available	24	5	27	2	58	0.650
Little or no opportunity to specialize	21	8	21	8	58	0.86

Table 6, continued, Association Between Tenure and Exit Factors

Factor Influencing Leaving	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1 ^a	2 ^b	1 ^a	2 ^b		
Submitting state reports	19	10	20	9	58	0.000
Community responsibilities	26	3	28	1	58	0.269
Community attitudes toward vocational agriculture	24	5	25	4	58	0.000
Dislike of community standards for teachers	26	3	27	2	58	0.000
Too short summer vacations	26	3	19	10	58	3.569
Size of community	24	5	24	5	58	0.121
Ethnic and religious factors	25	4	29	0	58	2.417
Required extracurricular activities	21	8	20	9	58	0.000
Oversized classes which reduced teaching effec- tiveness thus increasing job dissatisfaction	23	6	24	5	58	0.000

Table 6, continued, Association Between Tenure and Exit Factors

Factor Influencing Leaving	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1 ^a	2 ^b	1 ^a	2 ^b		
Poor rapport with other teachers in system	26	2	29	0	58	1.406
Expected to teach sub- ject matter areas other than agriculture	24	5	27	2	58	0.650
Overemphasis of athletics	19	10	19	10	58	0.076
Wife not happy with vocational agriculture profession	26	3	27	2	58	0.000
Trend toward less emphasis on vocational education in agriculture	18	11	19	10	58	0.000
Teaching in remote area of state	25	4	28	1	58	0.875
Students lacked interest	19	10	22	7	58	0.333
Reached retirement age	29	0	28	1	58	0.000

Table 6, continued, Association Between Tenure and Exit Factors

Factor Influencing Leaving	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1 ^a	2 ^b	1 ^a	2 ^b		
Entered farming	19	10	26	3	58	3.569
Choice of a non- agriculture teach- ing position	23	6	17	12	58	2.014
Choice of another occupation outside of the teaching profession	13	16	20	3	58	2.531
Excessive pressures from State Supervisors	25	4	27	2	58	0.186
Contract not renewed	21	8	29	0	58	7.105
Lack of administrative support and backing on decisions	18	11	22	7	58	0.725
Lack of cooperation from the Department of Agri- cultural Education at the land-grant college of Arizona	22	7	27	2	58	2.104

Table 6, continued, Association Between Tenure and Exit Factors

Factor Influencing Leaving	Frequencies of Tenure Groups by Rating Category				Total Respondents	Chi Square ^c
	1 to 4 years N = 29		5 or more years N = 29			
	1 ^a	2 ^b	1 ^a	2 ^b		
Entered military service	29	0	29	0	58	0.000
Poor health	29	0	26	3	58	1.406
Lack of school policy and long range goals	23	6	27	2	58	1.305
Lack of administrative trust and support	22	7	26	3	58	1.088

^a non-influential rating category

^b influential rating category

^c $\chi \geq 3.841$ indicates significance at the .05 level

Association Between Tenure and
Selected Background Factors

Tenure

Many teachers leave vocational agriculture after teaching only a few years. Arizona is no exception. The median tenure of all respondents in this study was 4.50 years. This was similar to that found by Ferguson (1966) for Oregon State University Agricultural Education graduates. Teachers teaching four or less years had a median tenure of 2.00 years, whereas those teaching five or more years had a median tenure of 10.00 years. It may be inferred that five years is the critical year for tenure.

Family Background

Parental Employment. The data presented in Table 7 reveal tenure in vocational agriculture teaching as related to parental employment area at the time of the former teacher's enrollment in college.

Data indicates that over eighty-one percent of former teachers were farm reared. At the .05 level of confidence with eight degrees of freedom, it was determined that there was no significant association between tenure and parental employment at the time of enrollment of former teachers in college.

Parental Education. Data in Tables 8 and 9 reveal tenure in teaching vocational agriculture as related to the educational achievement of the fathers and mothers of former teachers of vocational agriculture. Data indicate that 26, or 45.6 percent, of the fathers and 23, or 40.3 percent, of the mothers had less than a high school education.

Table 7. Parental Employment Area at Time of Former Teacher's Enrollment in College as Related to Tenure (N = 55)

Employment Area	Tenure		Total Respondents
	1 to 4 years	5 or more years	
<u>Agricultural</u>			
Owner-operator	17	20	37
Manager	1	1	2
Owner-renter	1	1	2
Renter	1	1	2
Farm laborer, day basis	0	1	1
Other	<u>1</u>	<u>0</u>	<u>1</u>
Sub Total	21	24	45
<u>Non-Agricultural</u>			
Private business	3	2	5
Governmental or non-profit agency	3	0	3
Employed in corporation business	<u>2</u>	<u>0</u>	<u>2</u>
Sub Total	8	2	10
Total	29	26	55

Table 8. Educational Achievement of Fathers of Former Teachers
as Related to Tenure (N = 57)

Education	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Less than 4th grade	1	3	4
Less than 8th grade	3	2	5
8th grade	4	7	11
1 to 3 years of high school	3	3	6
High school graduate	13	7	20
1 to 3 years of college	2	3	5
B.S. degree or equivalent	3	2	5
M.S. degree or equivalent	0	1	1
Total	29	28	57

Table 9. Education Achievement of Mothers of Former
Teachers as Related to Tenure (N = 57)

Education	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Less than 4th grade	3	1	4
Less than 8th grade	0	2	2
8th grade	4	4	8
1 to 3 years of high school	3	6	9
High school graduate	12	7	19
Business College or beautician school	1	0	1
1 to 3 years of college	5	3	8
B.S. degree or equivalent	1	3	4
M.S. degree or equivalent	0	1	1
Ph.D. degree or equivalent	0	1	1
Total	29	28	57

In addition, 20 (35.1 percent) and 19 (33.3 percent), respectively, had achieved no more than a high school education. Data further revealed that 11, or 19.4 percent, of the fathers and 15, or 26.4 percent, of the mothers had had educational training beyond the high school level.

No significant association was determined to exist between tenure and parental education at the .05 level of confidence with seven and nine degrees of freedom, respectively.

These results are similar to those determined by Hoerner (1965). Hoerner found the educational level of parents yielded a negative non-significant coefficient of correlation when compared with tenure in vocational agriculture.

Marital Status. Information in Tables 10 and 11 reveal the association between tenure and marital status of former teachers upon entering and leaving the profession. Data indicates 44, or 75.9 percent, were married when entering the profession, whereas 54, or 93.1 percent, were married upon leaving the profession.

