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THE DEVELOPMENT AND APPLICATION OF AN
EXPERIMENTAL MODEL OF PROGRAMME EVALUATION

A thesis presented in partial fulfilment
of the requirements for the degree
of Master of Arts
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ABSTRACT.

This study reports on an investigation of three separate but ultimately related research areas relevant to the field of educational administration.

The areas investigated were:

- (1) The development and current state of the New Zealand agricultural training system.
- (2) Flock House, a farm training institute controlled by the New Zealand Ministry of Agriculture and Fisheries.
- (3) The development, application and analysis of an experimental model of programme evaluation.

The focus of the study was an evaluation of two agricultural short course programmes held at Flock House during 1978. Utilizing an experimental model of programme evaluation the researcher applied a three stage programme evaluation, to the two short courses.

Stage One of the evaluation process -- "apprehending" -- involved using procedures aimed at obtaining pre-course information from course members.

Stage Two -- "acquisition" -- involved obtaining information from the course members regarding their views on the nature of the Flock House courses.

Stage Three -- "application" -- involved the synthesis and application of the evaluation results and findings.

Throughout the evaluation process the researcher relied upon the following information-gathering techniques.

- (1) Observation
- (2) Interviews
- (3) Questionnaires and test results
- (4) Documentary and background information (Parlett and Hamilton, 1972).

The study concludes with the proposal of a blueprint for further evaluation of Flock House, and its implications.

CHAPTER 1.

STATEMENT OF THE PROBLEM.

INTRODUCTION.

The objectives of this chapter are:

- (1) To identify the major research themes of the study.
- (2) To state the research problem.
- (3) To outline the principal methods used to obtain evaluation information.
- (4) To present a summary of the experimental research methodology used.

SECTION ONE.

Indentification of the Major Research Themes.

This study reports on an investigation of three inter-related research themes. The themes are:

- (1) The development and current state of the New Zealand agricultural training system.
- (2) An investigation of Flock House, a farm training institute offering a wide range of courses in agricultural training.
- (3) The development, application and analysis of an experimental model of programme evaluation, designed to evaluate a range of course programmes and organizational areas at Flock House.

Each research theme aims to contribute information basic to an understanding of the total investigation and its findings.

SECTION TWO.

The Research Problem.

The research problem was to develop and test an experimental model of programme evaluation within a selected area of New Zealand agricultural training.

Programme evaluation is at an early stage of development in New Zealand agricultural training and at present there are few formal systems of programme evaluation. However with the growing demand for public accountability in all areas of public expenditure, it was considered that there was a need to develop soundly based methods for evaluating current programmes.

Flock House was selected as the investigation arena because of the prominent and generally respected training role that the institute occupies within the New Zealand agricultural training system, and that Flock House provided a suitable environment for the application of an experimental model of programme evaluation.

The study and analysis of the experimental model of programme evaluation and its subsequent application to the two agricultural short courses at Flock House will be seen within the context of Flock House operations, and the New Zealand agricultural training sections of this investigation.

SECTION THREE.

Design of the Study.

Having decided on the means of investigation, the next step involved selecting the areas for investigation and describing the methods used in the investigation.

A full investigation of Flock House would involve the analysis of the following aspects:

- (1) Historical development.
- (2) Flock House operations.
- (3) Six different course programmes.
- (4) Future development.
- (5) Staff organization.

This study investigates all of the above areas but concentrates upon two agricultural short courses which were part of the 1978 agricultural short course programme held at Flock House. The two short courses investigated were:

- (1) "Keeping the Farm Records Straight" otherwise known as "Budgeting and Recording for Farmers' Wives".
- (2) "Farm Trees for Timber, Shelter, Appearance and Conservation".

With specific reference to the two short courses, emphasis has been placed upon three sets of data:

- (1) Pre-course, course, and post-course information from the two groups of course members.
- (2) The personal relevance to the course members of the programme and its information.
- (3) Teaching and Learning methods.

Throughout both the general investigation of Flock House and the specific study of the two short courses, the researcher relied upon illuminative evaluation techniques to obtain information. These evaluation techniques have been developed by two British researchers M. Parlett and D. Hamilton. The illuminative evaluation model provides an alternative to the more traditional objectives approach to evaluation. Parlett and Hamilton suggest that illuminative evaluation concentrates on the information-gathering process rather than the decision-making component of evaluation.

Illuminative evaluation contains two key concepts:

- (1) Instructional System.
- (2) Learning Milieu.

The task of the evaluator as they see it, is to study the form that the instructional system, or coherent plan of teaching, takes in relation to a specific learning milieu. The broad aim of this style of evaluation is to provide a careful description of how the programme works, how it is affected by different educational contexts, what those who are using it regard as its main advantages, and disadvantages, and what actual effect it has on student learning.

The evaluation procedure is described in three broad stages. The work begins with a general exploratory stage, in which the evaluator attempts to identify the most significant features of the evaluation context. The second stage involves these features being subjected to more selective, intensive observation and inquiry. Finally the evaluator attempts to identify cause and effect relationships and other general principles that are operating and to suggest explanations (Parlett and Hamilton, 1972).

During these three stages the evaluator uses four main techniques of obtaining information. The techniques are:

(1) Observation

The observation phase occupies a central place in illuminative evaluation. "The investigator builds up a continuous record of ongoing events, transactions and informal remarks" (Parlett and Hamilton, 1972: 19). Observation in most cases involves recording discussions with and between programme participants, and at the same time attempting to organize the information obtained, adding interpretative comments. Although there is a role for codified observation, Parlett and Hamilton do not put a great deal of emphasis upon codified observation (1972: 20).

(2) Interviews.

Illuminative evaluation uses both brief structured interviews and the more open-ended and discursive type, to discover the views of the programme participants, their background, previous experience, and what they feel about the programme.

(3) Questionnaire and Test Data.

Parlett and Hamilton suggest that free and fixed response formats can be included, to obtain both quantitative summary data and open-ended comment (1972: 21). Such information obtained from written comments, attitude and achievement tests cannot be considered in isolation rather all data should be accounted in relation to the study's findings as a whole.

(4) Documentary and Background Information.

These types of information-gathering techniques provide the primary source for information relevant to the programme, and presents a different perspective.

Reports, committee minutes, published statements, and personal accounts make up the bulk of this type of information.

In conjunction with the use of the four illuminative evaluation information-gathering techniques the researcher incorporated the Clift/Imrie evaluation model into the experimental evaluation model (See Chap. 4 for more details).

The experimental model involved the following:

- (1) Parlett and Hamilton's information-gathering techniques.
- (2) Clift/Imrie evaluation model.
- (3) Three phase questionnaire system, which involved a pre-course questionnaire, course questionnaire and written comments about the programme, post-course questionnaire and a written statement relating to "intended action". All course members had the opportunity to complete the questionnaires, comments sheet and present a statement of intended action.
- (4) A six month, once a week, day-period of observation at Flock House. Plus a live-in observation of the two short courses at Flock House.
- (5) An intensive participant observation phase of the two groups of short course members.

Illuminative evaluation (Parlett and Hamilton, 1972) was adopted as a general research stance throughout the entire investigation and was utilized in conjunction with the Clift/Imrie evaluation model rather than the Clift/Imrie model taking precedence at any particular stage.

The intensity of the evaluation process varied considerably over the eighteen month investigation period, with a concentrated effort prior to the two courses and again in the analysis stage. However to unravel the complex organizational arena requires the evaluator to isolate:

"The organizations significant features; comprehend the various cycles of cause and effect and attempt to understand relationships between belief and practice".

(Parlett and Hamilton, 1972: 16)

Using the above mentioned methodology the experimental model attempts to describe the workings of the two short course programmes by utilizing the observations and interpretations of the researcher and the course members, in conjunction with set evaluation procedures.

CHAPTER 2.

FLOCK HOUSE IN CONTEXT.

INTRODUCTION.

The objectives of this chapter are:

- (1) To provide an outline of the historical development of the agricultural training system in New Zealand, up to but not including university degree training.
- (2) To state the current agricultural training facilities in New Zealand.
- (3) To outline the development of an agricultural training policy in New Zealand.
- (4) To provide a brief historical description of Flock House from 1924 - 1979.

SECTION ONE.

An Outline of the Historical Development of Agricultural Training in New Zealand. (Sub-University Degree Level).

Throughout almost the whole of New Zealand's history we have depended for our material well-being upon the export of agricultural and pastoral produce, to enable us to buy the goods and services needed for our continuing welfare and prosperity.

Thus with the New Zealand economy based essentially upon primary agricultural and pastoral produce it was inevitable that opportunities for agricultural training and education should have been considered from an early time.

The first kind of agricultural training in New Zealand was of the self-taught variety; as, for most of the Victorian period the prevailing philosophy encouraged self-help and not Government help.

In this type of environment, self-motivated farmers naturally proceeded to seek advice from one another. L.J. Wild's book "The Life and Times of Sir James Wilson" illustrates the way in which farmers conducted their experiments and communicated the results. Information on farming in those days was spread by the aid of farming journals and by the farming news

in the daily newspapers.

An early milestone was the establishment in 1878 of Lincoln College; an agricultural college, situated in the South Island province of Canterbury. The main purpose of the college was to provide some training in general farming practice, and in the sciences directly connected with agriculture.

Apart from Lincoln College there was a serious lack of agricultural training facilities in New Zealand. Even the Education Act of 1877 failed to make any provision for the formal teaching of Agriculture in a national system of elementary education. Agriculture was by no means accepted as a 'proper' subject for inclusion in the curriculum of the post-primary schools that were established during the late nineteenth century.

The 1877 Act, did however provide a clause that allowed for a definition of the standards of education, as a result during September 1878, an elementary science syllabus was gazetted that made provision for basic training in the:

"structure and operation of the simpler processes of
agriculture, and the classification of plants and animals"

(Elementary Science Syllabus, 1878)

In 1892 a Department of Agriculture was established; to co-ordinate agricultural services, research and training. The department as such, with such officers as could be obtained, carried out farming investigations and attempted to extend the 'garnered knowledge' to those interested farmers. Realizing the need for more formalized instruction in farming practice and agricultural theory, the more vocal farmer's organizations; primarily the "Agricultural and Pastoral Association", began to press for the teaching of elementary Agriculture in primary schools.

Various problems associated with this move began to develop; the problems were not concerned with the "rights and wrongs" of the teaching of Agriculture, rather the inability of the schools and the Department of Agriculture to provide a sufficient number of adequately trained instructors to service the needs of those wanting the training.

Such was the position when in 1899, agricultural training came under the influence of George Hogben; who was appointed Inspector-General of Schools. Although against the teaching of Agriculture as a straight subject Hogben went further than his contemporaries in the establishment of organizational measures that helped introduce a more formalized system of agricultural training. The measures in question were:

- 1) To encourage the development of both district high schools and technical institutes.
- 2) The appointment of itinerant instructors in Agriculture, who worked in the schools under the control of the Education Boards.
- 3) The encouragement to allow more "free place" pupils into the schools and the addition of practical subjects such as Agriculture to a somewhat bookish curriculum.

From the Hogben period; that is, 1899-1915, up to the late 1950's there was considerable progress in the development and organization of agricultural training in New Zealand.

The "Mark Cohen Commission" of 1912, issued with investigating the New Zealand educational system, naturally included Agriculture. Hogben in a submission to the commission, urged the commission to recognize two points:

- (1) Even if a child did not follow an agricultural calling in later years, instruction in agriculture afforded a valuable training, as it dealt with phenomena in which all pupils were interested.
- (2) If training in Science was desirable then any particular branch was suitable, provided the methods of teaching were sound.

The two issues that Hogben raised in 1912 have had a significant influence not only on the teaching of Agriculture but also on such broad areas as, primary school curriculums, nature study curriculums, post-primary science curriculums and curriculum design.

The next major step occurred in 1919 when the Department of Education organized a conference of agricultural instructors and other interested people, to examine various problems relating to both agricultural training and education. Although a great deal was not accomplished by the conference, at least the department had shown some initiative in organizing the conference, with the aim of promoting discussion. The main problems discussed were:

- (1) The lack of qualified teachers.
- (2) The lack of training facilities.
- (3) The need for the national organization of training.

The 1920's in New Zealand witnessed two important events that helped influence the pattern of training.

- (1) F. Tate; the Director of Education, from the Australian state of Victoria, was invited to report on certain aspects of post-primary education in New Zealand and part of this 1925 report was devoted to the standard and

quality of agricultural training.

(2) In 1927 Massey Agricultural College, now known as Massey University was established and began to service a long term demand from as far back as the 1879 Auckland Education Boards' plea for a North Island Agricultural College.

The 1925 "Tate Report" helped introduce to New Zealand the process and organization of commissions and committee's of inquiry. Whereas Massey University from its outset has made a valuable contribution not only to agricultural training but also to the overall field of education.

The "Atmore Report" of 1930, on educational reorganization in New Zealand contained references to the state of agricultural training but unfortunately the report immediately preceded the Depression and no opportunity was presented to put the principal recommendation of the section on agricultural training into operation. The recommendation was worded as follows.

"That in view of the great importance to the Dominion of our primary products, the curriculum of our public schools must include adequate practical instruction in Agriculture and allied subjects"

(Atmore Report 1930)

The Depression slowed up any major developments until the "Thomas Report" of 1944. This report has had a most profound effect on the post-primary school system. Prior to the 1944 report, Agriculture was taught at both University Entrance and School Certificate levels; and both Agriculture and Dairy Science were to be found in the Public Service entrance examinations. The Thomas committee, recommended that the latter examination be dropped and that four optional agricultural subjects be offered in School Certificate. There can be little doubt that this recommendation, which was accepted helped materially to attract pupils to the agricultural courses.

The "Thomas Report" provided a much needed stimulus for change and as a result a systematic review of the primary school syllabus was organized. In 1946 the Nature Study and General Science Revision Committee, considered that the 1929 syllabus with its emphasis on Nature Study in the lower standards and elementary Science and Agriculture in standards five and six needed revision. The Committee's work resulted in a new syllabus that still placed the main emphasis on Nature Study but made Science optional. In conjunction with the syllabus changes, the long serving instructors in Agriculture were replaced by trained Nature Study organizers; this part of the report caused some concern, to those who felt agricultural education would suffer a mortal blow with the replacement of the instructors.

However by the time of the 1958 "Consultative Committee on Agricultural Education" those who had been concerned were now satisfied that the Nature Study organizers were suitable replacements.

The 1958 Committee carried out the first systematic investigation of agricultural education in New Zealand. Twenty five recommendations resulted from the Committee's definitive analysis. In general terms, the report amounted to an optimistic plea for agricultural education to be recognized for its worth to the New Zealand economy. More specifically, the report calls for Government measures in financing training facilities and helping in the development of agricultural education.

Since the late 1950's New Zealand has seen a multiplicity of conferences, commissions and reports dealing with both education and agricultural training. The 1962 "Commission on Education" contained a segment on the then state of agricultural education; the recommendation that followed aimed at improving facilities, conditions and teaching methods.

Various development conferences, and planning reports culminated in the 1970 Young Farmers Club's (Inc) special report, which called for effective co-ordination and planning of agricultural training on a national scale. Although such an idea appears novel in fact the very same idea originated amongst the farmer's organizations of the early 1900's, and the Post Primary Teachers Association had also supported the idea. However the 1970 strategy has been implemented whereas the earlier pleas had been ignored.

During the 1970's there have been three main events of real relevance to the development of agricultural training.

- (1) In 1971 the Agricultural Training Council was established.
- (2) In 1974 H.E.P. Downes carried out a survey of agricultural training in New Zealand, and published the results.
- (3) The 1976/1977 Cameron/Wilkinson survey and draft recommendations on agricultural training were published.

At this stage mention will be made of the two survey reports, related discussion of the Agricultural Training Council will be discussed in a later section of this chapter.

Both reports have made significant contributions to the understanding of the current state of agricultural training in New Zealand but it is there, that the similarities cease. The 'Downes Report', in the researcher's view, a more realistic and better compiled analysis, compares and contrasts the New Zealand situation with Downes' overseas observations; primarily in the

British Isles. The main intention of the Downes report is to inform the public, and attempt to urge the recognition of the importance of Agriculture and the need for a Government directed national system of training.

Whereas the later Cameron/Wilkinson report was specifically commissioned by the Agricultural Training Council, with the aim of producing information that would contribute towards a national strategy for agricultural training. The Cameron/Wilkinson report tends to be too dogmatic in its intention, and as a result many of the recommendations are logistically not possible. There is no argument against the need for a national training system, but this report and its plans would impose too rigid a pattern of training, not only would the trainee farmer's freedom of choice, as to the type of training be restricted, but also a national strategy requires national standards, how would such standards be developed and maintained?

Unfortunately, New Zealand appears to be developing such a national strategy as suggested by Cameron and Wilkinson, whereas New Zealand needs a strategy that provides the best opportunities for all different forms of training rather than the restrictive standards orientated plan now proposed.

Current Training Facilities in New Zealand.

