

LEVEL OF INFLUENCE OF SELECTED FACTORS UPON MISSOURI
AGRICULTURAL EDUCATION TEACHERS' CHOICE TO INSTRUCT
AGRICULTURAL MECHANICS CURRICULUM

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ABSTRACT

The purpose of this study was to determine the factors influencing school-based agricultural educators in Missouri to instruct the curriculum found within the course Agricultural Construction 1 and/or Agricultural Construction 2. The Missouri Agricultural Mechanics Assessment was distributed via e-mail to all teachers who instructed Agricultural Construction 1 and/or Agricultural Construction 2, during the 2009-2010 academic school year ($N = 257$). A total of 203 (79%) teachers completed the instrument. *Personal Importance* was the most influential factor impacting their decision to teach the agricultural mechanics curriculum areas: Arc Welding, Project Construction, Oxy-Gas and Other Cutting/Welding Processes, Woodworking, Metals, and Finishing. *Administration Importance* was the least influential factor influencing Missouri agriculture teachers to instruct the agricultural mechanics curriculum areas. Overall, negligible to small relationships were found between teacher characteristics and the summated variables: Importance to Teach and Teacher Self-Efficacy, based upon teaching the curriculum areas.