Table 10. Marital Status of Former Teachers Upon Entering the Vocational Agriculture Teaching Profession as Related to Tenure (N = 58)

Marital Status	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Married	21	23	44
Never married	7	6	13
Widowed	1	0	1
Total	29	29	58

Table 11. Marital Status of Former Teachers Upon Leaving the Vocational Agriculture Teaching Profession as Related to Tenure (N = 58)

Marital Status	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Married	25	29	54
Never married	3	0	3
Divorced	1	0	1
Total	29	29	58

At the .05 level of confidence with two degrees of freedom, there was no significant association between tenure in teaching vocational agriculture and marital status upon entering or leaving the profession.

Wife's Education. Data in Table 12 reveal the relationship of tenure to the educational achievement of former teacher's wives. Only 3, or 5.7 percent, of the wives had less than high school education,

Table 12. Educational Achievement of Former Teachers' Wives
as Related to Tenure (N = 53)

Education	Tenure		Total Respondents
	1 to 4 years	5 or more years	
1 to 3 years of high school	2	1	3
High school graduate	5	6	11
Business college or beautician school	0	3	3
1 to 3 years of college	9	7	16
B.S. degree or equivalent	8	6	14
M.S. degree or equivalent	1	5	6
Total	25	28	53

whereas 11, or 20.8 percent, had completed high school. A majority, 39, or 73.6 percent, had continued their formal education beyond the high school level.

At the .05 level of confidence with five degrees of freedom, it was determined that there was no significant association between tenure and education achievement of wives.

Wife's Home Residence. The home residence of former teachers' wives, before marriage, as related to tenure in teaching vocational agriculture is shown in Table 13. Data reveal that 19, or 35.2 percent, were farm reared; 17, or 31.5 percent, were reared in small towns

Table 13. Home Residence of Former Teachers' Wives Before Marriage as Related to Tenure (N = 54)

Population Center	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Farm	7	12	19
Small town	6	11	17
Large town	4	4	8
City	8	2	10
Total	25	29	54

(population less than 2,499); 8, or 14.8 percent, in large towns (population 2,500 to 9,999), and 10, or 18.5 percent, in cities with a population greater than 10,000.

No significant association was determined to exist between tenure in teaching and the size of the population center of teachers' wives before marriage.

High School Background

Home Residence. Data presented in Table 14 indicate tenure as related to home residence where teacher spent a majority of his life during high school. Information reveals that 41, or 70.7 percent, of former teachers had lived on farms while attending high school; 12, or 20.7 percent, in small towns; 3, or 5.2 percent, in large towns, and 2, or 3.4, in cities. A small town was considered an urban area with less than 2,499 population, while a large town was also an urban area with a population between 2,500 and 9,999. An incorporated urban area with a population greater than 10,000 was considered a city.

Table 14. Tenure as Related to Home Residence Where Former Teacher Spent Majority of Life During High School (N = 58)

Home Residence	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Farm	20	21	41
Small town	6	6	12
Large town	1	2	3
City	2	0	2
Total	29	29	58

Even with a majority of the respondents farm-reared, there existed no significant association between tenure and home residence.

These results correspond with those found by Lasap (1965) at the University of Maryland. His data produced a non-significant relationship between farming background and success in teaching vocational agriculture.

Size of High School. Data related to the size of high school attended by former teachers as related to tenure in teaching are presented in Table 15. A major portion of former teachers graduated from a high school with less than 300 pupil enrollment (38 or 65.5 percent). Another 10, or 17.2 percent, attended high schools with an enrollment of 300 to 499 pupils. The remaining ten attended schools with student enrollments greater than 500.

Data revealed no significant association between tenure and size of high school attended by former teachers at the .05 level of confidence with eight degrees of freedom.

Table 15. Enrollment Size of High School Attended by Former Teachers of Vocational Agriculture as Related to Tenure (N = 58)

Enrollment	Tenure		Total Respondents
	1 to 4 years	5 or more years	
0-49	1	1	2
50-99	3	4	7
100-199	9	7	16
200-299	7	6	13
300-399	2	3	5
400-499	1	4	5
600-699	2	1	3
700-799	1	0	1
800 and over	3	3	6
Total	29	29	58

Semesters of Vocational Agriculture Completed. Semesters of high school vocational agriculture completed by former teachers as related to teaching tenure are listed in Table 16. The data reveal 20, or 48.8 percent, had completed eight semesters of vocational agriculture while attending high school. Another 12, or 29.3 percent, had completed six semesters, whereas 9, or 21.9 percent, had completed from two to four semesters.

At the .05 level of confidence with four degrees of freedom, it was determined that there was no significant association between tenure and semesters of vocational agriculture completed.

Table 16. Semesters of High School Vocational Agriculture Completed by Former Teachers as Related to Tenure (N = 41)

Semesters Completed	Tenure		Total Respondents
	1 to 4 years	5 or more years	
2	0	1	1
3	0	1	1
4	3	4	7
6	6	6	12
8	12	8	20
Total	21	20	41

Data also revealed that 17, or 29.3 percent, of former teachers were non-students of vocational agriculture. Several of these teachers attended schools not offering vocational agriculture while others had not enrolled in the program when the opportunity existed. The remaining 41, or 70.7 percent, took vocational agriculture in high school. Statistical analysis revealed no significant association between having had vocational agriculture and tenure.

Future Farmers of America Experiences. Information in Table 17 reveals tenure in teaching as related to the highest degree attained in the Future Farmers of America organization by former teachers. Comparisons are related to information in Table 16 as one must be in vocational agriculture to become a member of the FFA. Approximately 26, or 63.4 percent, of the former teachers were Chapter Farmers, whereas 12, or 29.3 percent, had attained the State Farmer degree. Only two former teachers attained the highest degree of American Farmer.

Table 17. Highest Degree Attained in the Future Farmers of America Organization by Former Teachers as Related to Tenure (N = 41)

Degree Attained	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Green Hand	1	0	1
Chapter Farmer	11	15	26
State Farmer	7	5	12
American Farmer	2	0	2
Total	21	20	41

No significant association was found between tenure and the highest degree attained in the Future Farmers of America organization.

The degree of participation in FFA field days in high school by former teachers, as related to tenure, is depicted in Table 18. Comparisons are related to information in Table 16 for one must be enrolled in vocational agriculture to participate in FFA field days. Seventeen (41.5 percent) former teachers participated in eleven or more field day events, probably making them one of the more active members in their local chapter. Data further indicated 12, or 29.3 percent, participated often in FFA field days (7 to 10 events), whereas 10, or 24.4 percent, participated in one to six events. Only two members never participated.