Secondary Schools.

Today there are over twenty secondary schools in New Zealand teaching Agriculture. A number of these schools have school farms that are run in conjunction with the formal teaching programme. Most of these schools offer third and fourth form Agriculture, as one or two optional subjects in the wide variety of possible elective studies; such as book-keeping, clothing, metalwork, typing, technical drawing, woodwork and agriculture. All pupils within this area study the core curriculum subjects of English, Mathematics, Social Studies, Science, Music, Physical Education and a craft or fine art. There are two School Certificate agricultural subjects; both General Agriculture and Animal Husbandry are offered but are taken by relatively few pupils. Agriculture as a subject is not available at University Entrance level, although there are a variety of Sixth Form Certificate subjects that contain a slight management or economic bias towards Agriculture (Wilkinson, 1978).

Opinion concerning the merits of teaching Agriculture is split between the critics; who, contend that it is a soft option that only attracts the less motivated pupils who see the subject only in vocational terms and above all else the critics suggest that a general education is far more important; and the enthusiasts, who contend that Agriculture in the secondary school attracts and is challenging to all types of pupils from rural and urban backgrounds, they also suggest that instead of the subject being vocational it is

an applied science, that provides the pupils with the opportunity to study a subject, which is of particular interest to them.

Both the critics and enthusiasts of the teaching of Agriculture have valid and interesting arguments but with such a limited amount of teaching in operation in the secondary schools, it's relative importance as a training facility must remain of minor interest.

Provincial Federated Farmers Cadet Schemes.

There are fifteen separate, independent schemes operated by provincial cadet boards under the guidelines laid down by the Dominion Council of Federated Farmers. No central authority exists and any liason that is required between the various schemes is maintained through the annual Dominion Farm Cadet Conference.

The schemes are open to all young people interested in taking up farming as a career. The main entry requirements are; an aptitude for farming, good personal character, good physique and a good educational background; consisting of at least two years secondary schooling.

The basic aim of these schemes is to help encourage the right type of young men and women to take up farming. The schemes also seek to:

- (1) Organize the cadets with capable farmer-teachers.
- (2) Foster educational opportunities and encourage the farming industry to maintain an interest in the training of cadets.
- (3) Reward the cadets efforts by awarding attainment certificates.

The actual period of training amounts to three years spent on several farms, with a further two year's training in some schemes for an endorsed certificate. (Wilkinson, 1978)

Although the schemes operate to a degree of efficiency and the majority of cadets are well trained; some of the schemes have failed through a lack of communication, organization and finance problems.

Farm Training Institutes.

Two Ministry of Agriculture and Fisheries institutes operate in New Zealand; one, the subject of this research study Flock House is situated near Bulls in the North Island; the other, Telford situated near Balclutha in the South Island.

These institutes provide a wide range of training opportunities and facilities.

Private Training Farms.

Wairarapa Cadet Training Farm.

This farm which is situated near Masterton, was purchased in 1918 for use as a demonstration farm to train returning soldiers from World War I, and for the training of new recruits into farming. In 1969 an Act was passed vesting the farm to a Trust Board, to administer the farm and its training activities according to set guidelines.

Today the farm consists of 299 hectares, carrying 2417 sheep, 57 beef cattle, 130 dairy cattle and replacements and 21 sows. 40 hectares of the farm are regularly cropped while another 28 hectares are used by the Ministry of Agriculture and Fisheries for field research.

The farm provides a one year training course in farm practice and theory for twenty cadets.

Smedley Station.

In 1919 this property; which is situated at Tikokino in the Hawkes Bay, was left to the Crown but subsequently became an endowment to agricultural education, under the auspices of an Act of Parliament.

Smedley Station has an advisory board whose representation consists of five people nominated from various Hawkes Bay local body authorities, who advise the Public Trust on matters relating to the station, and cadet training.

The Station comprises about 3166 hectares, that winters 15,255 sheep and 1,458 beef cattle.

Smedley has been training farm cadets since 1931; the training course takes two years with the sixteen cadets studying by correspondence for the Technical Correspondence Board examinations, and receiving instruction from the farm manager and the Ministry of Agriculture and Fisheries advisory staff.

Kopua Training Farm.

The Kopua farm at Takapau in the Hawkes Bay, was bequeathed to the religious order of the Cistercian monks, for activities, and support of the community; and the organization of an agricultural training scheme.

The farm consists of 385 hectares which carry 2,034 sheep, 344 beef cattle, 113 dairy cattle and 14 sows.

The training of cadets began in 1972, with preference being given to those who do not come from farming backgrounds. The five cadets train for one year in which they receive practical instruction and study for the

Technical Correspondence Board's certificate in farming.

Technical Institutes.

Technical Institutes have been established in all main centres in New Zealand, these institutes have developed in various forms some are known as Polytechnics, others Community Colleges; all, offer a range of trade, technical, professional and community education courses, in proportion to their relative size and district needs.

Apart from the district technical institutes, the Technical Correspondence Institute at Lower Hutt, caters for those who study by correspondence.

All the institutes are administratively semi-autonomous, but all substantive courses must first be approved by the Department of Education, before training can begin.

Agriculture, which has been taught to both institute and national prescriptions at the following institutes Technical Correspondence Institute, Waikato Technical Institute and the Taranaki Polytechnic; is now emerging in other institutes throughout the country. Taradale, Palmerston North, Nelson, Dunedin and Invercargill now employ part-time agricultural tutors when required.

With the ever increasing demand for various forms of continuing education, New Zealand facilities have had to further develop to meet these needs. New colleges have been built; Taradale for instance, while a number of the senior technical divisions of some secondary schools have, or are in the process of translating to Community Colleges; these schools include, Rotorua Boys' High, Whangarei Boys' High, Wanganui Boys' High and Timaru College. (Wilkinson, 1978)

Universities (Diploma level.)

Both Lincoln College and Massey University, have long played leading roles in agricultural training in New Zealand. In earlier years both Lincoln and Massey taught diploma level students to be farmers, but increasingly courses were offered to degree students until about 70% of all full-time agricultural students at the two institutions are now enrolled in degree courses.

Lincoln College since its establishment has remained a specialist training college dealing with Agricultural and Horticultural Science, whereas Massey has developed into a multi-faculty University.

Diploma studies at Lincoln College consist of two sections:

(1) The Diploma in Agriculture. Is designed as a base to the later more advanced Farm Management diploma, and provides a broad introduction to

agriculture. The diploma course covers basic sciences, husbandry and management topics and lasts for one academic year.

(2) The Diploma in Farm Management is an applied farm management study with a series of advanced husbandry courses aimed at giving the students a more rounded scientific knowledge of practical farm operations.

The pre-entry practical requirements for the basic diploma course entail twenty-two months varied farm experience while the farm management course requires an additional twelve weeks experience.

At Massey University the diploma studies combine both husbandry and management topics, that develop into the Diploma in Agriculture. This course attempts to give the students a general understanding of the principles of agriculture and the application of those principles to farming practice.

The pre-entry practical period requires eighteen months farming experience, with a further practical training period during the one year course.

Both institutions provide pre-entry and course extension services, with Lincoln College having a pre-entry tutorial service and non-compulsory correspondence courses while Massey University will supply reading lists of suggested course work and counselling advice.

Other Resources.

Apart from the above mentioned training facilities, there are a number of less well known training agents that supplement the more traditional training system:

- (1) Advisory and farm discussion organizations such as the Young Farmer's Clubs, Wool and Dairy Boards, Farm Improvement Clubs.
- (2) Formal Government and Local Body organizations, such as the Forest Service, Catchment Boards, Accident Compensation Commission.
- (3) The commercial farm consultants and farm advisory firms.

SECTION TWO.

The Development of an Agricultural Training Policy in New Zealand.

The need for a national training policy has been apparent since the early 1900's, however despite recommendations, positive action towards such a policy has only begun to develop over the last decade.

As a result of a "Training in Agriculture" Conference held in 1970; the Agricultural Training Council was established in 1971, as an Industry Training Board. The council was nurtured by Federated Farmers and linked

with the Vocational Training Council which had been organized in 1968; as a statutory control training body, to foster training and to act in an advisory capacity to Government and industry.

The Agricultural Training Council's function is to ensure that agricultural training is organized on a national basis for the agricultural industry in New Zealand. The council does not see itself as a body directly involved in training; it aims at developing the best use being made of the existing training facilities. Integration is its main role and by fostering communication within New Zealand, the council hopes to operate a flexible national training policy.

With the advent of the Agricultural Training Council, the development of a national policy began with the council adopting a three-phase approach.

- (1) A Survey of Agricultural training in New Zealand, that would establish both scope, available resources and present ideas on the future organization of agricultural training.
- (2) A Systematic review of the Training needs, to be known as the "Farm Systems Analysis Project".
- (3) The results of both the survey and the needs review will be merged to produce a national training policy.

The Agricultural Training Council's programme reflects the early stage at which New Zealand agricultural training is at in the field of programme evaluation. Needless to say if a formal system of programme evaluation had been more developed, not only would the Training Council's task be easier but also the development of a national training policy would have been more advanced.

In conjunction with the various lobby groups, such as Federated Farmers, Agricultural Producer Boards, and the agricultural scientists and academics; the New Zealand Government has played a vital role in the slow development of a national training policy. Assistance in this area has come from the Ministry of Agriculture and Fisheries, Department of Education and the Department of Scientific and Industrial Research. The most visible role has been played by the Ministry of Agriculture and Fisheries who are the links between the farmers and agricultural research, and provide a service function in administering Government policy.

An indication of the type of assistance given to the Advisory Services Division, of the Ministry of Agriculture and Fisheries will illustrate how the level of financial allocation, given to the division has developed over the last few years.

Budget Allocation - Advisory Services Division

| | | |
|-------------|-------------|---|
| 1976 - 1977 | \$6,814,000 | |
| 1977 - 1978 | \$8,275,000 | (Estimates, 1978; |
| 1978 - 1979 | \$8,542,000 | Appendix to the Journals of the House of Representatives of New Zealand, 1977.) |

These figures when compared to the overall Ministry allocation; over the same time period, reflect that the Advisory Services Division has held its proportion of the total budget, when other division's finances have fluctuated.

Government's role is clear, it takes the financial and administrative responsibility for the development of agricultural training in New Zealand.

New Zealand is now poised to enter a new era of agricultural training, where a co-ordinated strategy has evolved to direct training procedures, methods and controls. The overall effectiveness of the training system will be dependent upon three main areas:

- (1) The type and quality of the training system.
- (2) The degree of Government assistance given to agricultural training.
- (3) The degree of trainee participation in the training schemes.

SECTION THREE.A Brief Historical Description of Flock House from 1924 - 1979.

Flock House is situated fourteen kilometres southwest of Bulls and fortytwo kilometres from Palmerston North.

In 1924, Flock House was founded because of the desire of some New Zealand farmers, who wished to express their gratitude to the men of the Royal Navy and the Royal Merchant Marine, for their services in World War I. The ultimate expression of this gratitude was a scheme; the aim of which was to bring initially the orphaned sons and later daughters of British seamen to New Zealand in the guise of an immigration/training scheme. Under this scheme 635 boys and 128 girls (Goodall, 1962:16) were brought to New Zealand between 1924 and 1931. The scheme involved a year's practical training at Flock House for the boys, while the girls were trained at an Awapuni property, near Palmerston North; at the end of the training period both the boys and girls were placed on farms throughout New Zealand.

Prior to the establishment of this training scheme, the "New Zealand Sheeppowners Acknowledgment of Debt to the British Seamen Fund" had purchased a property known as Flock House from a Rangitikei landowner named L. McKelvie.

The property which now forms the basis of the present day farm training institute, then consisted of just over 1000 acres together with a magnificent homestead. The farm land was fertile, well watered and with a considerable acreage of river flats. The training scheme never envisaged training cadets in the work of an already improved farm, so to accommodate, the "Fund" purchased an additional 6,800 acres; 4,800 of which consisted of the adjoining "Waitatapia Estate" and a further 2000 acres of coastal sand country. In 1924 the overall establishment cost amounted to \$86,000 (Goodall, 1962: 12).

Between 1924 and 1931 Flock House operated as a farm training centre, catering for "Fund" recipients and a number of sons of New Zealand servicemen. In 1937 the New Zealand Government bought Flock House; this sale eventuated because of:

- (1) Problems associated with the immigration of trainees.
- (2) Increased operating costs.

However the Second World War interrupted the new owners development plans but in 1949 steps were taken to re-establish the original immigration scheme, with fifteen British youths being trained annually at Flock House. Unfortunately the scheme was terminated in 1952; due to insufficient participants.

From 1952 to 1979, the fortunes of Flock House have fluctuated with the relative enthusiasm and budget allocations of the successive Superintendents and Principals. Farm Training at Flock House has slowly developed from basic skills training to a more specialized form of agricultural training. New buildings and facilities were developed to accommodate increases in staff and student numbers; these included staff residential houses, workshops and hostels.

Between 1960-1970 farm training began to drift without any positive direction; cadets were being trained, there was some further improvement in facilities but the institute lacked purpose. Since 1970, with a change in Principal the whole atmosphere has changed. Training has become more effective, major new residential and recreational facilities have been built, the farms are better managed and above all a better utilization of the training/educational resources has been attained. (Information for the above comments based upon past and present Flock House staff comments).

In the space of nine years Flock House has blossomed into a tertiary education facility, providing educational resources and catering for numerous training needs.

Today the farming operations encompass an area of 1335 hectares and

comprises five economic commercial farm units; dairy, mixed-cropping, and all-beef on the riverflats; and an extensive sheep and cattle unit, plus a fat lamb farm on the coastal sand country. Forestry, piggery, poultry, orchard and garden units are also in operation in conjunction with a field research area.

CHAPTER 3.

FLOCK HOUSE OPERATIONS.

INTRODUCTION.

The main objective of this chapter is to present a descriptive analysis of the Flock House operations. An analysis of this type presents an overview of the evaluation context as well as providing a valuable opportunity for the interplay of interpretation, notably between the researcher's subjective assessment of, and Flock House staff comments about the operations of the farm training institute.

SECTION ONE.

Institutional Objectives.

The presentation of the institutional objectives of an institution like Flock House, involves describing and analyzing the known theoretical principles and ideals that guide Flock House personnel on a specified course of action, so outlined by the institutional objectives.

The production of a statement that describes and analyzes the known theoretical principles and ideals of an institution, must be carried out in accordance with the knowledge that the farm training institute known as Flock House, is a state administered and financed institution. Therefore the institutional objectives in question should not only be a reflection of the attitudes held by Flock House personnel but also reflect the nature of the type of work and tasks they perform. Similarly, it would not be inappropriate to expect that a correlation exists between what the Flock House personnel feel are the institutional objectives and the central Government's views on this matter; such discussion in relation to this point will be found at a later stage of this section.

It is interesting to note that there was a marked reluctance on behalf of certain Flock House and Advisory Services Division personnel to produce verbal or written statements for the researcher, that outlined their perceptions of the institutional objectives of Flock House. In any attempt to explain the reasons behind this marked reluctance by the two parties, it can be noted that it may reflect either; the absence of such objectives; or, maybe they see the institutional objectives as the sum total of the programme goals.

Apart from a reluctance by some of the personnel to participate, the

overall feeling gained by an analysis of the interviews, observations and a number of written statements; was that the people at Flock House feel most comfortable working within broadly stated aims and objectives; rather than within precise unambiguous objectives. The main reason for such a reaction is that broadly stated aims remain open to individual interpretation whereas more precise objectives may appear theoretically rigorous but problems do arise in such an organizational situation that is overly controlled. Other research findings (Worthen and Sanders, 1973:266) tend to confirm this view. In general terms, institutions that try to construct and maintain a rigid closed set of objectives, almost inevitably adapt, that is objectives are changed to allow for more comfortable working situations, where institutional objectives are still realized but are achieved through broadly stated aims instead of a tight set of objectives. (Worthen and Sanders, 1973:266-268), (Parlett and King, 1971:10-28).

Generally the Flock House personnel not only agreed about the type of institutional objectives needed but they also possess a shared perspective regarding the objectives that do exist. By taking three personal statements on this matter, the shared perspective was clearly substantiated.

(1) "The various functions of Flock House all have their objectives aimed at meeting the wider objective of the Advisory Services Division; which is to generally provide a sound technical and management advisory service to the farming industries, so that they obtain rewards and improved production consistent with good resource use, and in keeping with the satisfaction of personal aims of farmers" (written statement).

(2) "The general objective of Flock House is to meet the educational/training needs of the farming industry of New Zealand, within the context of the total educational/training resources in the country and taking into account the geographic location of Flock House" (written statement).

(3) "The institutional objectives of Flock House can be expressed as; firstly, to operate all farm enterprises associated with Flock House at a high level of efficiency so as to serve the purpose of providing an excellent practical training environment for the New Zealand farming industry; secondly, Flock House should provide an environment for the running of intensive short courses; thirdly, Flock House should provide the necessary facilities for the Ministry of Agriculture and Fisheries in-service training" (written statement).

A further point of interest regarding the individuals who provided the personal statements; all three are married, have Agricultural Science degrees and have had similar work experience prior to working at Flock House.

To gain the official Flock House view concerning the objectives of the institute; the researcher used the "Prospectus of Flock House" (1976: 4,15) and the "Agricultural Training Calender" (1978: 5-6) which outlined the objectives of Flock House and a number of the courses administered by the institute. In summary these two documents contend that Flock House is:

- (1) A Tertiary education facility.
- (2) A Farm Training Institute.
- (3) An Institute that provides a range of training opportunities and specific courses in agricultural skills and farming theory/practice.

A subjective assessment of the institutional objectives of Flock House entails analyzing all the written and verbal statements provided by the following personnel:- Principal, Registrar, Tutors, Farm Managers and students of Flock House; Ministry of Agriculture and Fisheries staff, Wellington; and then combining this information with personal observations, to form a final analysis of the situation.

In the researcher's view the institutional objectives of Flock House are as follows:

- (1) Flock House aims to meet some of the education/training needs of the farming industry of New Zealand.
- (2) Flock House presents a unique learning environment for the educational/training needs of all those participants involved in training courses. The unique learning environment consists of residential campus facilities, five economic farm units, course instructors and numerous specialists who are brought into the teaching programmes; together these factors blend to produce an environment conducive to learning.
- (3) Flock House aims at providing an educational facility that attempts to achieve the Advisory Services Division's general objective of providing "a sound technical and management advisory service to the New Zealand farming industry".

In the researcher's view these three objectives are specific enough to allow for an understanding of what Flock House is attempting to do with its designated role; but general enough to allow for a degree of individual interpretation on behalf of those people who work at Flock House.

This balance clearly indicates that the objectives have been developed to produce an atmosphere within the institution; that both directs action but also allows for initiative, the nett result being a harmonious working environment.

With respect to the earlier query over the expected correlation between; the views of Flock House and central Government personnel, regarding the nature of the Flock House institutional objectives, it is clear that there is such a correlation of views. Both parties views concur, which leads one to suggest that there is a degree of harmony between the two parties and what they deduce as being the prime objectives of the institute.

Although the two parties tended to agree over that matter; the quality of the relationship between Flock House and Head Office in Wellington does fluctuate with the pressures, and at times frustrations of the job. An illustration of the attitude that influences the level of relationships is reflected in a statement made by a Flock House - staff member:

"Our relationship with Head Office tends to be a cordial one, but we sometimes get bogged down with red tape and memos from Wellington"

(recorded comments)

The converse side of the relationship is neatly summarized in a statement from a Head Office staff member:

"These Flock House people have to realize that they are part of a bureaucratic system and often we are just as tied by regulation as they are".

(recorded comments)

In general terms a harmonious working relationship prevails between Flock House and Head Office, with both parties realizing the need for co-operation.

SECTION TWO.

Flock House - Staff Organization. Leadership Patterns and the Organizational Climate.

The patterns of staff organization that exist at Flock House will provide a base for further discussion related to the types of leadership patterns, and the nature of the organizational climate.

"Staff Organization", refers to the plan by which duties and responsibilities are assigned and executed by members of the staff and by groups of staff members organized for co-operative effort. (Good 1973:553); at Flock House the thirty-five salaried staff members and twenty-five wage workers are allocated areas of responsibility, commensurate with the institutional objectives and the staff members position, personal experience and divisional requirements. Within such a system each staff member belongs to either the

Advisory Services Division, Administration Division or the Management Services Division of the Ministry of Agriculture and Fisheries. Membership to one of these divisions automatically limits the sphere of influence that, that person may be involved in; for example, one of the Administrative Division's clerks having been assigned clerical duties, would not be involved in the teaching programmes. The other two factors; of job position and personal experience, tend to be held in relation to the ability of the job occupant and his/her relationship with the Principal. Most staff members at Flock House work within set areas of responsibility and it is only in the case of senior staff members or certain individual farm managers and farm training officers, that their areas of responsibility are expanded. Responsibility at Flock House correlates with the Principal's judgement of a person's ability to do the job, therefore individual staff members are usually classified on merit as well as job position and personal experience.

The task of co-ordinating and directing the staff organizational plan is assigned to the Principal and it is he, who is nominally in charge of the whole operation. Although the Principal does not have daily contact with every staff member through suitable delegation of responsibility, he maintains an intimate administrative relationship to all workers, salaried and wage workers alike. Informal discussion, during morning and afternoon teas and often after working hours, allows the Principal to have an understanding of what developments are planned, problems that have arisen and areas that require attention. A more formal system of discussions with the teaching, technical and management staff also provides the communication needed to allow him to make operational decisions.

The Principal's role is a very demanding time-consuming task, but Flock House is fortunate that the present Principal; who is an articulate forceful character, deals with the role very effectively. Staff at Flock House are noticeably "affectionate" towards their leader. Comments like the following reflect how some of the staff feel about the Principal:

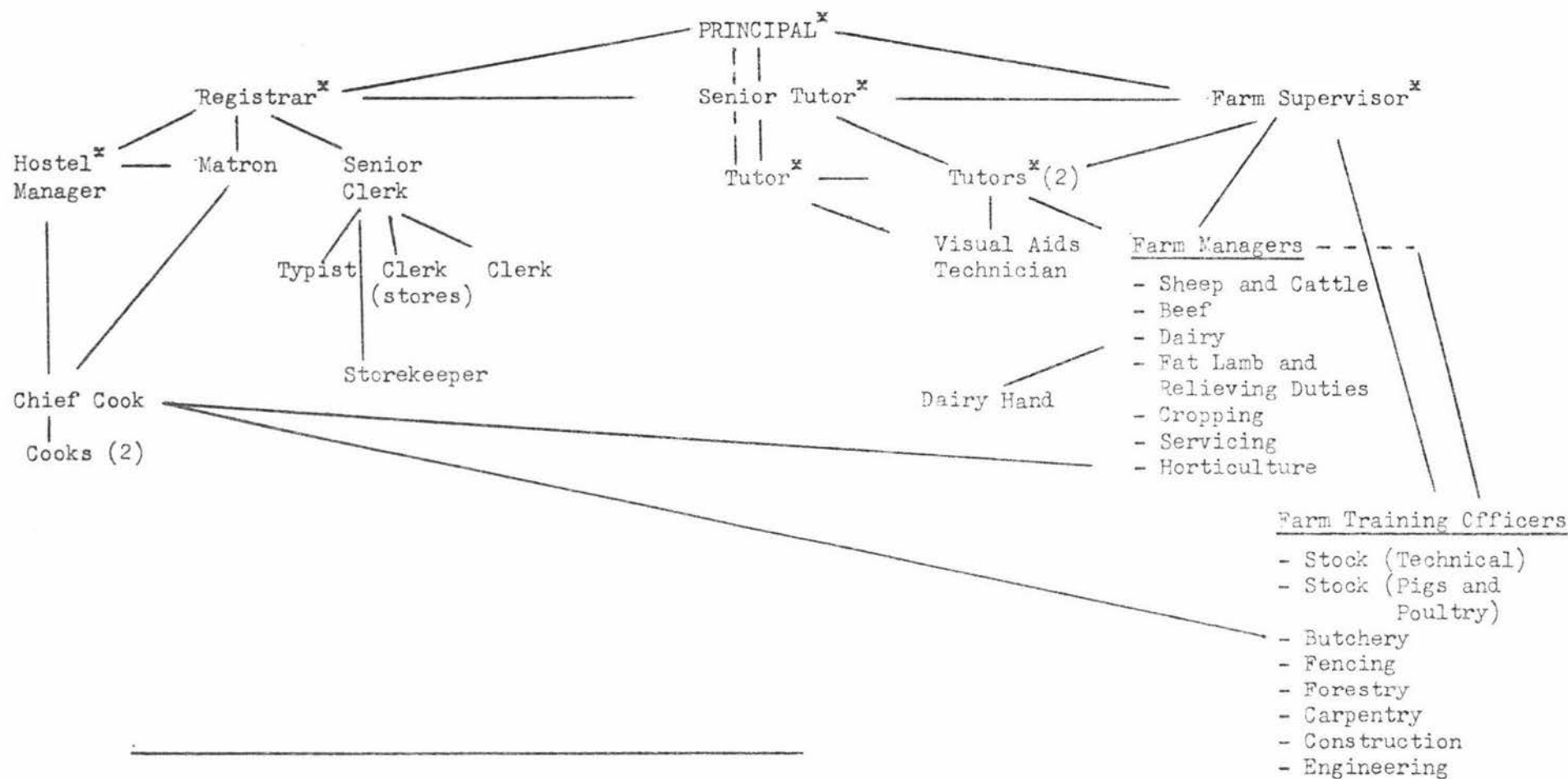
"I respect the man".

"You get on with the job, because you know darn well that he expects the best".

"Stewart, he is a real good bloke". (recorded comments)

Since 1970 the Principal has managed to gather together at Flock House staff members who are; generally, individually proficient at their jobs, and collectively effective in carrying out the institutions objectives.

Relationships apart, the wage and salaried staff members operate as a "cohesive organizational machine" with the Principal very much in control.



Key: — Lines of Communication and Control

* Key administrative personnel

(2) Number of staff

STAFF ORGANIZATION.

FIGURE 1.

Figure Explanation.

Staff Organization at Flock House operates through a system of communication and control. Lines of communication and control emanate directly from the Principal, although other staff members in key administrative positions contribute to the overall pattern of organization. All staff members except, for one of the tutors and the storekeeper; who have direct links to their immediate superiors, work within a system of areas of responsibility, which make them directly responsible to their immediate superiors and to the Principal but require an indirect link from staff member to staff member. To illustrate the communication system in operation, sometimes involves a small or large number of the staff; take for example, an actual occurrence that typifies how the Flock House Staff Organization works.

- Step 1: Principal informs Registrar of the intended visit to Flock House of the Director-General of Agriculture and Fisheries.
- Step 2: Registrar informs Hostel Manager, who informs the Chief Cook of the visit. The Chief Cook then has notice to prepare meals.
- Step 3: A Notice is posted on a number of the Campus notice-boards informing Staff and students of the visit and asking them to clean the grounds, etc.
- Step 4: The Principal working with the Registrar, Farm Supervisor, Hostel Manager, and the Tutors prepare Flock House for the visit.
- Result: After suitable preparation the Director-General's visit goes very well, especially as the visit would influence budget allocations and personal impressions.

Staff members often choose between the direct link and the indirect link method when asking for approval regarding course activities or work operations. As one may have gathered Flock House operates in a very informal organizational atmosphere; where a great deal of the administration and decision-making is carried out person-to-person, but the system remains relatively formal in structure.

The other area requiring explanation is the link between the Chief Cook and the Horticultural Farm Manager; and the Butchery Farm Training Officer. Flock House produces most of its own food and this link between the raw food supplies and the kitchen is necessary for the sake of food continuity and meal preparation.

SECTION TWO (contd.)

Leadership Patterns at Flock House.

An examination of both the "Staff Organization" chart and the organizational reality suggests there are several key leadership roles operating within Flock House. These are:

- (1) The leadership role of the Principal.
- (2) The combined leadership roles of a number of key administrative personnel.

The ability to lead is relative to individual ability and readiness to inspire, direct and manage other individual's behaviour. Effective leadership depends upon personal leadership ability and the leader's ability to obtain results from their style of leadership.

Both sets of criteria are reflected in the current Principal's ability to manage both individual, and the institute's operations at Flock House.

As has been previously stated the Principal holds the most responsible administrative position at Flock House and therefore automatically holds a key leadership role. Such a position decrees that an individual should have leadership, administrative and managerial ability, that enables that person to effectively operate as Principal.

The Principal operates as both the practical administrator/decision-maker and the conscience of Flock House regarding institutional objectives, relations with Head Office and the day-to-day routine management of Flock House.

The importance of an effective leader, has historical precedence in almost every sphere of organizational activity known to man; without effective leadership, organizations cannot function to full potential. An effective organizational leader need not be solely charismatic, authoritarian or laissez-faire (Brophy and Good, 1974: 244-248) as all three types are known to be effective in selected types of organizational settings.

The other key leadership role originates from eight administrative personnel who; direct and control most of the institute's activities. Together the Principal, Registrar, Senior Tutor, Tutors (3), Farm Supervisor, and the Hostel Manager occupy key administrative and decision-making roles. A glance at the "Staff Organization" chart illustrates the control that these eight men have over the whole training institute; almost every behavioural action connected with the jobs at Flock House owes something to these men.

Leadership patterns at Flock House result principally from these two

types of leadership roles:

- (1) The Principal, through his status and personal influence projects one of the more obvious patterns of leadership, whereby he directs and attempts to maximize human potential in relation to job efficiency.
- (2) Eight key men form an administrative/decision-making leadership pattern, whereby they control the daily routine at Flock House.

Apart from the Principal and the other seven key personnel; leadership skills, do exist amongst other staff members. Individual examples of an ability to lead often develop when an individual shows initiative in a problem solving situation; but in most cases leadership at Flock House is the objective of those individuals or groups of individuals who have been allocated leadership roles.

Organizational Climate.

Within any organization the "atmosphere" or tone that exists between staff members has an important psychological and physical influence on the overall effectiveness of that organization.

Social interaction within an organization is inevitable but the quality of that interaction is not the sole pre-requisite of an effective organization; although harmony within an organization is a sound indication of the potential effectiveness of that organization.

At Flock House harmonious social interactions are the behavioural norm, such an environment comes as a result of group cohesion rather than a high level of individual interaction. An indication of this is reflected in the amount of conflict amongst the staff. Generally the staff at Flock House work well together; they are individually skilled at their jobs but conflict between staff does exist on occasions; however, any negative feelings toward other staff members resulting from some form of conflict, are usually ignored or at least "put to one side" with the intention being to overcome any personal or job conflict by discussion amongst the people concerned. Inter-staff conflict is minimal and has very little influence on the institute's organization climate.

Personal friendship amongst the staff at Flock House is a good indicator of organizational climate and also influences the level of group cohesion. Personal friendships are reflected in the type of working relationships at the institute; the type of personal contact between staff and the type of informal personal contact between staff.

Often a personal friendship results from all three types of contact but working relationships are the usual means of establishing personal friendships. In an environment of daily contact, restricted work space, shared morning/afternoon tea facilities and a small total work force, good working relationships are the norm.

Personal and informal personal contact are the other means of establishing personal friendship but the main factor that controls friendships and the organizational climate is the type of working relationships that have developed. Many different types of working relationships exist at Flock House; some, for example have already been mentioned, leadership roles and patterns; but in most cases each staff member has a personal style and as such retains a personal working relationship with all other staff members.

Staff members usually consult each other on a person-to-person basis although they acknowledge the other person's status and bear that in mind when in conversation. In the researcher's observation the Flock House farm staff; that being, the Farm Manager, Farm Training Officers and farm workers have a good efficient working relationship with the tutorial and administrative staff. Mutual respect between the staff is the usual philosophy behind the various working relationships. The Principal of Flock House by example, instils in his staff the importance of co-operation and with common sense prevailing amongst the vast majority of staff, sound working relationships exist.

The Farm Supervisor at Flock House provides the best example of how working relationships control the organizational climate. The occupant of this particular position not only controls the five economic farm units and therefore nominally controls the Farm Managers, Farm Training Officers and their workers, but he also occupies a key administrative position in conjunction with supervising the foreign-aid training projects and holds a supervisory position over the trainees, which involves some instruction with the trainees and short course participants. Such a range of responsibilities obliges the individual concerned to hold a good working relationship with all contact groups, and also illustrates how working relationships with a range of staff members must influence the "atmosphere" in which Flock House personnel work.

Organizational climate is a product of social interaction and depends a great deal upon the type of working relationships that exist within an organization.

SECTION THREE.Finance.

The financial operation at Flock House must be understood in terms of central Government financial control.

Two basic statutory instruments of financial control operate within the New Zealand Government. They are the "Public Revenues Act 1953" and the "New Zealand Loans Act 1953". These instruments give authority and responsibility to the Minister of Finance. In summary the "Public Revenues Act" covers the receipt and expenditure of public money, the content and administration of the public accounts, the custody of public securities and certain controls over the accounting of local authorities, and control of the Government's banking business. The "Treasury Regulations 1953" clearly present how Government departments are controlled financially.

- (1) All departmental expenditure is to be authorized by the permanent head or his nominee, and all Government employees are at all times accountable to the Treasury for the receipt and expenditure of public money.
- (2) The Treasury directs the manner in which departments keep their accounts; accounting systems "shall at all times be subject to the control, supervision and inspection of Treasury".

(Treasury Regulations:1953)

While the "New Zealand Loans Act" places a general power to borrow under statute in the hands of the Minister of Finance and permits him to meet the costs of raising, converting, or repaying loans without further appropriation.