No significant association was noted between tenure in teaching vocational agriculture and degree of participation in FFA field days in high school by former teachers.

A majority of former teachers who held an office in the Future Farmers of America organization did so at the local chapter level (23 or 74.2 percent). The remaining eight held an office in the State association.

Table 18. Degree of Participation in FFA Field Days in High School by Former Teachers as Related to Tenure (N = 41)

Degree of Participation	Tenure		Total Respondents
	1 to 4 years	5 or more years	
None	0	2	2
Seldom	2	1	3
Occasionally	3	4	7
Often	5	7	12
Very often	11	6	17
Total	21	20	41

Statistical test determined no significant association between tenure and the office held in the Future Farmers of America organization. None of the experiences in the FFA had any effect on teaching tenure of former teachers. Similar results were found by Ruth (1965). He found that FFA experiences or a lack of these experiences had no effect on tenure.

College Background

College Extracurricular Activities. Tenure of former teachers in vocational agriculture teaching as related to the degree of participation in college extracurricular activities is indicated in Table 19. Data reveal that 49, or 84.5 percent, of former teachers participated in one to four extracurricular activities while attending college. Eight teachers were very active in extracurricular activities participating in five or more, whereas only one individual never participated.

Table 19. Degree of Participation in College Extracurricular Activities by Former Teachers as Related to Tenure (N = 58)

Degree of Participation	Tenure		Total Respondents
	1 to 4 years	5 or more years	
None (0)	1	0	1
Somewhat active (1 to 2)	13	12	25
Active (3 to 4)	10	14	24
Very active (5 and over)	5	3	8
Total	29	29	58

Tests determined no significant association at the .05 level of confidence between tenure and degree of participation by former teachers in college extracurricular activities.

Person Influencing Agricultural Education Enrollment. Data in Table 20 deal with information pertaining to the person making the greatest contribution to the former teacher's enrollment in agricultural education as related to teaching tenure. Vocational agriculture instructors were named as the major factor for enrolling in agricultural education by 21, or 36.2 percent, of the former teachers. Of these, 13 had tenure. Perhaps vocational agriculture teachers can "size up" a potential teacher for the necessary qualities an instructor of vocational agriculture must possess for tenure in the profession. Another 18, or 31.0 percent, listed their own idea as the factor for enrolling.

Table 20. Person Making the Greatest Contribution to the Former Teacher's Enrollment in Agricultural Education as Related to Tenure (N = 58)

Person Making Contribution	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Vocational agriculture instructor	8	13	21
Own idea	10	8	18
Father or guardian	4	2	6
Contact with Agricultural Education staff member	3	0	3
High school superintendent or principal	0	2	2
County Extension Agent	2	0	2
College counselor	0	1	1
Relative other than parent	0	1	1
Contact with a college representative	0	1	1
Wife	1	0	1
Employer	0	1	1
Friend in high school	1	0	1
Total	29	29	58

Fathers had more influence upon their sons' decision as indicated by 6, or 10.3 percent, naming the father and zero naming the mother.

At the .05 level of confidence with eleven degrees of freedom, it was determined that there was no significant association between tenure and the person influencing enrollment in agricultural education.

Awareness of Profession. Data in Table 21 reveal tenure in teaching vocational agriculture as related to the teacher's awareness of the vocational agriculture teaching profession. Approximately 31 (53.5 percent) teachers were aware of the profession prior to college enrollment, whereas 13 (24.1 percent) were not aware of the profession until their sophomore year in college. Another 13 indicated they had either become aware at a time other than was listed or they were not certain of the exact time in their life that they had become aware of the profession. Data also revealed that very few (4 or 6.9 percent) of former teachers were aware of the profession before entering high school.

Table 21. Awareness of Vocational Agriculture as a Profession as Related to Tenure (N = 58)

Period of Awareness	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Before entering 9th grade	2	2	4
9th through 12th grade	8	12	20
Between 12th grade graduation and initial enrollment in college	5	2	7
College freshman	4	2	6
College sophomore	5	3	8
Other	5	8	13
Total	29	29	58

Tests revealed no significant association between tenure and time of awareness of the vocational agriculture teaching profession.

Initial Employment Area. Tenure in teaching agriculture as related to the teachers' first employment area after college graduation is revealed in Table 22. The employment period must have been a period greater than four months to be considered. Forty-three teachers (74.1 percent) reported vocational agriculture instructor as their first employment area. The next largest group was the group that entered military service. Other employment areas entered by former teachers were: extension service, two graduates; high school teacher other than vocational agriculture, two graduates; governmental or non-profit agency, three graduates; livestock industry, one graduate; private business, two graduates, and other, one graduate.

At the .05 level of confidence no significant association existed between tenure and initial employment area after college graduation.

Teaching Background

Age Upon Entering Profession. Information in Table 23 indicates the age of teachers upon initially entering the vocational agriculture teaching profession as related to tenure. It was determined that there was no significant degree of association between tenure and entry age at the .05 level of confidence. It should be noted, however, that the chi square was statistically significant at the .10 level of confidence; therefore, some association may exist between entry age and tenure.

Table 22. First Employment After College Graduation of Former Teachers as Related to Tenure (N = 58)

First Employment	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Vocational agriculture teacher	23	20	43
High school teacher other than vocational agriculture	1	1	2
Military service	1	3	4
Extension service	1	1	2
Governmental or non-profit agency	2	1	3
Livestock industry	0	1	1
Private business	1	1	2
Other	0	1	1
Total	29	29	58

Those teachers entering the profession in their early twenties had less tenure than those entering in their late twenties and thirties. This may infer that older teachers are more mature and can more effectively handle the stresses and frustrations of the profession.

Approximately one-third of the former teachers entered the profession between twenty and twenty-three years of age. A large percentage of these teachers had no tenure. Fifteen, or 25.9 percent, taught four or less years in comparison to 5, or 8.6 percent, who taught five or more years.

Table 23. Age of Teacher Upon Initially Entering the Vocational Agriculture Teaching Profession as Related to Tenure (N = 58)

Entering Age	Tenure		Total Respondents
	1 to 4 years	5 or more years	
20	0	1	1
21	4	0	4
22	8	3	11
23	3	1	4
24	0	3	3
25	2	1	3
26	4	4	8
27	1	5	6
28	2	1	3
29	0	2	2
30 and over	5	8	13
Total	29	29	58

The immaturity of the younger teachers may have left them with an unrealistic viewpoint as to the requirements of vocational agriculture teaching. Once they entered the profession they found they possibly did not have the necessary prerequisites for tenure or the occupation did not measure up to expectations.