Understanding these two statutes, in conjunction with an understanding of the role of Treasury is critical to the gaining of an understanding of the way Flock House forecasts and obtains finance.

Treasury is the Government's financial adviser, its main function is to estimate the balance of needs and resources in public activity and to see proposals for expenditure in the light of the overall attainment of objectives. Treasury helps Government to allocate the limited funds available among the competing claims.

Treasury plays a major role in the evaluation of public expenditure and maintains a range of suitable evaluation models. (Treasury, 1973) Unfortunately there are few formal systems of programme evaluation available to state controlled organizations. It is in this area that soundly based programme evaluation methods could enhance not only the role of Treasury but also help to inform and direct the state controlled organizations.

Each year the Treasury obtains requests from all Government departments regarding their financial requirements. Each department works out their financial requirements in detail, and then presents their estimates to the Treasury for scrutiny having first submitted the estimates to the departmental minister. The draft estimates are finally approved by the Government and are printed for presentation with the "Budget" usually in June of each year.

Flock House falls into the category of a departmental divisional financial operation.

The "estimates" now known as "forecasts" determine the level of allocation the various departments or divisions will receive in the next financial year. Forecasts are prepared for the next three financial years but the greatest emphasis is always placed on the level of allocation for the next immediate financial year. Forecasts fall into two distinct categories

- (1) Forecasting to maintain the existing level of servicing and
- (2) forecasting for the introduction of new policies.

(Desk File, 1977:62)

The Principal of Flock House as the Finance Controlling Officer for Flock House, in discussion with the Registrar and other senior staff prepares and submits the financial forecast for Flock House. This forecast is checked at Head Office and then becomes a sub-total of the Advisory Services Division's forecast. Financial forecasting is a difficult task and has been equated to being a "calculated guess" (Desk File, 1977:67) but before each Finance Controlling Officer is informed of the final allocation a number of steps are made:

Step 1.

The Ministry of Agriculture and Fisheries' Chief Accountant informs each division of the figures submitted on their behalf. Checks are made, and if any serious cuts are made, discussion can take place.

Step 2.

A tentative allocation is made by the Chief Accountant just prior to the Christmas break. Consultation, further discussion and readjustments are usually made. At about January, these tentative allocations can be regarded as being an indication of the final allocation.

Step 3.

Final departmental and divisional allocations are presented usually about April/May prior to the presentation of the "Budget".

During the financial year, in addition to the annual forecasts, each

Finance Controlling Officer submits a "September Review" and receives monthly returns of expenditure.

A "September Review" is a review of the financial allocation made in the light of the expenditure for the first six months, and to determine what amounts to the final allocation to cover expenditure for the remainder of the financial year. The review takes account of changed expenditure trends/patterns, new cost or price increases and it can also be used to implement expenditure controls as dictated by Government. Each review can also be used to adjust original allocations, redirect finance, cut-back or increase expenditure.

The monthly returns of expenditure are prepared in the Accounts Section at Head Office and are used to check expenditure patterns.

The financial forecast, allocation, review system under which Flock House operates is the standard process by which Government departments obtain and control their expenditure. Flock House also includes in its forecasts the "Plant and Equipment" estimate which is treated as a separate forecast, but is built into the Flock House total financial forecast submitted to Head Office.

Once Flock House's financial allocation is approved, the Principal acting in his role of Finance Controlling Officer can then proceed to approve of; Plant and Equipment purchases which are then ordered, the allocation of funds to service the Flock House operation, and generally prepare his staff to maintain a check on expenditure.

In this process of allocation within the Flock House system, the Principal relies heavily upon the judgement of the Registrar and other senior staff members. Working within a budget, requires skill, judgement and some manipulation of the system to overcome short-term or crises situations.

TABLE 1

FINANCE - FLOCK HOUSE

Total Budget allocation to the Ministry of Agriculture and Fisheries:

| 1977/1978 | 1978/1979 |
|---------------|---------------|
| \$185,455,000 | \$267,550,000 |

Voted allocation to the Advisory Services Division of the Ministry of Agriculture and Fisheries

| 1977/1978 | 1978/1979 |
|-------------|-------------|
| \$8,275,000 | \$8,542,000 |

Flock House-Financial allocation from the Advisory Services Division, of the Ministry of Agriculture and Fisheries.

| 1977/1978 | 1978/1979 |
|-----------|-----------|
| \$527,505 | \$563,720 |

Flock House-controlled funds from the Advisory Services Division, of the Ministry of Agriculture and Fisheries (Salaries etc.)

| 1976/1977 | 1977/1978 |
|-----------|-----------|
| \$171,974 | \$227,106 |

Total: Financial Allocation - Controlled Funds and other costs.

| 1976/1977 | 1977/1978 |
|-----------|-----------|
| \$675,526 | \$816,532 |

Total: Flock House Operation

| 1977/1978 | |
|-------------|-------------------------|
| \$1,263,532 | Total Funds \$816,532 |
| | Capital Costs \$220,000 |
| | Revenue \$227,000 |

(Flock House, 1978/79)

SECTION THREE (contd.)

Flock House spends its financial allocation within a prescribed schedule of categories; they are as follows:

Wages and Overtime, Internal Travel, Freight-Cartage, Payments to Post Office, Maintenance, Plant and Equipment, Motor-Vehicles, Public Utility Services, Livestock and Farm Stores, other Stores and Services, Printing and Stationery, Books and Periodicals, Advertising and Information, Rates and Grants in Lieu, General Staff Training, Furniture and Fittings, and Expenses. Plus Capital Cost Expenditure and Head Office Controlled Funds.

Flock House in its role as a revenue producing organization receives an income that more than offsets the annual capital costs. Revenue for Flock House comes from a number of sources related to the institutes' farming and training operations. These include; rental charges for staff houses and single quarters, course fees, accommodation and meal charges, sale of farm produce, sale of livestock and other miscellaneous items.

Financial allocation and revenue production are both important elements of the overall management process but the success or failure of the annual budget allocation and revenue, depends largely upon the management methods used to spend the money. Flock House operates within a standard

funding formula and also relies upon personal judgement when making the decisions connected to financial management. Two points that have already been mentioned; one, concerning the prescribed schedule of spending categories; two, the personal judgement required of the Principal and senior staff, result in a situation where arrangements are made to spend within the prescribed categories but such decisions are based on personal negotiation and personal judgement between the Principal, Registrar and senior staff members. Generally spending increases in proportion to available finance, an example of this, and an illustration of the management methods used at Flock House is shown in the variation between years, of the same category of spending shown below.

Expenditure - Flock House, from 1/4/77 - 30/6/78*

| 1977/1978 | 1978/1979 |
|---------------------------------------|---------------------------------------|
| (1) Maintenance of Land and Buildings | (2) Maintenance of Land and Buildings |
| Amount spent \$1429 | Amount spent \$9633 |
| percentage of | percentage of |
| allocation - 6% | allocation - 42% |

*Time period for (1) 1/4/77 - 30/6/77
 " " " (2) 1/4/78 - 30/6/78

These figures indicate that although the total allocated for the maintenance of land and buildings differed between the two years, a decision had been made to spend more during the 1978 period (36% more).

The major areas of spending relate to; wages and salaries, maintenance, livestock and farm stores and other stores and services, together these categories spend approximately 80% of the total allocated and Head Office controlled funds.

Financial management at Flock House is a difficult time consuming task, which requires expertise and experience.

SECTION FOUR.

Course Programmes and Facilities.

Course Programmes.

Flock House operates principally as a farm training institute and within this designated role there are a wide range of course programmes available to trainee farmers, experienced farmers, overseas students, and specific interest groups.

Six specific types of courses are organized and operate from Flock House.

(1) The Agricultural Short Courses, were begun in 1973, and consist of a three or four day live-in course aimed at people who occupy a decision-making role in some agricultural activity; for example, farm owners, leasees and managers. The Short Courses aim to keep farming people abreast of the latest techniques and developments in Agriculture. Each course concentrates upon one topic and the emphasis is on the practical application of learning, so field trips, exercises and group discussions are incorporated into each course; with the institute's farms also playing an important role in most courses. The instructors associated with these courses are mainly Ministry of Agriculture and Fisheries advisory officers, Flock House tutors and specialist speakers.

The numbers and sizes of the Short Courses, since 1973 are provided in the following table:

TABLE II.

| <u>Year</u> | <u>1973</u> | <u>1974</u> | <u>1975</u> | <u>1976</u> | <u>1977</u> | <u>1978</u> |
|--|---------------|-------------|-------------|-------------|-------------|-------------|
| <u>No. of Courses</u> | 5 | 9 | 14 | 21 | 21 | 52 |
| <u>Attendances</u> | 88 | 214 | 291 | 280 | 327 | 567 |
| <u>1974 - 1978 - Agricultural Short Courses. Mean Figures.</u> | | | | | | |
| <u>No. of Courses</u> | 20 per year. | | | | | |
| <u>Attendances</u> | 336 per year. | | | | | |

The increasing number of courses, and the associated increase in the number of people attending these courses reflects the ever increasing demand for Flock House Short Courses. A similar demand exists for Short Courses at Telford, the South Island equivalent of Flock House.

During 1978 Flock House offered a vast range of courses, seven of which were presented twice during the year, due to the large numbers who were interested. Most courses reported high percentage intakes on the figures indicating enrolment. Generally the responses to these type of courses are excellent and in 1979/1980 the Ministry of Agriculture and Fisheries expects to widen the range of topics to be offered.

(2) Farm Training for Trades Certificates. This ten-day block training course covers topics included in the prescriptions for Trade Certification Board examinations and are designed to supplement the Technical Correspondence Institute's course assignments for these examinations.

Although the primary aim of these courses is to cater for Trade Certification Board student examinations and training courses, these courses

are open to other interested members of the farming community. The numbers and sizes of the Trade Certification training courses, since 1974 are provided in the following table:

TABLE III.

Flock House - Farm Training for Trades Certificates 1974 - 1978.

| <u>Year.</u> | <u>1974</u> | <u>1975</u> | <u>1976</u> | <u>1977</u> | <u>1978</u> |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| <u>No. of Courses</u> | 2 | 4 | 4 | 4 | 4 |
| <u>Attendances</u> | 39 | 92 | 89 | 67 | 81 |

Farm Training for Trades Certificates - Mean Figures

| | |
|-----------------------|--------------|
| <u>No. of Courses</u> | 4 per year. |
| <u>Attendances</u> | 74 per year. |

These courses provide options in, dairy, sheep and arable farming. Within the courses, the examination structure is based upon a first and second qualifying examination, then a final examination.

During 1978 a new six-week Farm Management Trades Certificate course was offered, with the examinations following a five paper sequence. Both types of courses require practical farm experience as a pre-requisite for entry. A steady demand exists for courses.

(3) Land Settlement Block Courses. These series of block courses have been specifically designed by Flock House to qualify intending farm owners, for the right to apply for entry to ballot, in the Government's Civilian Land Settlement Scheme, this is a scheme that has been established to overcome some of the present problems facing intending farm owners in purchasing farm properties. The courses are arranged to allow the applicants to complete the full eight week course over two years, by attending two, two week courses each year. Successful completion of this course does not mean an automatic entry to ballot, as all applicants must satisfy the Land Settlement Committee regarding their farming experience and financial worth.

The syllabus for this course includes sections dealing with; Animal Husbandry and Farm Management.

The numbers and sizes of the Land Settlement Block Course since 1974 are provided in the following table:

TABLE IV.

Flock House - Land Settlement Block Course - 1974 - 1978.

| <u>Year.</u> | <u>1974</u> | <u>1975</u> | <u>1976</u> | <u>1977</u> | <u>1978</u> |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| <u>No. of Courses</u> | 6 | 7 | 7 | 4 | 4 |
| <u>Attendances</u> | 140 | 151 | 104 | 50 | 104 |

Land Settlement Block Course - Mean Figures

No. of Courses 6 per year.

Attendances 110 per year.

(4) The Full-Time One Year Training Course. This is a one year course, designed for boys aged between sixteen and eighteen years, who plan to farm. Emphasis in this course is on the practical skills of farming. Training begins with the sixty boys being introduced to the five main farming systems that operate on the Flock House farms. Students are then divided into twelve work groups; each of five students, who then work on a rotational system of activities, spending four weeks on each of the twelve activities during the year. The activities consist of: Dairy work, Farm Construction, Stock work, Butchery, Fencing, Studies, Sheep and Cattle, Horticulture, Agricultural work, Beef, Pigs and Poultry, Forestry and Studies. In conjunction with the practical work a small amount of time is spent on lectures and the boys have an opportunity to prepare for and sit New Zealand Technical Correspondence examinations in farming. As with the Land Settlement Course, instruction is given essentially by Flock House staff, tutors and farm staff.

Demand for this course is very high, with 231 applicants for the 1977 course and 260 for the 1979 course. Since 1924 Flock House has been known primarily for its one year training course and its not since 1970 have any of the other types of courses been developed.

(5) In-Service Courses. The Flock House residential facilities in conjunction with tutors and extension officers provide an ideal in-service training situation for the Ministry of Agriculture and Fisheries on-going training programme. Between thirty and forty courses are usually provided each year, which caters for about 500-700 staff. The courses range from two days to a week, in duration. The in-service courses have reached an optimum level and little if any increases are expected.

(6) Overseas Students Training Courses. These specialized training courses cater for individuals or small groups of overseas students. Such courses operate under the auspices of the New Zealand Foreign Affairs, foreign-aid training programmes, which offer specialized training expertise and facilities to interested countries, who require the training skills.

The students are mainly from Pacific Island, Asian or African nations and spend from one to six months training at Flock House, particularly in the practical skills, associated with dairy farming, beef, pig, poultry production, and butchery. The researcher gained the distinct impression from various conversations, with both the overseas students and the Flock House staff; that, the courses which are planned to meet the students needs; are well planned, the type of instruction is suitable but the courses require a lot of patience, and are demanding on the staff.

Other courses do exist at Flock House these include: An Induction Course, that attempts to prepare new recruits with the basic farm skills. Francis Douglas College, a New Plymouth secondary school have sent a group of boys to Flock House, once every year since 1975.

The training programme at Flock House illustrates the possible range of courses that can be made available at a farm training institute where demand for the courses often outstrips Flock House's ability to supply the courses. Generally, the future of the training programme looks good, especially in the case of the Agricultural Short Courses, although the Cameron/Wilkinson report will probably cause a number of changes (Cameron and Wilkinson, 1976/77: 15-22).

Facilities. (refer to Campus Plan) Appendix A. The facilities at Flock House are adequate for their intended purpose. Amongst staff, students and course participants who use the various administrative, technical, housing and recreational buildings and farm equipment, the vast majority when questioned are satisfied with what exists on the campus.

The campus area consists of an administration block, that is occupied by the Principal, Registrar, Tutors, Matron, Hostel Manager, Farm Supervisor, and the office staff. Within this block the library, laundry, audio-visual centre, butchery, heating system and part of the hostel facilities are also housed. In close proximity to the administration block; which was initially the Flock House homestead, there are five hostel wings, staff residential houses, kitchen and dining room, various workshops, conference room and bar facilities. Adjoining the workshops exists a recreation complex consisting of a gymnasium, an indoor swimming pool, squash courts, and sports fields. A T.V. lounge, canteen and a theatre hall complete the leisure-based facilities at Flock House. A small lecture block caters for the more formal teaching activities and is situated within easy working and walking distance of the hostel, administration and residential areas.

Most community needs are catered for within the Ministry of Agriculture and Fisheries financial boundary. Basic needs; such as, electricity, adequate

housing, educational facilities, access to shops and services as well as recreational facilities are well catered for with the rural township of Bulls being able to cope with most demands, while the larger city of Palmerston North is only an hour's travel away by road.

Staff requirements; such as, audio-visual facilities, reference library, teaching facilities, equipment and service organizations are available at Flock House while Massey University, the Department of Scientific and Industrial Research and other scientific or research centres are located in or around Palmerston North.

Farm Services and other farm based needs are adequately catered for in this area; for example, three freezing works, livestock sales, and a good transport system are all easily attainable.

Flock House is near to being a self-sufficient rural community, that enjoys most of the basic social and task-orientated needs required to operate efficiently.

SECTION FIVE.

Planning Policy and Development.

Since 1924 when Flock House was first established, the concept of a farm training institute has developed from the "pipedream" of a few local farmers, to a well organized Government financed training institution. It is the researcher's contention that without some thought to rational planning Flock House may have remained a "pipedream".

Planning, involves a prescribed behavioural process that attempts to determine a set of goals. The goals of Flock House planners have changed over the years; initially the goals were associated with establishing a training institute, then they changed to accommodating the demands, being put upon the training role of Flock House. Today Flock House planners hope to achieve the institutional objectives which aim to provide a sound training environment for the needs of the farming industry and fulfil the general objective of the Advisory Services Division of the Ministry of Agriculture and Fisheries.

Informality seems to be the basic means, by which the planning policy is developed. Informality, only with regard to the planners attitude towards the planning process, the planners principally the Flock House Principal and his senior staff treat the objectives with respect, but deal in an informal manner.

The Principal has the overall planning control of the whole operation which includes; finance, building, farm operations, staff re-organization,

facilities, and course programmes. However each staff member makes suggestions within his/her area of responsibility, that contribute towards the Principal's perception of the planning demands of that area. The importance of the suggestions depends upon the prescribed role of that staff member, obviously the teaching staff would make many valuable contributions towards the planning of their own areas of responsibility.

Formal planning does not really exist at Flock House; that is, no regular planning meetings operate between staff, instead informal discussions amongst the staff members during morning tea or at some time during the day substitute for the more formal planning process. At times the Principal invites a more formal discussion but usually planning is done on a much more informal basis.

Such a system, at no stage produces irresponsible or irrational planning, rather the means of obtaining the information are different to more conventional norms associated with planning.

The planning policy at Flock House is very dependent upon the ability of those staff involved to accurately forecast and allocate the year's finances. Without the co-ordination between finance and planning, much of the planning may be ineffectual because a lack of funds often means an end to the plans. In most cases the Principal controls both the finance and the planning policy so co-ordination is usually possible.

Planning, reflects a personal judgement which is derived from a system of thoughts and values uppermost in the mind of the planner. Flock House operates an effective planning policy where staff members tend to comply with the existing informal planning process; which allows for individual staff to contribute ideas towards their own areas of responsibility.

Today the exclusive emphasis on training young men in basic farm skills, has been replaced by a much broader training policy that includes short courses, block courses, land settlement courses, overseas student training courses and in-service courses as well as the traditional farm skills course.

Something that is illustrated very clearly in both the planning of training policy and the overall development of the institute is the suzerain influence the Principal has over the image and effectiveness of Flock House. Without an effective leader, the Flock House training policy would be vague and lack direction, and the overall development of Flock House must suffer as a consequence.

CHAPTER 4.

"TOWARDS A MODEL OF PROGRAMME EVALUATION".

INTRODUCTION.

The objectives of this chapter are:

- (1) To discuss the major theoretical and methodological problems that face programme evaluators, by relating these problems to a few contemporary theorists and their solutions;
- (2) and to present a viable model of programme evaluation that can be used at Flock House.

SECTION ONE.

Programme Evaluation - Problems and Possible Solutions.

The basic theoretical and methodological problems that face programme evaluators are as follows:

- (1) definition
- (2) aim
- (3) types of evaluation
- (4) role of the evaluator
- (5) methodological limitations

These five basic problems will be discussed in conjunction with the following theorists, who provide possible solutions.

- (1) R.W. Tyler.
- (2) M. Scriven.
- (3) D. Stufflebeam.
- (4) M.Parlett, D. Hamilton.
- (5) J.C. Clift, B.W. Imrie.

Definition:

Generally the concept of evaluation as a function, provides no serious problem to evaluators, as it pervades most human activity, however the meaning of evaluation as a specific term creates a great deal of confusion and subsequent problems for the evaluators.

The importance of presenting a clear unambiguous definition of evaluation cannot be overlooked, for such a definition plays a crucial introductory role in presenting a theoretical point of view and the way in which a theorist or practical evaluator defines evaluation has direct impact on the

type of evaluation activities that can be conducted.

Some programme evaluators can justifiably be accused of playing theoretical "word-games" with the definition of evaluation; which tends to defeat the whole purpose of having a definition. An example should clarify the point being made; Scriven, who in some writer's minds has been the "greatest single influence" upon the field of curriculum evaluation (Mackay and Maguire, 1971:10) defined evaluation in terms of "gathering and combining performance data with a weighted set of goal scales"

(Scriven, 1967: 39-83)

In the researcher's view such a definition cannot be construed as presenting a clear unambiguous statement of what is meant by evaluation. Whereas Tyler whose whole approach appears to be one of simplicity, defines evaluation as "comparing student performance within a specified curriculum, with the stated behavioural objectives of that curriculum", (Tyler, 1942: 492-501) does attempt to define evaluation in a manner that can be easily understood.

Although Tyler presents a clearer definition of evaluation this is not to say that Tyler's definition is more correct than Scriven's, rather correctness is relative to one's choice of one model being better than another.

This raises the point of each definition having an inherent value and correctness to the theorist who produces the definition.

The main points to be made from this discussion on definition are:

- (1) Theorists and programme evaluators need to carefully decide what they mean by evaluation and present a clear unambiguous statement.
- (2) A number of the definitions of evaluation are confusing.
- (3) The definition of evaluation should be based upon; the type of evaluation and basic aim of the evaluation process, to be used.

In essence both Parlett and Hamilton; and, Clift and Imrie provide the most suitable definitions of evaluation.

Parlett and Hamilton suggest that evaluation is concerned with describing and interpreting evaluation information and that illuminative evaluation concentrates on the information gathering rather than the decision-making component of evaluation. (Hamilton, 1976:99)

While Clift and Imrie feel that evaluation should be seen as "a learning situation taking place within a receptive climate created by communication and maintained by the active involvement of all parties concerned" (1978: 5).

Aim:

Another significant problem that causes programme evaluators some anxiety is deciding what the purpose or aim of the evaluation study actually is.

Is the aim of programme evaluation merely to determine the extent to which purposes of a learning activity are actually being realized as Tyler would suggest. Or are we to believe Stufflebeam, who states that evaluation should provide relevant information to decision-makers.

In conjunction with the definition and methodology of an evaluation study, the aim remains crucial to the overall effectiveness of the evaluation process. Without a specific aim a programme evaluation is meaningless to all concerned; the process has no direction, the evaluator is confused, which results in an ineffective study.

Most programme evaluators present relatively precise aims that describe what they hope to achieve; for example, Clift and Imrie suggest that their form of programme evaluation is based on the principle that "an evaluation study is a learning situation in that it helps the lecturer and student to learn about their course". (1978:4) Others like Parlett and Hamilton feel that evaluation is "a comprehensive statement of what the programme is observed to be" and with useful reference to the "satisfaction and dissatisfaction that appropriately selected people feel towards it". (Hamilton, 1976: 92-93)

Programme evaluators need to:

- (1) Present a meaningful statement that describes and justifies the aims of their study, and the;
- (2) Aims need to be clear and precise.
- (3) The evaluation aims; need also to be meaningfully accommodated by the definition of evaluation and the chosen methodology.

Types of Evaluation.

Of paramount importance to programme evaluators is the methodology decided upon, to evaluate the selected course or programme. The basic point at issue; is, what type of evaluation procedures are best selected for a specific type of evaluation context?

The appropriate methodology can be chosen from the following range:- objectives, neo-tylerian, eclectic, administrative, illuminative. The selection process should be based upon how the evaluator has defined evaluation and what the aim of the evaluation study is.

Scriven's solution to this problem was to produce four types of evaluation strategies, aimed at covering the range of evaluation possibilities. The four strategies were:

- (1) Formative/Summative.
- (2) Comparative/Non-Comparative.
- (3) Intrinsic/Pay Off.
- (4) Mediated. (Scriven, 1967: 39-83)

The first three types contained contrasting elements that required different approaches whereas the "mediated strategy" was structured to provide a means for jumping the gap between intrinsic and pay-off evaluation.

While Scriven needed four separate evaluation strategies; Tyler, simply proposed that there be a "pre and post" measurement of performances which would be the evaluation methodology used.

A movement away from the traditional objectives approach was made by Parlett and Hamilton, who proposed a three stage evaluation methodology. The stages were as follows:

- (1) Evaluators observe.
- (2) Evaluators inquire further.
- (3) Evaluators, then seek to explain. (Parlett and Hamilton, 1972:16)

Parlett and Hamilton suggested four specific methods of information-gathering. The methods were:

- (1) Observation.
- (2) Interviews.
- (3) Questionnaires and Tests.
- (4) Documentary and Background Sources. (Parlett and Hamilton 1972: 19-23)

These particular evaluators contend that all three stages of illuminative evaluation overlap and functionally interrelate. The transition from stage to stage; as the investigation unfolds, occurs as problems areas are re-defined and become progressively clarified.

In the researcher's view the course evaluation model proposed by Clift and Imrie; incorporate useful illuminative evaluation techniques, and follows in a sense the main ideas of Parlett and Hamilton but proposes a much tighter evaluation structure. The Clift/Imrie model consists of

- (1) Apprehending Stage.
- (2) Acquisition Stage.
- (3) Application Stage. (Clift and Imrie, 1978: 5-12)

which presents the opportunity for maximized utilization of all the evaluation

information gathered by the evaluation process.

The first three problem areas are functionally dependent upon each other, with the task of the programme evaluator being essentially to master all three and provide effective solutions to definition, aim and type of evaluation.

Role of the Evaluator.

Such a problem entails the programme evaluator deciding upon exactly what he should be doing as the evaluator, in both on-task and off-task situations.

Programme evaluators can dictate their own role boundaries but the evaluator must have prior knowledge about what his role is to be. Evaluators need a degree of personal freedom to choose the type of role they wish to play, but confusion would result if the evaluator failed to clearly state and implement a selected role type.

As a result most of the theorists propose relatively precise roles for the evaluator. Stufflebeam; for example, suggests that the role of the evaluator should be one of a specialist who provides evaluation information to decision-makers, while Clift and Imrie feel the evaluator's role should be one of "objective involvement and professional commitment", (1978:13) to the evaluation process.

The evaluator's role is an important control factor regarding the overall effectiveness of the evaluation process and if the evaluator successfully fulfills his commitments the possibilities of an effective evaluation are greatly enhanced.

It is in this problem area that Parlett and Hamilton make a major contribution; as they suggest that the evaluator's job, is to provide a non-recommendatory report for all groups involved in or affected by, a decision on the future of a curriculum programme. They also emphasize that in preparing evaluation information, the evaluator must not make any presumptions about the informations' possible misuse.

(Hamilton, 1976: 99; MacDonald, 1976: 134)

Decisions regarding the role of the evaluator are arbitrarily produced either by the programme evaluator, or in discussion with the evaluation advisers to the study.

Methodological Limitations.

At times programme evaluators tend to overlook some of the methodological "short-comings" of a number of well known evaluation models, in preference to the possible advantages to be gained from applying such a model. No evaluation

model is perfect in all respects, often the definition, aims and evaluator's role are suitable but the methodology has serious limitations that would result in an ineffective study.

Such limitations literally limit the model's overall effectiveness, and seriously challenge the validity of the evaluation process.

It is an unfortunate fact, that despite the large collection of information on evaluation many of the evaluations implemented seem to make the ~~self~~-same mistakes, which have resulted from ignoring documented evidence that describes most of the methodological limitations of the various models.

Research evidence suggests that all five theoretical models of evaluation being discussed here have limitations in certain areas. These areas include:

- (1) The question of undue reliance, that illuminative evaluation places upon subjective assessment in their evaluation procedures.
(Crittenden, 1977: 42)
- (2) Despite Stufflebeam's all-encompassing emphasis upon decision-making, and providing information for decision-makers he fails to define his methodology and the decision-making process is unclear.
(Worthen and Sanders, 1973: 215)
- (3) Clift and Imrie fail to clearly justify, exactly how "effective personal communication" which is an important concept, is developed.
- (4) Tyler tends to focus directly and too narrowly on objectives, with little attention being given to the worth of the objectives.
(Worthen and Sanders, 1973: 215)
- (5) Scriven's model presents no methodology for assessing the validity of the evaluation judgements, and a number of important concepts tend to overlap in meaning.
(Scriven, 1967: 39-83)

These methodological limitations, illustrate that there is a need for careful scrutiny of all aspects of evaluation models before any concrete plans are made to implement a particular model.

SECTION TWO.

Development of a Model of Programme Evaluation to be Implemented at Flock House.

The selection and development of a model of programme evaluation was dependent upon three main factors. The three factors were as follows:

- (1) The programme evaluator needs to be able to satisfy within his own mind, the solution to the five basic theoretical and methodological problems mentioned in section one of this chapter.
- (2) The programme evaluation model needs to be the best possible model, to successfully apply to the selected evaluation context.
- (3) The programme evaluation model; needs to be of a type, that can be easily understood, by those who might use the evaluation study.

In the researcher's view all these criteria have been met by the Clift/Imrie - University Teaching and Research Centre model of course evaluation; with the added condition, that the Clift/Imrie model will be adapted to incorporate the principles and techniques of the Parlett and Hamilton "illuminative evaluation" approach.

The Clift/Imrie model.

Basic Premises.

This model is currently being used by the University Teaching and Research Centre, at Victoria University; New Zealand, in working with staff in conducting course evaluation studies. The model is based on the principle that an evaluation study is a learning situation in that it helps the lecturer and student to learn about their course. The model emphasizes three important factors, the factors are:

- (1) The model emphasizes the active and interactive role of course members in the evaluation tasks, and in particular, their responsibility for the evaluation tasks.
- (2) Regular feedback is stressed and the feedback must contain meaningful information.
- (3) If evaluation studies are to produce results from which recommendations stem and which, when actioned, produce positive change, they need to occur within a "receptive climate", (Dressel and Lorimer, 1961: 393-432) such a climate requires sound interpersonal communication, that allows certain recommendations to be administratively practicable and takes into account the complex interrelationships existing in an institution.

Structure of the Clift/Imrie Model.

The three stage model (Clift and Imrie, 1978: 1-19) sees the evaluation process as a learning situation taking place within a receptive climate created and maintained by communication and active involvement by all parties concerned.

Stage One - Apprehending.

This stage involves a full discussion of the objectives of the study, the techniques to be used, the tasks to be undertaken, the extent of the involvement of staff and students, and the likely effect of this upon existing workloads. It is at this stage; the gaining and controlling of interest, that a sound rapport needs to be established amongst all those involved.

With the involvement of the teaching staff and, desirably, the arousal of general interest, the next task is to focus that interest. In an ideal situation, one would see the students of the course becoming involved at this stage. However the staff often seem to require a clearer picture of the objectives and requirements of the evaluation process before involving the students. Initially, a set of objectives at the conceptual level are drawn up, and then a description of the course is prepared. The broad objectives in conjunction with the course description allow the staff and students to focus their attention on the likely tasks, and provides further framework for communication.

Inputs, operations, and outputs are then taken into consideration. In this context "inputs" refers to those entering behaviours, or talents, aspirations, experience and attitudes of students and teacher which affect student attainment (Miller, 1970); "operations" are the conditions of learning and the procedures, techniques used to manage this condition while "outputs", refer to the outcome of the course as expressed by changes in the students attitude to the subject as well as achievement.

At this stage the objectives for the study are refined and developed to the manifestational level, they become:

- (1) To inform course members of their involvement.
- (2) To give course members confidence in the coverage, reliability and practicability of the study.
- (3) To lay the foundation of a climate responsive to change.
- (4) To motivate course members to move into the acquisition stage.
- (5) To develop appropriate relationships in the group for open discussion and learning.

(Clift and Imrie, 1978: 1-14)

From these objectives specific questions are then formulated, and the methods for gathering the data decided upon.

Stage Two - Acquisition.

The acquisition stage provides for the analysis and interpretation of the collected information. The overall effectiveness of this stage will depend upon the quality of the data collected; which is dependent upon the instruments and procedures used, the validity of the interpretations offered, and the timing and quality of the feedback to the teaching staff and students.

The range of procedures used in data collection should appear appropriate to the course members, otherwise the quality of the data will be suspect (Barber, 1973). Clift and Imrie contend that the sources of information should have variety and the actual information needs to be meaningful to the course members.

In an evaluation study, the stages at which information can be gathered are generally dictated by course planning, this implies advanced planning to ensure the efficient gathering of information, with the least interruption to course work and minimum demand on student and staff time.

The process of interpreting this type of data involves the steps of identifying and separating issues and relating common elements. By selecting issues in this way, the complexity of the information is unravelled and the inter-relationships between the various issues revealed. This enables the identification of the significant issues and inter-actions for the evaluation. Analysis must be followed by synthesis, which involves combining apparent nonrelated elements into a meaningful whole. In this manner Clift and Imrie, suggest the contingencies existing between the input, operations and output sub-systems of a course can be identified as well as the consequences between the stated course objectives and the observed behavioural changes. (Clift and Imrie, 1978)

Stage Three - Application.

This stage attempts to maximize the learning resulting from the evaluation study, by going beyond the simple reporting of results. To apply the information gained through the evaluation study, Clift and Imrie suggest the use of teach-ins (Clark and Imrie, 1977) which not only considers the data derived from the study but provides for the sharing of experiences of the evaluation. Problems can be identified, solutions proposed and discussed, proposals for short or long term course development discussed.

If the evaluation study has been an effective learning experience and has had impact there will be noticeable effects within the course, those who have been engaged in the study will subsequently be able to transfer their new knowledge and skills to other areas of application (Clift and Imrie, 1978).

Discussion on the combination of Parlett and Hamilton's model with
the Clift/Imrie model.