Program Structure. Some of the changing responsibilities of vocational agriculture teachers are shown in Table 24. This table shows that by far the largest number of teachers, representing 33 or 56.9 percent, taught 9th through 12th grade agriculture students only.

Table 24. Structure of Former Teacher's Vocational Agriculture Program as Related to Tenure (N = 58)

Structure	Tenure		Total Respondents
	1 to 4 years	5 or more years	
9-12 grade agriculture students only	15	18	33
9-12th grade agriculture students and adult farmer program	3	3	6
7-8th grade and 9-12th grade agriculture students	1	1	2
7-8th grade and 9-12th grade agriculture students and adult farmer program	0	1	1
9-10th grade agriculture students and other subjects in school	2	2	4
11-12th grade agriculture students and other subjects in school	0	1	1
8-12th grade agriculture students	1	0	1
9-12th grade agriculture and metal shop	1	0	1
10th grade agriculture students	0	1	1
10-12th grade agriculture students and adult farmer program	1	0	1
10-12th grade vocational and non-vocational agriculture	0	1	1
10-12th grade agriculture and horticulture students	1	0	1

Table 24, continued.

Structure	Tenure		Total Respondents
	1 to 4 years	5 or more years	
9-12th grade agriculture and other subjects in school	3	0	3
9-12th grade agriculture and agriculture mechanics	1	0	1
9-12th grade agriculture students, limited adult farmer program, and other subjects in school	0	1	1
Total	29	29	58

The remaining 25 taught various structured programs which included adult farmer programs, 7th and 8th grade students, metal shops, and other subjects in school.

Statistical test indicated no significant association between tenure and program structure at the .05 level of confidence.

Vocational Agriculture Program Enrollment. Data presented in Table 25 reveal the total enrollment in the former teacher's vocational agriculture program upon leaving the profession as related to tenure. As indicated, program sizes of former teachers were well distributed.

At the .05 level of confidence with nine degrees of freedom, no statistically significant association existed between tenure and total enrollment in former teacher's vocational agriculture program.

Table 25. Total Enrollment in Former Teacher's Vocational Agriculture Program Upon Leaving the Profession as Related to Tenure (N = 58)

Total Enrollment	Tenure		Total Respondents
	1 to 4 years	5 or more years	
16-30	3	0	3
31-45	3	6	9
46-60	6	3	9
61-75	2	3	5
76-90	1	4	5
91-105	3	6	9
106-120	4	2	6
121-135	2	2	4
136-150	1	1	2
151 and over	4	2	6
Total	29	29	58

Department Staff Size. Statistical analysis determined no statistically significant association between tenure and staff size at the .05 level of confidence. An equal number of former teachers taught in single teacher departments as multiple teacher departments.

Annual Contract. Table 26 presents the length of annual employment contract of former teachers as related to tenure. Secondary schools in Arizona have for many years employed vocational agriculture teachers on eleven and twelve month annual contracts. Inspection of data in Table 26 reveals that over half, 33 or 56.9 percent, of the

Table 26. Length of Annual Teaching Employment Contract of Former Teachers as Related to Tenure (N = 58)

Annual Contract	Tenure		Total Respondents
	1 to 4 years	5 or more years	
Eight month	1	0	1
Nine month	2	1	3
Ten month	1	0	1
Eleven month	12	8	20
Twelve month	13	20	33
Total	29	29	58

former teachers had twelve month annual contracts, whereas 20, or 34.5 percent, were employed by eleven month annual contracts. Other annual contracts included: eight month, one respondent; nine month, three respondents, and ten month, one respondent.

Four teachers holding eight and nine month annual contracts taught only one year in Arizona. The teacher who taught five or more years and employed under a nine month contract taught in another state before teaching in Arizona.

At the .05 level of confidence with four degrees of freedom, it was determined that there was no significant association between tenure and length of annual contract.

Community Size Where Teacher Last Taught. Tenure in vocational agriculture teaching by former teachers as related to community size where the teacher last taught is depicted in Table 27. As revealed,

Table 27. Community Size Where Teacher Last Taught as Related to Tenure (N = 58)

Community Size	Tenure		Total Respondents
	1 to 4 years	5 or more years	
0-999	3	2	5
1,000-2,499	6	5	11
2,500-4,999	4	5	9
5,000-7,999	3	0	3
8,000-9,999	2	2	4
10,000-19,999	5	6	11
20,000-49,999	0	5	5
50,000 and over	6	4	10
Total	29	29	58

16, or 27.6 percent, taught in small towns. A small town was considered an urban area with less than 2,499 population while a large town had a population between 2,500 and 9,999. Another twenty-six, or 44.8 percent, taught in cities with a population greater than 10,000.

At the .05 level of confidence with seven degrees of freedom, it was determined that there was no significant association between tenure and size of community where the former teachers taught.

Social Interaction Consequence Types

Table 28 presents significance of difference between former teachers who had taught four or less years and those who had taught five or more years as compared to role stresses, occupational change, and role fulfillment.

Table 28. Significance of Differences Between Former Teachers Who Had Taught Four or Less Years and Those Who Had Taught Five or More Years as Compared to Social Interaction Consequence Types (N = 58)

Type	z Scores
Conflict	0.544
Inadequacy	1.151
Frustration	0.801
Dissatisfaction	0.824
Conflict / Dissatisfaction	0.078
Conflict / Frustration	1.011
Conflict / Inadequacy	1.431
Dissatisfaction / Inadequacy	1.089
Dissatisfaction / Frustration	0.365
Change of Occupation	1.532
Satisfaction / Change of Occupation	0.226

z ratio ≥ 1.96 indicated significance at the .05 level

The z ratio computed with the value obtained from the Mann-Whitney U test compared the sampled population with a normal distribution. The U statistic is considered to be normally distributed for the sample sizes used in this study; therefore, z ratios were calculated using a special formula.

Ratios of z were calculated to determine if those teachers who had taught four or less years differed significantly from those who had taught five or more years as far as role stresses, occupational change, and role fulfillment.

No significant differences existed at the .05 level of confidence. Approaching the .05 level, but not significant, were the stress groups "inadequacy", "conflict/inadequacy", and "dissatisfaction/inadequacy". Since the stress "inadequacy" is defined as the inability on the part of the vocational agriculture teacher to fulfill the expectations of his job, this may indicate a few teachers are unable to fulfill the expectations of their jobs due to certain background, personality, or training inadequacies. Also approaching the .05 level, but not significant, was the consequence type "change of occupation".