Although the evaluation study essentially involves the application of the Clift/Imrie course evaluation model to the Flock House context, various principles and techniques from Parlett and Hamilton will also be used. To successfully combine and co-ordinate these two approaches it should be stated that:

- (1) The two models have different theoretical premises. Whereas the Clift/Imrie model is a version of the traditional objectives model, aimed at course improvement through a consultation-evaluation approach (Goldschmid, 1970) Parlett and Hamilton's model stands unambiguously within the alternative anthropological paradigm.
- (2) This basic problem of apparent theoretical incompatibility needs to be carefully explained.

Pattern of Similarities.

- (1) Both models attempt to create a learning situation from the evaluation study. (Clift and Imrie, 1978: 4; Parlett and Hamilton, 1972:9)
- (2) Both models use similarly persuasive conceptual descriptions to explain the atmosphere or educational environment of the evaluation context. (Clift and Imrie, 1978:5; Parlett and Hamilton, 1972:10-15)
- (3) Both models use the same methods and techniques to investigate the evaluation context and process. (Clift and Imrie, 1978: 9-10; Parlett and Hamilton, 1972:18-23)
- (4) Both models use a three stage methodology (Clift and Imrie, 1978:5-12; Parlett and Hamilton, 1972:16-18) and suggest that all three stages overlap and functionally inter-relate.

Pattern of Differences.

- (1) Major theoretical premise differences.
- (2) The Clift/Imrie model is essentially a working model for Tertiary course evaluation studies.
- (3) The Parlett/Hamilton model has not been designed for tertiary evaluation, instead it has a broader application to evaluate innovatory educational programmes.

- (4) The Clift/Imrie model aims for course improvement through course evaluation.
- (5) The Parlett/Hamilton model stresses information-gathering rather than course improvement.

(Clift and Imrie, 1978:1-19;

Parlett and Hamilton, 1972:8-33)

Reasons for theoretical compatibility.

Despite the major problem of the two approaches having different theoretical premises, the researcher maintains that a well balanced evaluation model can develop; if the two types of models are not allowed to conflict, over any methodological issues and the principles and techniques of "illuminative evaluation" are used primarily to gather information and data. With respect to the emphasis Clift and Imrie place on the role of objectives; in opposition to the "illuminative evaluation" anthropological paradigm, each premise will have equal value and allowances will be made where appropriate.

J.C. Clift personally has acknowledged that the Clift/Imrie model owes a debt to Parlett and Hamilton's work (Personal letter, 1978) and with the knowledge that the similarities between the two approaches far outweigh any possible disadvantages developing from the union, it seems that theoretical compatibility does exist with certain mentioned provisos.

CHAPTER 5.

PROGRAMME EVALUATION.

INTRODUCTION.

The preceding chapters attempt to introduce and describe both the evaluation context and some aspects of evaluation theory. This chapter involves an attempt to achieve the following five objectives:

- (1) Select a programme at Flock House, and justify its use in this research study.
- (2) Apply the Clift/Imrie course evaluation model to the selected programme.
- (3) Analyze the evaluation results.
- (4) Compare the Flock House evaluation with the Clift/Imrie model of evaluation.
- (5) Provide a summary of the evaluation findings.

SECTION ONE.

Programme Selection and Justification.

Selection:

(1) The selection of a programme to be studied by the researcher in the programme evaluation study depended upon a number of factors. The factors were as follows:

- (1) Availability of programmes.
- (2) Discussion between course administrators and the researcher.
- (3) Researcher's opinion, as to which programme was suitable.

All three factors involved a process of negotiation, between the researcher and those in control of the programme(s).

Late in 1977, the researcher made the first moves to meet and discuss with Flock House staff, the possibility of an evaluation study. This possibility was accepted and for the first half of 1978 irregular visits were made by the researcher to Flock House. After a process of mutual negotiation; selection was made, and the researcher made regular visits to Flock House from June 1978 up until December 1978.

The mutual negotiation involved; suggesting areas suitable for evaluation and subsequent discussion between Flock House staff and the researcher.

The possible evaluation areas were:

- (1) The whole training institution, which would involve a specific evaluation of every facet of Flock House.
- (2) A more specialized evaluation on aspects of the Flock House programme.
- (3) The two aspects suggested were; a comprehensive study of either the one year boy's training course or a comprehensive study of selected aspects of the agricultural short course programme.

Of the two main areas that appeared suitable, the first alternative of evaluating the total Flock House environment was ruled out because of the vastness of such a difficult enterprise, whereas the second alternative of selecting a more specialized aspect of the Flock House programme to evaluate was agreed upon.

The actual programme selected for evaluation was, a comprehensive study of selected aspects of the agricultural short course programme. Two agricultural short courses were selected to be the research focus, they were:

- (1) "Keeping the Farm Records Straight" a course held at Flock House from October 9th - 12th, 1978 (Appendix B).
- (2) "Farm Trees for Timber, Shelter, Appearance and Conservation", a course held at Flock House from October 16th - 20th, 1978. (Appendix C).

Justification:

The main reasons why the agricultural short course programme was selected as the area for evaluation have in part been already discussed, however to recapitulate:

- (1) The agricultural short course programme tended to be more adaptable, less complicated and certainly more available as a research focus, than the other alternatives.
- (2) After some negotiation the researcher and Flock House staff agreed upon the agricultural short course programme because of its ability to be easily observed and that an evaluation study would place minimal extra workloads upon staff and students.
- (3) In relation to the other alternatives the agricultural short course programme appeared to be the less limiting programme to the time needed to carry out the evaluation.
- (4) The agricultural short course programme also appeared to be the best possible alternative, if the aim of the study was to produce a meaningful evaluation.

SECTION TWO.

Application of the Clift/Imrie Model to the Two Agricultural Short Courses.

Two basic points should be kept in mind. They are:

- (1) The Clift/Imrie model of course evaluation is a three stage model, the stages being - Apprehending - Acquisition - Application
- (2) This model aims for course improvement through providing effective learning from course evaluation.

Background:

The two short courses chosen for evaluation; both involved a small group of individuals spending a number of days and nights, at Flock House and it is this time period, in conjunction with an analysis of a pre - and post course questionnaires that formed the bulk of the evaluation material.

At no stage of the evaluation procedure did any Flock House staff and the course participants not know exactly what the researcher required of them and the researcher made an effort to explain what he was doing, without hoping to influence behaviour or personal judgement.

Throughout the evaluation period and the eighteen month observation/evaluation process the researcher attempted to be as objective as possible, working within the spirit of both Clift/Imrie; and, Parlett and Hamilton's evaluation models.

Apprehending Stage.

Both short courses involved exactly the same type of information-gathering procedure so this stage will discuss in a general sense the similar procedures, but separate "inputs, operations and outputs", will result from the two courses.

Information-Gathering Procedures.

These procedures, formed a combination of both Clift/Imrie; and Parlett and Hamilton's techniques.

- (1) An introductory letter from Flock House (Appendix D,E) titled "An evaluation study of residential farmer courses at Flock House", was sent to each prospective course participant. The letter outlined the basic reason for the study, the identity of the researcher, some detail about evaluation methods and an opportunity for any participant who did not wish to participate in the study to say so.

Both groups of short course-members received this letter.

(2) In conjunction with the introductory letter to all course members, they also received a pre-course questionnaire (Appendix F,G) which asked the participants a number of questions aimed at finding out each members' farming background, farming experience, decision-making role, reasons for attending the course and personal expectations about the course; and Flock House. Each course member was asked to complete the form and bring the form to the Flock House course.

(3) During the Flock House courses; which the researcher also attended, daily observations of the two courses were applied in association with an informal group discussion and numerous informal discussions. On the last day of the course; after an informal group discussion the night before, the course members were asked to do two things:

- a) Complete a Comments Sheet (Appendix H,I) which asked them to react to and comment about each topic during the course, its relevance, style of presentation and interest level for each member.
- b) The course members were asked to take two more questionnaire forms with them from the course.

(4) The two questionnaires (Appendix J,K,L,M) were to be completed after one month's time had elapsed from the final day of the course. They were:

- a) A "Statement of Intended Action" with instructions asking each member to state in specific terms what they intended to do after having attended the Flock House course.
- b) The post-course questionnaire asked the course members' questions regarding the types of skills they had gained from the course, personal changes in work methods resulting from the course, relevance of the course information/skills, whether the course member had achieved their personal objectives, if they would attend any more Flock House courses, and whether the information they had obtained at Flock House would still be relevant in the future.

These two questionnaires were to be completed and returned to the researcher.

In essence these were the information-gathering procedures however a number of changes were made to the Farm Records course. Initially the researcher had hoped to personally visit each Farm Records' course member prior to the course. Taped interviews were envisaged, following the exact pre-course questionnaire approach. A process of "progressive focusing" (Parlett and Hamilton, 1972:18) developed at the planning stage when the lack of financial

resources forced the researcher to change his approach, from a pre-course visit to a pre-course written questionnaire. The only real disadvantage this change offered was that the researcher failed to meet the Farm Records' course members before the course.

Farm Records Course - October 9th. - 12th. 1978 (Appendix B)

Total number attended: 19 females.

Inputs: results of each question from "Survey Questions I" in the pre-course questionnaire. (Appendix F)

Question: What previous education experiences have you had, and what type of qualifications do you hold?

e.g. Professional — Occupational — Academic

In general terms these nineteen women had a high but wide range of previous educational experiences. An analysis of these experiences showed that there were a large range of occupations, past and present:

| | |
|-------------------|------|
| Trained Teachers | - 3 |
| Trained Nurses | - 4 |
| (General nurses | - 3) |
| (Community nurses | - 1) |
| Draughtswoman | - 1 |
| Secretary | - 3 |
| Veterinarian | - 1 |
| Bank Officer | - 1 |
| Radiographer | - 1 |
| Physiotherapist | - 1 |
| Others | - 4 |

Academic Qualifications.

| | |
|---------------------------------|----|
| Three Years Secondary Schooling | 3 |
| School Certificate | 16 |
| Sixth Form Certificate | 2 |
| University Entrance | 7 |
| Higher School Certificate | 3 |
| University Degree | 1 |
| Teachers Certificate | 3 |

Question: What experience have you had with farming in New Zealand?

Of the group sixteen, had more than two year's farm experience; usually of being brought up on a farm and then marrying a farmer. Three course members had had less than two year's experience.

Question: How many years of full-time farming experience have you had?

This question asked the number of years each course member had actively experienced full-time farming.

Eight course members stated they had no full-time experience while the other elevens' experiences ranged from eighteen months to twenty-three years. One of the group had worked as a shepherd for a three year period.

Question: What position of responsibility does your husband or partner hold?

e.g. Owner - Part owner
 Leasee
 Sharemilker
 Manager
 Farm Employee
 Other

Responsibility.

| | |
|----------------------------|-----|
| Owner | - 9 |
| Part Owner/Joint Ownership | - 7 |
| Sharemilker | - 0 |
| Leasee | - 2 |
| Manager | - 0 |
| Farm Employee | - 2 |
| Other | - 1 |

Question: What sort of involvement have you had with Local or National Farmer Interest Organizations?

Nine course members, had previous involvement with Local or National Farmer Interest Organizations whereas ten had no previous involvement. The involvement took the form of either membership only or membership and responsibility with Country Womens Institute, Farm Workers Association or the Country Girls Club.

Question: What sort of involvement have you had over the last five years with Local or National non-Farmer Interest Organizations?

Only one of the group had no previous involvement with non-Farmer interest

organizations. Of the other eighteen who had, the involvement ranged; from membership, of political parties, sports clubs, religious groups, arts and craft groups, toastmistress clubs, to education based organizations such as Parent Teachers Association, Play Centre, Kindergarten Association.

Question: What type of experience have you had with the following aspects of farm work?

- a) Physical work
- b) Types of Physical work
- c) Farm Records work
- d) Decision-making

Physical work.

| | | |
|-----------|---|----|
| Regular | - | 3 |
| Seasonal | - | 11 |
| Emergency | - | 5 |
| Never | - | 0 |
| Other | - | 0 |

Types of Physical work.

All nineteen course members were involved in some physical farm tasks most on a seasonal basis, such as shearing, docking.

Farm Records Work.

| | | |
|------------|---|---|
| All | - | 6 |
| Most | - | 2 |
| 50/50 | - | 6 |
| Mini-share | - | 3 |
| None | - | 2 |

Decision-making.

| | | |
|-----------|---|----|
| Regularly | - | 13 |
| Seasonal | - | 2 |
| Emergency | - | 1 |
| Never | - | 3 |
| Other | - | 0 |

Question: Why do you want to attend the "Farm Records" Course?

The general consensus as to why the course members wished to attend the course was, that they all hoped to learn new skills regarding farm records, accounting and to become more efficient over the preparation and control of farm records.

Question: What type of subject material do you hope will be covered at the Course?

All course members hoped that the following subjects would be covered: Farm budgeting, taxation, investments and estate planning.

Question: What type of skills do you hope to have at the end of the Course?

The majority of course members hoped to have obtained one or all of the following skills: farm budgeting/accounting, more efficient and effective management skills, stock reconciliation, general competence in farm recording.

Question: What does your family feel about you attending this Flock House Course?

All nineteen course member's families approved of the course member attending the "Farm Records" course.

Question: What other comments do you wish to make?

Of the group only four course members took the opportunity to add some extra comments regarding the course, they were:

- a) One suggested the need for their husband to have attended or have real knowledge of farm budgeting.
- b) Another suggested that she wished to become more involved with the farm records, to make a contribution to the farming operation on the family property.
- c) Another suggestion was based upon pre-course behaviour; she suggested a comprehensive visit to one's accountant and a suggested reading list for "Farm Records" course members.
- d) The final comment suggested a personal search for "identity and that in some respects these types of courses helped country women to obtain skills and identity".

Operations: results of the "Comments Sheet I" which was completed by the course members at the end of the course.
(Appendix H).

The "Farm Records" course involved four days at Flock House.

Day One: Four sessions.

Day Two: Five sessions.

Day Three: One all day session, which involved a farm tour and a planning exercise.

Day Four: Six sessions.

Session One: Topic: "This Farming Business" a British film outlined the advantages of budgeting and recording.

Apart from five course members who were absent at this stage, generally the course members favoured this session as being "relevant", "good" presentation and of "average" interest.

Session Two: Topic: Stock Forecasts and Reconciliations, presented by a Flock House tutor.

Overall opinion favoured this session as being "most relevant" to the course members while they suggested that the style of presentation was "good" and of "average" interest.

Session Three (and Four): Topic: Recording on Sheep/Beef properties and a Cropping farm.

Initially these were to be two separate sessions, but the second speaker was unavailable. Reaction to this session was clear, they all felt that the subject was "most relevant", style of presentation was "excellent" and they felt it was of "high" interest.

Day Two.

Session Four: Topic: Trading Bank Services and Requirements.
Presented by a Bulls Bank Manager.

Opinion was just as clear cut the course members felt that the subject was "irrelevant", style of presentation was "poor" and it had a "low" interest level.

Session Five: Topic: Stock and Station Agent Services and Requirements.
Presented by a local manager of a Stock and Station firm.

Course members classified their opinion generally into the subject being "relevant", type of presentation "good", and the topic held "average" interest.

Session Six: Topic: Taxation.

Presented by a Wanganui member of the Inland Revenue Department.

The whole group were very impressed with all three aspects of this session and accordingly they found the subject to be "most relevant", "excellent" style of presentation and a "high" interest level.

Session Seven: Topic: Accountants Services and Requirements.

Presented by a local accountant who specialized in farm accounts.

Once again opinion was very much in favour of this session, they found the subject to be "most relevant", the majority felt the style of presentation to be "excellent" and all course members felt this session had a "high" interest level.

Session Eight: Topic: Visit to the Flock House Dairy Farm and recording advice from the Dairy Farm Manager.

Opinion was sharply divided between those who felt this session was a total waste of time and those who felt it had some merit. Generally those who favoured it to a degree, only suggested the topic/subject had some relevance, but they agreed that the style of presentation was "poor" and the overall interest level was "low".

Day Three.

Session Nine: Topic: An all day Case-Study and Financial Planning Exercise, split between those interested in either Sheep or Dairy Farming.

Presented by two Flock House tutors.

Opinion of this session favoured the subject being "most relevant", style of presentation, most felt it was "excellent" others suggested only "good", but all favoured the subject having a "high" interest level.

Day Four. (Planning exercise completed.)

Session Ten: Topic: Animal Health Recording and Budgeting.

Presented by a Veterinarian working for the Animal Health Division of the Ministry of Agriculture and Fisheries.

The course members generally felt that the subject was "relevant", style of presentation was "good" but the overall interest level was "high".

Session Eleven: Topic: Off-Farm Investment.

Presented by a Flock House tutor.

Opinion was unanimous all felt that the subject was "most relevant", style of presentation was "excellent" and it held a "high" interest level.

Session Twelve: Topic: Assurance and Insurance.

Presented by a local assurance/insurance agent.

All course members felt that the subject was "relevant" but opinion differed as to the style of presentation, some said "good" others "poor". In most cases they felt it held an "average" interest level.

Session Thirteen: Topic: Farm Office Equipment.

Presented by a Flock House tutor.

No clear pattern was obvious from the course members reactions. Within each aspect of Relevance, Presentation and Interest no clear majority was evident, the views ranged over the three choices to each section.

Session Fourteen: Topic: Evaluation (Appendix N)

Presented by a Flock House tutor.

All seemed to agree that the subject was "relevant" and that the style of presentation was "poor" but the interest level varied from "average" to "low".

Outputs: Results obtained from the two post-course questionnaires those being the Statement of Intended Action I, and the Survey Questions II. (Appendices J,K)

Statement of Intended Action I. (Appendix J)

Simply requested each course member to present a statement of intention, regarding what they would do with the "Farm Records" information.

Every course member who completed the form; six course members failed to reply to two reminder/requests, clearly found the course interesting and helpful. All thirteen members who replied; stated the types of changes they had incorporated into their recording procedures, the methods now in use and the reasons behind such changes.

It seems that all the course members who returned the questionnaires felt they were or were going to be more effective farm recorders and all hoped to play a more "useful" role on the farm.

A number of changes were suggested to "improve" the course.

Survey Questions II. (Appendix K)

The post-course questionnaire aimed at gauging the level of skill acquisition and opinions about the course.

Instructions were given at Flock House in relation to "Survey Questions II" (Thirteen replies).

Question: What specific skills have you gained from the Flock House course?

- a) Have you made any changes in your work methods as a result of the Flock House course?

What are these changes?

Most maintained that changes had taken place since the course; largely in relation to obtaining cash books, files, office equipment and new work methods were being used or were about to be used.

- b) What other changes do you plan to make as the result of the Flock House course?

Responses to this question were very generalized and often vague.

For example "I hope to have more contact with our accountant" (Survey Questions II, 1978: No.7) but some were more specific and outlined future tasks and goals.

- c) What information/skills have you found most useful?

All agreed that the practical financial planning exercise, the accountant's session and the taxation session were the most useful sections of the formal course programme.

- d) What information/skills have you found least useful?

There was agreement regarding the uselessness of the Stock and Stations' agent talk and the Bank Manager's session, and members felt these two sessions had little use. Main reasons for the responses were that the two men involved failed to adequately present the topic and/or, the topic did not interest them.

Question: Have you achieved the objectives you had set yourself prior to attending the Flock House course?

The general consensus of those who completed the questionnaire was; that, yes most of the course members had achieved their objectives but a complaint was raised that a number of topics which were to be discussed failed to be, for example - estate planning, family partnerships.

Question: Would you attend any more Flock House courses?

If so what subjects would you like to study?

Twelve out of the thirteen replies stated that they would attend more courses.

Most of those who wished to attend more courses wanted specific skill courses, such as Animal Husbandry, Wool Classing, Beekeeping, Horticultural Courses, Butchery.

Question: In the future will you still use this information obtained from the Flock House course?

The response was unanimous. Yes, all members would use this information in the future.

These procedures aimed at obtaining information to fulfill the five objectives of the Apprehending Stage.

In that all the course members were thoroughly informed of their involvement in the evaluation project and they had the option to object to participation. Part of the public relations task carried out by Flock House and the researcher was to give course members personal confidence in the coverage, reliability and practicability of the study. To be open to change and responsive to it is one of the major aims of this stage and the Clift/Imrie model. Similarly this form of information-gathering both motivates course members to move into the acquisition stage and allows for the development of appropriate relationships in the group for open discussion and effective learning.

Acquisition Stage - (refer to Section Three)

Application Stage:

This stage which attempts to maximize the learning resulting from the evaluation study by going beyond the simple reporting of evaluation results and information, cannot be adapted; as in Clift/Imrie model, to "teach-ins", as the form the evaluation model took precludes an exact replication of the Clift/Imrie model. Instead the Application Stage will be interwoven into section three of this chapter and Chapter Six.

It is at this stage that elements of the Parlett and Hamilton's illuminative approach take precedence over the Clift/Imrie model, and the application stage will become what is Parlett and Hamilton's exploration stage (Parlett and Hamilton, 1972:18) which consists of seeking general principles that underlie the organization of the programme; spotting patterns of cause and effect within its operation; and placing individual findings within a broader exploratory context.

Farm Forestry Course - October 16th. - 20th. 1978 (Appendix C)

Total number attended: 11 - 4 Females, 7 Males.

Apprehending Stage:

Inputs: Results from "Survey Question Ia" the pre-course questionnaire.
(Appendix G)

Question: What previous education experiences have you had, and what type of qualifications do you hold?

The eleven course members had a high level of education, professional and academic qualifications^x, with a wide range of occupational qualifications.

(^x except for two people).

Occupations: Past and Present.

| | | |
|--------------------------|---|---|
| Secondary School Teacher | - | 1 |
| Fitter and Turner | - | 1 |
| Farmer | - | 2 |
| Engineer/Architect | - | 1 |
| Nurse | - | 1 |
| Accountant | - | 1 |
| Farm Manager | - | 1 |
| University Lecturer | - | 1 |
| Other | - | 2 |

Academic Qualifications:

| | |
|--|---|
| Less than Three Years Secondary School | 2 |
| School Certificate | 8 |
| Sixth Form Certificate | 7 |
| University Entrance | 7 |
| Higher School Certificate | 4 |
| University Degree | 4 |
| Teachers Certificate | 1 |
| Other | 5 |

These include Diploma in Education, Member of the New Zealand Institute of Engineering, Associate member of the New Zealand Institute of Architecture, Registered Nurse, Diploma in Agriculture, Associate of the Institute of Chartered Accountants.

Question: What experience have you had with farming in New Zealand?

Of the group, three course members had no previous farm experience whereas the other eight course member's farm experience ranged from weekend and school holiday work to leasing farm land and farm ownership. Two of the group had previous farm experience in Britain as well as in New Zealand.

Question: What position of responsibility do you hold?

| | | |
|------------------|---|---|
| Owner-Part Owner | - | 5 |
| Leasee | - | 1 |
| Sharemilker | - | 0 |
| Manager | - | 1 |
| Farm employee | - | 0 |
| Other | - | 4 |

Question: What sort of involvement have you had with Local or national Farmer Interest Organizations?

Four of the course members had some previous involvement either in Farm Forestry Association, Young Farmers Club, Farm Workers Association while the other seven course members had no previous involvement.

Question: What sort of involvement have you had over the last five years with Local or National non-Farmer interest organizations?

Eight of the course members had some previous involvement; the involvement ranged from New Zealand Judo Federation, political parties, various societies and institutes to club membership; or church group member. Three course members had no previous involvement in non-farmer interest organizations.

Question: How involved are you already in Farm Forestry?

Experience - Two course members had no previous experience, while the other nine's experience ranged from two years up to eighteen years. Generally the group was inexperienced with practical farm/forestry.

Level of Knowledge/Skill.

| | |
|-----------------------|-----|
| experienced/skilled | - 1 |
| some experience/skill | - 6 |
| no experience/skill | - 4 |

Membership of Farm Forestry Organizations.

| | |
|------|-----|
| Yes. | - 6 |
| No. | - 5 |

Question: What sort of development have you planned/envisaged with regard to Farm Forestry?

| | |
|--------------------------------|------|
| Shelter Belts | - 5 |
| Conservation methods | - 4 |
| Extensive planting/ milling | - 10 |
| Planting for appearance | - 6 |

Question: Why do you want to attend the Farm Forestry Course?

The course members suggested a range of five basic reasons for wanting to attend the course. They were:

- | | | |
|--|---|----|
| (1) Wanting experience and specific skills | - | 5 |
| (2) General interest only | - | 1 |
| (3) Specific intention/aim | - | 10 |
| (4) Holiday | - | 1 |
| (5) That the course had been recommended | - | 1 |

Question: What type of subject material do you hope will be covered at the course?

The subject material hoped for ranged from:

- | | | |
|---|---|---|
| Thinning and Pruning Skills etc. | - | 7 |
| Specific Knowledge (other than thinning and pruning skills) | - | 4 |
| Utilization | - | 1 |
| General Information | - | 6 |

Question: What type of skills do you hope to have at the end of the course?

The skills ranged from:

- | | | |
|-----------------------------|---|---|
| Knowledge, practical skills | - | 7 |
| Up to date information | - | 4 |
| Understanding of operations | - | 2 |
| Management | - | 1 |

Question: What other comments do you wish to make?

Two course members exercised their option and added:

- (1) A desire to see the Flock House Farming operation.
- (2) A wish that the course would cover future marketing prospects.

Operations: results of the "Comments Sheet Id" which was completed by the course members at the end of the course.
(Appendix I).

The Farm Forestry course involved five days at Flock House.

Day One: Two sessions.

Day Two: Three day sessions, one night session.

Day Three: Four day sessions, one night session.

Day Four: All day field trip.

Day Five: Two sessions.

Day One.

Session One: Topic: "The Purpose and Importance of Farm Forestry".

Presented by Forest Service extension officer.

Course members felt this session was "relevant", "good" presentation and had a "high" interest level.

Session Two: Topic: "Shelter, Amenity, Shade, and Conservation, the relationship of wood lots to other farm activities and the Farm Economy.

Presented by Forest Service extension officer.

Course members felt this session was "relevant", "good" presentation and had a "high" interest level.

Day Two.

Session Three: Topic: "The Siting of Species and Site Preparation".

Presented by Forest Service extension officer.

Course members felt this session was "most relevant", "good" presentation and a "high" interest level.

Session Four: Topic: "Planting, Blanking and Release Clearing".

Presented by Forest Service extension officer.

Course members felt this session was "most relevant", "excellent" presentation and a "high" interest level.

Session Five: Topic: "Field Trip". Rangitoto Farm, Bulls.

Course members felt this session was "most relevant", "good" presentation, and half the group felt the interest-level was "high" while the rest felt only an "average" interest level.

Session Six: Topic: "Insect and Pathogen Control" evening sessions.

Presented by Forest Service Biology observer.

Course members felt this session was "relevant", "good" presentation and an "average" interest level.

Day Three.Session Seven: Topic: "Silviculture".

Presented by Forest Service extension officer.

Course members felt this session was "most relevant", "good" presentation and a "high" interest level.

Session Eight: Topic: "Forest/Grazing concept".

Presented by a local timber company manager.

Course members felt this session was "most relevant", "poor" presentation and a "high" interest level.

Session Nine: Topic: "Utilization, Measurement and Marketing".

Presented by Forest Service extension officer.

Course members felt this session was "relevant", "good" presentation and a "high" interest level.

Session Ten: Topic: "The Legal and Financial Aspects of Farm Forestry".

Presented by Forest Service extension officer.

Course members felt this session was "most relevant", "good" presentation and an "average" interest level.

Session Eleven: Topic: "Timber from the Miller's Viewpoint" evening session.

Presented by a local Timber miller.

Course members felt this session was "most relevant", "good" presentation and a "high" interest level.

Day Four.Session Twelve: Topic: "Field Trip" to Lismore State Forest.

Course members felt this session was "most relevant", "good" presentation and a "high" interest level.

Day Five.Session Thirteen: Topic: A Wood Lot Model Practical Exercise.

Presented by Forest Service extension officer.

Course members felt this session was "most relevant", "excellent" presentation and of "high" interest level.

Session Fourteen: Topic: General Discussion, Course Summation and Evaluation.

Presented by Forest Service extension officer.

Course members felt this session was "relevant", "good" presentation

and of an "average" interest level.

All eleven course members took the opportunity to make additional comments regarding personal impressions of the course.

Outputs: Results obtained from the two post-course questionnaires those being the "Statement of Intended Action Ia" and the "Survey Question IIa". (Appendices L, M: eight forms returned)

Statement of Intended Action Ia. (Appendix L)

Of the eight who completed and returned the two forms the general consensus was that, major decisions would only be thought about at this stage but positive action would eventuate in twelve to thirty six months. All course members stated that the course was interesting, informative and helpful.

Survey Questions IIa. (Appendix M)

The post-course questionnaire aimed at gauging the level of skill acquisition and opinions about the course. Instructions were given at Flock House in relation to "Survey Questions IIa".

Question: What specific skills have you gained from the Flock House course?

- a) Have you made any changes in your work methods as a result of the Flock House course?

What are these changes?

Three course members had made some specific changes whereas the other five course members maintained it was far too early for changes to be made.

- b) What other changes do you plan to make as the result of the Flock House course?

Five course members planned to make a specific change as a result of the course while the other three felt it was too early for any changes.

- c) What information/skills have you found most useful?

Seven of the eight course members who responded listed specific skills; such as Silviculture, or specific information on Eucalyptus species as being the most useful.

All seven had personal reasons and assessments for their choices.

- d) What information/skills have you found least useful?

Two course members did not comment, one member suggested everything in the course was useful whereas the remaining five course members itemized specific parts of the course as being the least useful. One aspect they all

agreed upon was the unimportance of projected economics and value component of the discussion, all felt these facts would change dramatically.

Question: Have you achieved the objectives you had set yourself prior to attending the Flock House course?

Course members stated that most of their objectives had been achieved; that is - six course members said - yes.
two course members said - no.

Question: Would you attend any more Flock House courses?

Response - Yes - 8
No - 0

If so what subjects would you like to study?

The subjects ranged from:

| | Numbers |
|---|---------|
| Flock Recording Schemes | 1 |
| Pasture Improvement | 1 |
| Farm Economics | 1 |
| Practical Courses | 1 |
| Farm Forestry (in five to ten years time) | 1 |
| Horticulture | 3 |
| Hill Country Pasture Management | 1 |
| Practical Forestry | 1 |
| Tree Species | 1 |
| Viniculture | 1 |

Question: In the future will you still use this information obtained from the Flock House course? Explain.

All eight respondents stated that they would use the information, most suggested the information obtained was a useful reference for theoretical and practical action. All hoped that the information would help them to be more effective foresters.

Acquisition and Application Stage:

(See SECTION THREE)

SECTION THREE. (Acquisition and Application Stage)

Analysis of Findings/Results.

Because of the limited time period involved with both Flock House short courses and the unavailability of most of the teaching staff, a true replication of the Clift/Imrie model was impossible however on analysis/synthesis (Clift and Imrie, 1978: 19) procedure will replace the "true" acquisition/application stage; and will closely relate to Parlett and Hamilton's "explanation stage" (1972: 18).

"Farm Records" Course.

Significant Issues.

Inputs: (1) Course Members Background/Entering Behaviour.

Success in a learning situation can often be attributed to the level of intrinsic motivation of each learner, the capacity to think and past learning experiences held by each learner. Background or entering behaviour (De Cecco and Crawford, 1974: 47-69) then becomes a critical factor in influencing the ability of the course members to learn new information and techniques related to "Farm Records".

In analyzing the information-gathered about the course members entering behaviour, the information clearly illustrated that:

- a) The vast majority (81.2%) had a good general educational background while the remaining (15.8%) individuals had three years secondary education.
- b) 84.2% of the group had more than two years "practical" farm experience.
- c) 89.4% of the group had previous experience with "Farm Records" work.
- d) 78.9% of the group had regular or seasonal decision-making experience on their own properties.
- e) All of the group expressed a high personal interest in wanting to learn from the Flock House course.
- f) Daily observation of the group, as well as informal discussions with the group highlighted their capacity and willingness to think. This capacity was best illustrated by questions/comments in connection with the practical farm planning exercise. (Day Three: Session Nine).

From this information it can be suggested in a very narrow sense, that because of the entering behaviours of the course members, effective learning should have taken place. "Survey Questions II" tends to confirm that effective learning did take place from the Flock House course.

However a criticism of the Flock House system is that for reasons unknown to the researcher they fail to assess the entering behaviours of any short course member and no positive learning aids, such as pre-course reading lists or suggested "advance organizers" (Lefrancois, 1975: 101) are provided for the course members before they attend the course. Such pre-course information would be of positive assistance to most course participants and influence the effectiveness of the learning situation.

(2) Reasons for Attending the "Farm Records" Course.

The basic reasons for attending this type of course; related to,

- a) The learning of new skills and information relevant to farm records and accounting procedures.
- b) Becoming more efficient with the preparation and control of their own farm records.

These basic reasons for attending the course closely match the general and behavioural objectives of the "Farm Records" course; which are, to provide -

- a) Learning experiences.
- b) Relevant skills/information.
- c) Practical experience.
- d) Experienced instructors.

Thus despite not assessing behaviour or carrying out any pre-test procedures Flock House general behavioural objectives seem to match the "Objectives" set by the course members.

Such an important correlation may result from a "hit and succeed" theory but it appears more likely that past experiences and knowledge allows Flock House personnel to satisfactorily set their teaching programme to meet most of the course members objectives without actually assessing what their objectives and previous learning may be.

Operations: Of the fourteen "teaching" sessions provided during the "Farm Records" course, nine of these sessions were controlled by outside experts. Throughout the course Flock House tutors made an effort to provide a back-up service for the outside expertize; the "Farm Records" course, can be seen as a Flock House project.