Occupational Area Entered Upon Leaving the
Vocational Agriculture Teaching Profession

Data in Table 29 represents the occupational area entered by former teachers upon leaving the vocational agriculture teaching profession. Over 41 percent of the former teachers remained in the field of education. Sixteen continued teaching but in areas other than agriculture, whereas eight entered positions in educational administration. It was further observed that eleven, or 19.0 percent, left the teaching profession and entered farming or ranching. Other employment areas entered were: banking and farm credit, four teachers; extension service, seven teachers; feed and seed business, two teachers; governmental or non-profit agency, three teachers; private business, three teachers, and others, four teachers.

Table 29. Occupational Area Entered by Former Teachers Upon Leaving the Vocational Agriculture Teaching Profession (N = 58)

Occupation Entered	Number	Percent
Teaching other than vocational agriculture	16	27.7
Farming or ranching	11	19.0
School administration	8	13.8
Extension service	7	12.1
Banking and farm credit	4	6.8
Private business	3	5.2
Governmental or non-profit agency	3	5.2
Feed and seed business	2	3.4
Other	4	6.8
Total	58	100.00

Summary of Interpretation of Data

All factors except "lack of advancement opportunities" were determined non-influential on the teacher's decision to leave the profession. Salary and long hours had no influence on the teacher's decision to leave the vocational agriculture teaching profession.

Teachers indicated they entered the vocational agriculture teaching profession because they enjoyed working in the field of agriculture and with its people. Other statistically significant reasons for entering the profession included diversity of job, out-of-classroom work, self-satisfaction associated with youth development, assisting

young people in achieving goals and awards, desire to teach, felt best trained in this area, enjoy working with the FFA, opportunity to plan and carry out an instructional program, and opportunity for service in the community. Salary, prestige of position, security, and lack of a more suitable opportunity did not influence teachers to enter the profession.

Two factors influencing teachers to enter the profession were associated with tenure. Teachers who had tenure indicated "prestige of position" and "opportunity to plan and carry out an instructional program" had more influence on their decision to enter the profession than teachers with little or no tenure.

Three factors influencing teachers of vocational agriculture to leave the profession were associated with non-tenure. These factors were (1) dislike teaching certain subject areas; (2) contract not renewed, and (3) too much preparation required for classroom teaching.

Tests indicated that none of the background factors were statistically associated with tenure at a significant level.

No significant difference existed between the two tenure groups of vocational agriculture teachers and role stresses, occupational change, or role fulfillment at the .05 level of confidence. However, the z ratios for the single consequence group "inadequacy" and "change of occupation", and the multiple stress groups "conflict/inadequacy" and "dissatisfaction/inadequacy" all approached the .05 level of confidence.

A majority of the former teachers who left the teaching profession remained in the field of education.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In keeping with the purpose of this study, this chapter deals with the summary of findings, conclusions and recommendations based upon the findings of the study.

Statement of the Problem

The purpose of this study was to identify possible factors which may have influenced teachers of vocational agriculture in Arizona to leave the vocational agriculture teaching profession between September 1, 1959 and September 1, 1972.

Specific Objectives

In order to accomplish the foregoing problem, the following objectives were identified:

1. To identify selected professional, environmental and sociological factors influencing teachers to enter and then leave the vocational agriculture teaching profession.
2. To determine the association between selected professional, environmental and sociological factors influencing the tenure in the profession of teaching vocational agriculture.
3. To determine the association between teacher tenure and selected background factors.

Method of Investigation

The procedures used in completing the investigations were as follows:

1. A chunk sample was selected of 69 former teachers who left the vocational agriculture teaching profession in Arizona between September 1, 1959 and September 1, 1972.

2. The data in this study were collected by a mailed questionnaire developed by the author. Following three attempts to obtain a response from the former teachers, a total of 58 completed questionnaires were collected to provide the data in conducting this study.

3. The data thus provided were analyzed through the use of chi square and the Mann-Whitney U test.

Summary of Findings

The summary of findings from this study is reported in terms of the objectives of the study and is organized under the same major headings as in the presentation and interpretation of data.

Selected Professional, Environmental and Sociological Factors Influencing Teachers to Leave the Vocational Agriculture Teaching Profession

1. None of the factors influencing teacher of vocational agriculture to leave the profession were statistically significant at the .05 level of confidence.

2. Factors receiving the greatest frequencies were in order of the frequency given: (1) lack of advancement opportunities; (2) choice of another occupation outside of the teaching profession;

(3) inadequate salary; (4) trend toward less emphasis on vocational education in agriculture; (5) long hours; (6) too many evening responsibilities, and (7) overemphasis of athletics.

Selected Professional, Environmental and Sociological Factors Influencing Teachers to Enter the Vocational Agriculture Teaching Profession

The following factors were statistically significant in influencing teachers to enter the vocational agriculture teaching profession, in descending order:

- Working in the field of agriculture
- Enjoy working with agriculture people
- Diversity of job
- Opportunity for out of classroom work
- Self-satisfaction associated with youth development
- Assisting young people in achieving goals and awards
- Desire to teach
- Felt best trained in this area
- Enjoy working with the FFA
- Opportunity to plan and carry out an instructional program
- Opportunity for service in the community

Association Between Tenure and Selected Professional, Environmental and Sociological Factors Influencing Teachers to Enter the Profession

Factors statistically associated with tenure were: (1) opportunity to plan and carry out an instructional program, and (2) prestige

of position. Teachers who had tenure indicated these factors had more influence on their decision to enter the profession than teachers teaching four or less years.

Association Between Tenure and Selected Professional, Environmental and Sociological Factors Influencing Teachers to Leave the Profession

Three of forty-five factors were determined to be statistically associated with tenure. They were: (1) dislike teaching certain subject areas; (2) too much preparation required for classroom teaching, and (3) contract not renewed. Teachers in the non-tenure group indicated these factors had more influence on their decision to leave the vocational agriculture teaching profession than the tenure group.

Association Between Tenure and Selected Background Factors

1. Test indicated that none of the background factors were associated with tenure in teaching vocational agriculture at the .05 level of confidence.

2. The median tenure of Arizona vocational agriculture teachers studied was 4.50 years.

3. Annual teacher turnover in Arizona of 10.91 percent is slightly higher than the national average.

Social Interaction Consequence Types

No significant difference was found to exist between the two tenure groups of teachers and role stresses, role fulfillment, and occupational change.

Occupational Area Entered Upon Leaving the Vocational Agriculture Teaching Profession

Over half of the former teachers who left the teaching profession remained in the field of education. Another eleven left teaching to enter farming or ranching. The remainder entered various occupational areas.

Conclusions

Based upon the findings as presented and interpreted in this chapter, the following conclusions were drawn:

1. The procedures utilized in conducting this study were adequate for determining factors influencing vocational agriculture teachers to enter and leave the profession.
2. It was not possible to determine the association between tenure and selected teacher background characteristics with the design used in this study.
3. Many former vocational agriculture teachers left the profession because of environmental and sociological factors.
4. Vocational agriculture teachers leaving the profession early in their careers did so because of professional factors, whereas those who remained in the profession five or more years exited because of environmental factors.
5. Teacher turnover in Arizona was higher than the national average.

Recommendations

Based upon the findings and conclusions of this study, the author recommends to the State Department of Vocational Education and

Department of Agricultural Education at The University of Arizona:

1. That potential vocational agriculture teachers be counseled on the limited opportunities for advancement in the vocational agriculture teaching profession. However, students should be made aware that the teaching experience can be used as a "stepping stone" to other occupations. In the light of the limited opportunities for advancement, it should be stressed that teaching of vocational agriculture can be a very rewarding professional career.

2. That the salaries should be made proportionate with duties of the occupation. Duties such as the FFA and adult classes require time and effort beyond the normal teaching load.

3. That a study be conducted on organizational stresses of the vocational agriculture teaching profession in Arizona.

4. Possibly vocational agriculture instructors could be rebated for each weekend spent on FFA field days or activities by extra days of summer vacation.

5. That a study be conducted on why agricultural education graduates do not enter the teaching profession.

6. Since the social interaction consequence type "inadequacy" was found to be numerically high and is defined as the inability on the part of the vocational agriculture teacher to fulfill the expectations of his job, a study should be completed on the possibility of using psychological tests to help determine the compatibility of the prospective vocational agriculture teacher to the profession.

7. That a study be completed on the association between tenure and selected teacher background characteristics of those teachers who

have quit with those who have taught five or more years and are still teaching.

8. Vocational agriculture teachers should be utilized as the major recruiter of agricultural education enrollees.

APPENDIX A
QUESTIONNAIRE

An Inquiry to Study the Factors Associated with
the Rate of Vocational Agriculture
Teacher Turnover in Arizona

I. Factors Associated with Teacher Turnover

A. Rate each of the following factors below according to their influence on your decision to leave the vocational agriculture teaching profession. Rank the following factors as having (1) no influence, (2) little influence, (3) some influence, (4) much influence or (5) very much influence on your decision to leave the vocational agriculture teaching profession. (Circle best ranking for each factor.)

EXAMPLE:

1. Dislike teaching 1 2 **3** 4 5

	<u>INFLUENCE</u>				
	No	Little	Some	Much	Very Much
1. Long hours	1	2	3	4	5
2. Discipline problems	1	2	3	4	5
3. Inadequate salary	1	2	3	4	5
4. Lack of advancement opportunities	1	2	3	4	5
5. Too many evening responsibilities	1	2	3	4	5
6. Personality conflicts with administration	1	2	3	4	5
7. Unable to adjust to school schedule	1	2	3	4	5
8. Time required for FFA activities	1	2	3	4	5
9. Dislike for adult and young farmer programs	1	2	3	4	5
10. Dislike working with high school students	1	2	3	4	5
11. Submitting State reports	1	2	3	4	5
12. Community responsibilities	1	2	3	4	5
13. Community attitudes towards Vocational Agriculture . . .	1	2	3	4	5
14. Dislike of community standards for teachers	1	2	3	4	5
15. Too short summer vacations	1	2	3	4	5
16. Size of community	1	2	3	4	5
17. Ethnic and religious factors	1	2	3	4	5
18. Dislike teaching certain subject areas	1	2	3	4	5
19. Too few teacher aids and materials available	1	2	3	4	5
20. Little or no opportunity to specialize	1	2	3	4	5
21. Poor rapport with other teachers in system	1	2	3	4	5
22. Expected to teach subject matter areas other than agriculture	1	2	3	4	5

	<u>INFLUENCE</u>				
	No	Little	Some	Much	Very Much
23. Over emphasis of athletics	1	2	3	4	5
24. Wife not happy with vocational agriculture profession. .	1	2	3	4	5
25. Trend toward less emphasis on vocational education in agriculture	1	2	3	4	5
26. Teaching in remote area of State	1	2	3	4	5
27. Students lacked interest	1	2	3	4	5
28. Reached retirement age	1	2	3	4	5
29. Entered farming	1	2	3	4	5
30. Choice of a non-agriculture teaching position	1	2	3	4	5
31. Choice of another occupation outside of the teaching profession	1	2	3	4	5
32. Required extra curricular activities	1	2	3	4	5
33. Oversized classes which reduced teaching effectiveness thus increasing job dissatisfaction	1	2	3	4	5
34. Too much preparation required for classroom teaching . .	1	2	3	4	5
35. Too many meetings to attend as vocational agriculture teacher	1	2	3	4	5
36. School discontinued vocational agriculture department on a full-time basis	1	2	3	4	5
37. Excessive amount of outdoor work involved in teaching agriculture	1	2	3	4	5
38. Excessive pressures from State Supervisors	1	2	3	4	5
39. Contract not renewed	1	2	3	4	5
40. Lack of administrative support and backing on decisions.	1	2	3	4	5
41. Lack of cooperation from Department of Agricultural Education at the land-grant college of Arizona	1	2	3	4	5
42. Entered military service	1	2	3	4	5
43. Poor health	1	2	3	4	5
44. Lack of school policy and long range goals	1	2	3	4	5
45. Lack of administrative trust and support	1	2	3	4	5
Please list any others not listed.					
46. _____	1	2	3	4	5
47. _____	1	2	3	4	5

B. Considering your reasons for entering the vocational agriculture teaching profession, rank the following factors as having (1) no influence, (2) little influence, (3) some influence, (4) much influence and (5) very much influence on your decision to enter the vocational agriculture teaching profession. (Circle best ranking for each factor.)

EXAMPLE:

1. Enjoy teaching agriculture 1 2 3 (4) 5

	<u>INFLUENCE</u>				
	No	Little	Some	Much	Very Much
1. Salary	1	2	3	4	5
2. Security	1	2	3	4	5
3. Felt best trained in this area	1	2	3	4	5
4. Prestige of position	1	2	3	4	5
5. Working in the field of agriculture	1	2	3	4	5
6. Assisting young people in achieving goals and awards	1	2	3	4	5
7. Opportunity to plan and carry out an instructional program	1	2	3	4	5
8. Diversity of job	1	2	3	4	5
9. Self-satisfaction associated with youth development.	1	2	3	4	5
10. Enjoy working with agriculture people	1	2	3	4	5
11. Enjoy working with the FFA	1	2	3	4	5
12. Lack of more suitable opportunity	1	2	3	4	5
13. Desire to teach	1	2	3	4	5
14. Opportunity for out of classroom work	1	2	3	4	5
15. Opportunity for service in the community	1	2	3	4	5

II. Family Background

A. What was your parents' or guardian's employment area at the time you enrolled in college? Check (✓) the one best category: 1, 2, 3, 4, or 5. If employed in category 1, select by checking (✓) the best job description within the category. If employed in category 2, 3, 4, or 5, please specify job description.

1. _____ Farmer:

- | | |
|-------------------------------------|--|
| a. _____ Farm laborer, day basis | f. _____ Owner-operator (worked the land) |
| b. _____ Farm laborer, yearly basis | g. _____ Owner-manager (did not work the land) |
| c. _____ Renter | h. _____ Manager |
| d. _____ Partnership | i. _____ Other, Specify |
| e. _____ Owner-renter | _____ |
| | _____ |

- 2. Private Business:
Specify job description _____

- 3. Employed in corporation business:
Specify job description _____

- 4. Governmental or non-profit agency:
Specify job description _____

B. What was the highest education level attained by your father or guardian?

- 1. Less than 4th grade
- 2. Less than 8th grade
- 3. 8th grade
- 4. 1 to 3 years of high school
- 5. High school graduate
- 6. 1 to 3 years of college
- 7. B.S. degree or equivalent
- 8. M.S. degree or equivalent
- 9. Other, specify _____

C. What was the highest educational level attained by your mother or guardian?

- 1. Less than 4th grade
- 2. Less than 8th grade
- 3. 8th grade
- 4. 1 to 3 years of high school
- 5. High school graduate
- 6. Business college or beautician school
- 7. 1 to 3 years of college
- 8. B.S. degree or equivalent
- 9. M.S. degree or equivalent
- 10. Other, specify _____

D. Indicate your marital status at the time you initially entered the vocational agriculture teaching profession.

Married _____ Never Married _____ Widowed _____ Divorced _____

E. Indicate your marital status at the time you left the vocational agriculture teaching profession.

Never Married _____ (Proceed to Section III) Widowed _____
Married _____ Divorced _____

F. If you were married when you left the vocational agriculture teaching profession, what was the highest educational level attained by your wife?

- 1. Less than 4th grade
- 2. Less than 8th grade
- 3. 8th grade
- 4. 1 to 3 years of high school
- 5. High school graduate
- 6. Business college or beautician school
- 7. 1 to 3 years of college
- 8. B.S. degree or equivalent
- 9. Other, specify _____

G. If you were married when you left the vocational agriculture teaching profession, where did your wife spend the majority of her life before your marriage?

1. _____ Farm (outside incorporated town or city)
2. _____ Small town (population less than 2,499)
3. _____ Large town (population 2,500-9,999)
4. _____ City (population more than 10,000)

III. High School Background

A. Where did you spend the major portion of your life while in high school?

1. _____ Farm (outside incorporated town or city)
2. _____ Small town (population less than 2,499)
3. _____ Large town (population 2,500-9,999)
4. _____ City (population more than 10,000)

B. What was the approximate total enrollment in your high school (grades 9, 10, 11, 12) at the time of graduation?

- | | |
|------------------|------------------------|
| 1. _____ 0-49 | 6. _____ 400-499 |
| 2. _____ 50-99 | 7. _____ 500-599 |
| 3. _____ 100-199 | 8. _____ 600-699 |
| 4. _____ 200-299 | 9. _____ 700-799 |
| 5. _____ 300-399 | 10. _____ 800 and over |

C. Was vocational agriculture offered in your high school?

Yes _____ No _____ (If no, proceed to Section IV)

D. If yes, how many semesters of high school vocational agriculture did you complete? (Circle best answer)

0 1 2 3 4 5 6 7 8

E. Were you a member of the Future Farmers of America chapter?

Yes _____ No _____ (If no, proceed to Question G)

F. If yes, check the highest degree attained in the FFA.

- | | |
|-------------------------|--------------------------|
| 1. _____ Green Hand | 3. _____ State Farmer |
| 2. _____ Chapter Farmer | 4. _____ American Farmer |

G. How would you classify yourself as to the total number of field day events you took part in while in the FFA?

- | | |
|--|--|
| 1. _____ Never participated (0) | 3. _____ Participated occasionally (4-6) |
| 2. _____ Seldom participated (1-3) | 4. _____ Participated often (7-10) |
| 5. _____ Participated very often (11 and over) | |

H. Did you hold an officer position in the FFA?

Yes _____ No _____ (If no, proceed to Section IV)

I. If yes, what was the highest office held in each of the following levels?

1. Local FFA chapter _____
2. State Association _____
3. National Association _____

IV. College Background

A. How would you classify yourself as to the number of extra-curricular activities you took part in while attending college?

- | | |
|--------------------------------|-----------------------------------|
| 1. _____ None (0) | 3. _____ Active (3-4) |
| 2. _____ Somewhat active (1-2) | 4. _____ Very active (5 and over) |

B. What one person made the largest contribution toward influencing your enrollment in Agricultural Education?

1. _____ Father or guardian
2. _____ Mother or guardian
3. _____ Vocational agriculture instructor
4. _____ High school Superintendent or Principal
5. _____ County Extension Agent
6. _____ High school counselor
7. _____ College counselor
8. _____ Relative other than parent
9. _____ Contact with a college representative
10. _____ Contact with Agricultural Education staff member
11. _____ Friend in high school
12. _____ Friend in college
13. _____ Own idea
14. _____ Other, specify

C. When did you first become aware of vocational agriculture teaching as a profession for yourself?

1. _____ Before entering 9th grade
2. _____ 9th through 12 grade
3. _____ Between 12th grade graduation and initial enrollment in college
4. _____ Freshman year in college
5. _____ Sophomore year in college
6. _____ Other, specify

7. _____ Answer not known

D. Considering your first employment after college graduation, which of the following would best describe your first job? (employment period for more than 4 months)

1. _____ Vocational agriculture teacher
 2. _____ High school teacher other than vocational agriculture
 3. _____ Military service
 4. _____ Extension service
 5. _____ Governmental or non-profit agency
 6. _____ Fertilizer business
 7. _____ Feed and seed business
 8. _____ Livestock industry
 9. _____ Machinery business
 10. _____ Petroleum business
 11. _____ Journalism
 12. _____ Insurance
 13. _____ Banking or farm credit
 14. _____ Private business, specify
-
15. _____ Sales (other than Agriculture products), specify
-

V. Teaching Background

A. What was your age (age at last birthday) upon initially entering the vocational agriculture teaching profession? _____

B. Which one of the following structures best describes your vocational agriculture program when you left the vocational agriculture teaching profession?

1. _____ 9-12 grade agriculture students only
 2. _____ 9-12 grade agriculture students and adult farmer program
 3. _____ 7-8 grade and 9-12 grade agriculture students
 4. _____ 7-8 grade and 9-12 grade agriculture students and adult farmer program
 5. _____ 9-10 grade agriculture students and other subjects in school
 6. _____ 11-12 grade agriculture students and other subjects in school
 7. _____ Other, specify
-

C. What was the total enrollment in your vocational agriculture program when you left the vocational agriculture teaching profession?

- | | |
|----------------|------------------------|
| 1. _____ 0-15 | 7. _____ 91-105 |
| 2. _____ 16-30 | 8. _____ 106-120 |
| 3. _____ 31-45 | 9. _____ 121-135 |
| 4. _____ 46-60 | 10. _____ 136-150 |
| 5. _____ 61-75 | 11. _____ 151 and over |
| 6. _____ 76-90 | |

D. What was the size of the vocational agriculture teaching staff where you last taught?

1. _____ Single man department 2. _____ Multiple man department

E. What was the length of your employment contract as a teacher of vocational agriculture when you left the vocational agriculture teaching profession?
(Circle best answer)

8 9 10 11 12 months

F. What was the approximate size of the community where you last taught vocational agriculture?

- | | |
|----------------------|--------------------------|
| 1. _____ 0-999 | 5. _____ 8,000-9,999 |
| 2. _____ 1,000-2,499 | 6. _____ 10,000-19,999 |
| 3. _____ 2,500-4,999 | 7. _____ 20,000-49,999 |
| 4. _____ 5,000-7,999 | 8. _____ 50,000 and over |

G. Did you teach vocational agriculture in another state before teaching vocational agriculture in Arizona?

Yes _____ No _____ (If no, proceed to Question I)

H. If yes, where and how many years?

State _____ Number of years _____

I. How many years did you teach vocational agriculture in Arizona?

Years _____ Months _____

VI. Educational Status

A. What advanced degree, or degrees, have you received since receiving your B.S. degree?

1. _____ Have not participated in a collegiate graduate program
2. _____ Partial requirement for a M.S. or M.A. degree, _____ hours
3. _____ M.S. or equivalent received
4. _____ Ph.D. or equivalent in progress
5. _____ Ph.D. or equivalent received. Specify the area of study and University.

B. What occupational area did you enter when you left the vocational agriculture teaching profession?

1. Extension service
2. Teaching other than vocational agriculture
3. Banking or farm credit
4. Farming or ranching
5. Fertilizer business
6. Livestock industry
7. Machinery business
8. Feed and seed business
9. Petroleum business
10. Journalism
11. Insurance
12. Governmental or non-profit agency
13. Private business, specify

14. Other, specify

In case the return envelope was misplaced, please return this survey instrument to:

Keith E. Mattox
University of Arizona
College of Agriculture
Agricultural Education Department
Tucson, Arizona 85721

REMARKS: _____

Check (✓) if you desire a summary of the study.

APPENDIX B
COVER LETTER

**THE UNIVERSITY OF ARIZONA**

TUCSON, ARIZONA 85721

COLLEGE OF AGRICULTURE

DEPARTMENT OF AGRICULTURAL EDUCATION

February 7, 1973

The Agricultural Education Department, University of Arizona, is conducting a study to determine factors influencing teachers of vocational agriculture to leave the profession.

As a former teacher of vocational agriculture in Arizona, we solicit your cooperation in completing the attached inquiry.

You will observe that much of the information is personal; therefore, no signature is requested. A number has been assigned to your questionnaire in order to assist in monitoring the returns.

A self-addressed stamped return envelope has been enclosed for your convenience in making a reply.

We thank you in advance for your cooperation and would appreciate a reply by February 21, 1973.

Sincerely yours,

Clinton O. Jacobs
Professor
Agricultural Education Department

Keith E. Mattox
Research Associate
Agricultural Education Department

Enclosures

APPENDIX C
FOLLOW-UP LETTERS



THE UNIVERSITY OF ARIZONA

TUCSON, ARIZONA 85721

COLLEGE OF AGRICULTURE

DEPARTMENT OF AGRICULTURAL EDUCATION

February 27, 1973

A short time ago, you were personally invited to take part in a study concerning factors influencing teachers of vocational agriculture to leave the profession. We feel this study is very important to people in agricultural education. The results should help to counsel and train agricultural education graduates of the future. It is important to know why you left the vocational agriculture teaching profession. Only you can give us the information necessary to make this study complete.

Thus far we have received returns from over 60% of the graduates. Many of these men have commented on the importance of the study to the field of agricultural education. However, without your questionnaire, the study cannot be complete. We must have a response from every former teacher over the past thirteen years. We are certain that you, as a professional man in agriculture, realize the importance of this 100% effort.

We have enclosed another questionnaire and a stamped return envelope in case you have misplaced the previous one.

Remember, you have not been asked to sign the questionnaire; therefore, your answers will never be associated with your name. The information will be used only on a total group basis.

We would appreciate a reply by March 9, 1973.

Sincerely yours,

Clinton O. Jacobs
Professor
Agricultural Education Department

Keith E. Mattox
Research Associate
Agricultural Education Department

Enclosures



THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF AGRICULTURE
DEPARTMENT OF AGRICULTURAL EDUCATION

March 9, 1973

On February 7 and February 27, 1973, you were invited to take part in a study concerning factors influencing teachers of vocational agriculture to leave the profession between September 1, 1959 to September 1, 1972. Thus far, we have heard from over 75% of the 67 former teachers. However, you are one of the 15 former teachers who has not returned the completed questionnaire.

We feel the study thus far has been most successful. However, we should have a near 100% as possible before making the final analysis. Therefore, we are asking you to help make this study more meaningful by returning your completed questionnaire.

Another questionnaire and stamped return envelope has been enclosed in case you have misplaced the previous one.

We would appreciate a reply by March 21, 1973.

Sincerely yours,

Clinton O. Jacobs
Professor
Department of Agricultural Education

Keith E. Mattox
Research Associate
Department of Agricultural Education

Enclosures

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