(1) Teaching Effectiveness/Teaching Style.

Generally the course members were satisfied with the teaching style of most of the session presenters but it is interesting to note that,

- a) In the opinion of the course members all Flock House staff provided "excellent" or "good" presentations except for one person.
- b) The two sessions that most impressed the course members were both outside experts (Session six, seven).
- c) The two sessions that impressed the least were both outside experts (Sessions four, five).

Teaching effectiveness, or the ability to create learning was related to;

- a) Teaching style
- b) relevance of the subject.

Generally the instructors were thought to be effective teaching models, in that most of them had a "good" teaching style and most of their subjects were relevant to the course members.

(2) Teaching Methods.

Although the teaching style was deemed appropriate by the course members; and they also felt that effective learning took place, in the researcher's view only one of the instructors; a Flock House staff member, made any effort to teach in a manner, to create learning. The majority of instructors made no effort to:

- a) List and explain the instructional objectives of the session.
- b) Assess entering behaviours.
- c) Implement the correct teaching methods for that session.
- d) Evaluate performance.
- e) Develop optimum feedback.

They lectured and discussed, but most of the sessions had no direction and failed to maximize the full learning potential that could have been available.

Outputs.

- (1) All course members enjoyed the "Farm Records" course and the opportunity to be away from home for a few days. A number of course members freely admitted that the course turned out to be a "real holiday".
- (2) All course members had gained new skills; and more confidence, to be more efficient at farm accounting and record-keeping.

- (3) Most of the course members pre-course objectives had been achieved, except for two areas that were to be covered. These areas were:
- a) Estate planning.
 - b) Family partnerships.
- (4) The "success" of this course could be measured by three factors:
The factors are:
- a) The number of immediate changes and improvements that had been made by the course members to their own farm records; these changes resulted from suggestions and information gathered from the course.
 - b) The unanimous reaction from the course members; all of whom, wanted to re-use the course information in the future.
 - c) Twelve out of the thirteen replies stated the desire to attend more Flock House courses.

Farm Forestry Course.

Significant Issues.

Inputs: (1) Course Members Background/Entering Behaviour.

The range of academic and professional qualifications held by the eleven course members seemed out of proportion to the small number of the group. Within the group there was an accountant, engineer/architect, university lecturer, two farmers, one farm manager, and others with varying qualifications and experience.

A similar situation developed to the "Farm Records" course where all six factors suggested a high possibility that effective learning should and in fact did take place.

However the "Farm Forestry" group had more specialized interests in their topic and this resulted in more precise objectives being stressed by the course members. Basically this group wanted information, forestry skills and specific knowledge either in management/practical skills/or operation expertize.

(2) Similarities to "Farm Records" course.

- a) Reasons for attending.
- b) No assessment of entering behaviours.
- c) No pre-course learning aids.
- d) Matching of behavioural objectives to pre-course objectives.
- e) Expertize of the Forest Service teaching staff.

Operations: The "Farm Forestry" Course has been in operation at Flock House since 1974, and is controlled with the co-operation of Flock House by the New Zealand Forest Service. Three Forest Service extension officers were totally in control of the whole teaching programme. Of the fourteen teaching sessions; only two of these sessions, were controlled by non-Forest Service personnel.

No Flock House personnel were involved with the teaching programme.

The personal qualifications and forestry experience the three Forest Service personnel brought to Flock House was to say the least, impressive. To summarize:

- a) A total of thirty-four year's general forest experience.
- b) A total of thirty-one year's forest extension experience.
- c) A good general education, up to University Entrance level.
- d) Of the three men, one was the Senior Forest Extension Officer, Head Office, another was a very experienced Head Office extension officer, while the third was a young forest extension officer from Nelson.
- e) In addition to these three forest extension officers, the course utilized the Bulls' forest extension officer.

(1) Teaching Style and Effectiveness.

All course members were of the opinion; that all the instructors presentations ranged from "good" to excellent", except in one case (Session eight), and that the teaching style was acceptable to all. No objections to the teaching style were recorded except in the case of session eight, when the outside expert proved to be a poor speaker and ruined the effectiveness of the learning programme.

Once again "good" teaching style and relevant subject material impressed the course members.

(2) Teaching Methods.

The forest extension officers provided a comprehensive written summary of each session, as well as numerous relevant articles of either general interest or specific information. Each course member was provided with all the session information, before each session began.

Although these forest extension officers failed to provide what the researcher would have deemed "correct learning" procedures, the very impressive written supplementary notes/articles and willingness to answer any range of questions in some ways overcame the lack of learning and teach-

ing structure.

Generally the teaching methods were acceptable to all and effective in creating some learning.

Outputs.

- (1) All course members enjoyed the "Farm Forestry" course and the atmosphere at Flock House.
- (2) Very few changes had been implemented as a direct result of the course, because of the nature of Forestry; for example, the ordering of tree supplies would have been done prior to attending the course; pruning and thinning operations are usually carried out the following Autumn; and the planting season was not till the following winter.
- (3) However all appreciated the value of the advice/information/and experience gained by attending the course.
- (4) Opinion was divided over the achievement of pre-course objectives, the majority suggested they had achieved their objectives, others said they had not achieved all their objectives.
- (5) All who replied suggested they would like to attend further Flock House courses. In relation to further forestry-orientated courses they stressed:
 - a) Practical skill courses.
 - b) Tree species - identification and management.
 - c) Alternative ornamental or tree crop course.

Additional points, relevant to both courses.

- (1) Both courses successfully utilized the practical side of the course work, not only did the field trips in the "Farm Forestry" courses provide a relief from the classroom situation but they provided an interesting experience in gaining skills and information whereas the "Farm Records" course applied importance to the case study of financial planning, and spent some time outside of the classroom.
- (2) Both groups of teaching personnel accepted that a great deal of learning and discussion about the course developed outside of the formal teaching programme. The lounge and bar facilities, in association with the dining room and hostel accommodation proved invaluable in this respect by providing comfortable facilities to carry out informal discussions.
- (3) The degree of course planning and teaching and training-interaction .

is crucial to the overall effectiveness of these types of courses. Without precise teaching methods and positive course objectives that aim to create learning the ability of the teaching staff to interact with the course members, is considerably reduced. These two factors are interdependent and control the teaching and learning effectiveness of a course.

SECTION FOUR.

A Comparison between Flock House Evaluation Methods and the Experimental Evaluation Model.

"Farm Records" Course.

Flock House Evaluation.

Information-Gathering Methods.

(1) Attendance Record (Appendix O)

Course members were requested to complete the attendance record form in which they specify:

- a) Age.
- b) Full time farm work experience.
- c) Position held by course member.
- d) Farm operating system.
- e) Number of courses attended at Flock House or Telford.
- f) Source(s) of information about the course.

(2) Course Evaluation Form (Appendix N)

Course members were requested to complete the form, in the last session of the course.

Both of these forms were analyzed by Flock House staff, information recorded and held for future reference and a report of the course sent to the Advisory Services Division, Head Office. Any subsequent changes or action about the course evaluation depends upon both Head Office and Flock House making arrangements and instigating the changes.

The course evaluation form illustrates how Flock House operates the Tylerian objectives evaluation approach. They specifically list nineteen objectives and require each course member to state whether they had achieved those objectives; for example:

Question. 1a) Do you consider that you could - complete a reconciled stock forecast?

Thus Flock House can analyze the match or mismatch between on the one hand, their behavioural objective - "To complete a reconciled stock

forecast" and on the other whether the course members can perform and "complete a reconciled stock forecast"?

This form also asks four other questions where the course member is allowed to:

- a) State any topics that were not included in the course that the course members would have liked to study.
- b) Suggest improvements for the course.
- c) Answer as to the adequacy of the accommodation/facilities.
- d) State whether they received adequate information about the course.

Thus the Flock House evaluation attempts to evaluate course content and some other matters such as accommodation.

All in all a very brief "one hit" attempt to evaluate course content.

Although those concerned may be able to extrapolate from these results, it must be very difficult to evaluate teaching methods, learning effectiveness, future utilization of information, demand for other courses to name just a few important aspects that the experimental model does cover.

The advantages of this type of evaluation are as follows:

- (1) Less time involved in preparation and analysis.
- (2) No personal contact required.
- (3) Provides basic information about course content.

While the disadvantages of this type of evaluation are as follows:

- (1) Far too brief and restrictive.
- (2) Fails to cover teaching methods, learning effectiveness, future use of the information, demand for other related courses.
- (3) Fails to cover personal value concerns.
- (4) A "one hit" method of evaluation.
- (5) Little observation of the whole course.
- (6) Possibly the most important factor; apart from course structure and teaching effectiveness, is the lack of pre-and post course evaluation.

Farm Forestry Course. (Forest Service)

Information-Gathering Methods.

- (1) Attendance Record.
- (2) Discussion at the end of the course.

The nature of the brief end-of-course discussion hardly warrants any attention because little if anything was discussed and no real information was

produced that could help the Forest Service to change or improve the course.

Additional points, relevant to both Courses.

(1) The "saving grace" of both evaluation methods, Flock House and the Forest Service, may be the information both parties gained from informal discussions and other vicarious forms of learning that would provide some information about how the course members felt about the course and how the course may be improved.

Experimental Evaluation Model.

Disadvantages of the model.

(1) Time and Finance Factor. A model of this type involves a great deal of time to prepare, implement and analyze. The financial load would be considerable if this experimental model had been commissioned.

Advantages of the model.

- (1) Allows for a wide evaluation of the total course "environment".
- (2) Allows for a) pre-course evaluation.
b) course evaluation.
c) post-course evaluation.
- (3) Allows for course improvement through course evaluation.
- (4) Allows for an evaluation of teaching methods and effectiveness.
- (5) Allows for the information-gathering process to be fully utilized.
- (6) The model is adaptable and allows for the value component of evaluation.
- (7) Allows for a useful learning experience when both staff and course members learn from the evaluation procedures.

Both the Flock House and the experimental evaluation models have certain advantages and disadvantages which have been listed. Such is the nature of an evaluation project that an evaluation model should have the following characteristics:

- (1) Be adaptable, to a range of evaluation contexts.
- (2) Be aware of the time and financial factors that influence this type of study.
- (3) Be able to produce relevant information.

SECTION FIVE.

Summary.

In the researcher's opinion the single most important factor that can be used to summarize the analysis of the evaluation findings; is that, for any evaluation to be successful; it, like the experimental model must cover

the three stages associated with the Clift/Imrie - Parlett and Hamilton theory. These three stages were:

- (1) Pre-Course evaluation.
- (2) Course evaluation.
- (3) Post-Course evaluation/application.

Such an evaluation model covers all possible areas of concern, which vary from entering behaviour to teaching methods, to future utilization of course information.

Other factors of course help to influence the effectiveness of an evaluation model; but they can be incorporated into the three stage structure, without detracting from the main points at issue. These other factors include planning procedures, role of the evaluator, evaluation techniques, information-gathering methods.

CHAPTER 6.

THE EXPERIMENTAL EVALUATION MODEL: FURTHER APPLICATION, FEASIBILITY ISSUES AND CONCLUSIONS.

INTRODUCTION.

Any further application of the experimental evaluation model that has been developed for this investigation, will be dependent upon the amount of empirical validity that can be observed from the application of the experimental model, to selected aspects of the Flock House organization.

As a hypothetical test of the empirical validity of the experimental model, it is proposed that a further application of the model be made to the total Flock House organization.

Thus the main objectives of this concluding chapter are to:

- (1) Present a proposed blueprint of an evaluation of Flock House.
- (2) Discuss the various feasibility issues involved in such an evaluation project.
- (3) Present general conclusions.

SECTION ONE.

A Proposed Blueprint of the Evaluation of Flock House.

This proposed evaluation project to further apply the experimental evaluation model is based upon an assumption that the experimental model, is a valid and effective means of evaluating Flock House.

If that assumption is taken into consideration with a general agreement of the following points:

- (1) The experimental model and its suitability for Flock House.
- (2) The need for an evaluation study.
- (3) The ability of the Flock House staff members to successfully apply the experimental model, then the proposed evaluation could commence.

Initially an evaluation organizing committee should be set up. The suggested composition of the committee would be:

The Flock House - Principal, Registrar, Hostel Manager, Farm Supervisor, Senior Tutor, Tutors and an outside evaluation consultant.

The basic objective of this committee would be to organize and co-

ordinate the proposed evaluation project.

Under the direction of the organizing committee, a comprehensive evaluation project is envisaged that would within a given time period attempt to thoroughly evaluate all sections of the Flock House organization. Essentially the goals of the evaluation project are, to successfully adapt and apply the experimental evaluation model to an evaluation of Flock House, and to provide an on-going evaluation procedure that could form the basic resources for future decision-making in the areas of organizational change and institutional development.

Proposed Evaluation Procedure.

Under the control of the organizing committee and working within the three phase experimental evaluation model, the following procedure could be utilized.

- Stage One - Selection of evaluation topic.
- Stage Two - Implement evaluation model.
- Stage Three - Analyze data.
- Stage Four - Report results and findings.
- Stage Five - Apply the reports recommendations.

This procedure would involve the following:

- Personnel - Three selected members of the organizing committee, for each evaluation topic and project.
- Time Period - A three month period is suggested with month one being the "apprehending stage", month two the "acquisition" and month three the "application stage".
- Evaluation Techniques - Observation and interviews with a survey questionnaire if required.
- Evaluation Report - A report of each evaluation would be compiled and reviewed by the organizing committee. Recommendations on the report should be included for future reference.

The final evaluation report would then form the basis of an endorsed "application stage" of the evaluation model where the three selected members on each evaluation, would be expected to conduct intensive teach-in sessions (Clift and Imrie, 1978: 12) that aim to communicate to all staff members the range of problems, solutions and general descriptions developed by each evaluation.

SECTION TWO.Feasibility Issues.Time.

A factor of critical importance to the eventual success or failure of any evaluation project. Not only does the organizing committee need to allow for sufficient preparation time to organize and co-ordinate the project but also the three evaluators selected for each evaluation need to work within the three month time period. Unless the three month time period is strictly adhered to there would be a tendency for the whole project to lack direction.

Another important time factor refers to the fact that all but one of the organizing committee have full time job commitments at Flock House, therefore, the evaluation project would in fact be increasing their existing work-load at Flock House. However the committee's existing work-load would only be marginally increased if each evaluation complied to the three month time period and the evaluation duties were based on a rostered system, whereby the three individuals selected would have extra assistance with their full-time jobs and those on the committee be restricted to work on only one project a year.

Staff Training.

Certain evaluation skills are needed if those involved in the evaluation are going to be competent enough to successfully apply the model. Therefore a pre-evaluation skills training course is required.

The training course should aim to teach a series of basic evaluation skills to all members of the organizing committee. The course must attempt to train the committee members in observation and interviewing techniques, evaluation theory and practice, communication skills and the ability to analyze/synthesize evaluation data.

Finance.

Flock House is in a good financial position to accommodate the financial costs that would be associated with an evaluation project. The obvious method of accommodating the cost factors would be to adapt the annual budget forecasts to allow for the consultant's fees, travel and printing costs and pre-evaluation training costs. Because of the high Flock House personnel commitment to the project the major cost factor will be time rather than finance.

A carefully planned and co-ordinated evaluation project that took into consideration the procedural and feasibility issues that have been mentioned

should have a considerable impact on the level of increased efficiency and cost-effectiveness possible from Flock House.

SECTION THREE.

General Conclusions.

These concluding remarks will attempt to briefly re-state some of the main aspects of each chapter and draw some possible implications from this information.

Statement of the Problem.

Any attempt to develop something new is often fraught with potential difficulties. In this case the task involved developing a means of investigating selected aspects of the organization at Flock House. The experimental model of programme evaluation which became the means of investigation, did present a concern as to whether this type of new model could in fact be applied to the type of institutional system at Flock House.

However these problems never did arise because of the methodology and evaluation techniques that were utilized in the investigation.

The implication from this statement concerns, the need for careful planning and choice of methodology in any experimental research investigation.

Flock House in Context.

The type and range of facilities in New Zealand that are available for agricultural training are directly dependent upon the historical development of education in New Zealand. Throughout New Zealand's history the development of agricultural training and general education have tended to keep pace with one another, which illustrates the influence that the development of education has had over agricultural training. The best method of illustrating the degree of influence that the historical development of education has had, is to state that most educational developments in New Zealand have promoted subsequent changes and development within the organization, methods and facilities available to agricultural training.

The obvious implication for agricultural training and therefore Flock House is to hope for the best of quality educational developments in New Zealand education.

Flock House Operations.

The effectiveness of a farm training institute like Flock House, is dependent upon the ability of the Flock House staff members not only to achieve their prescribed institutional objectives, but also to provide the best possible learning environment. For Flock House to be effective it must

be able to achieve its objectives but this study cannot categorically state the exact form in which the objectives exist, rather the study can state that the overall effectiveness is dependent upon staff members aiming to achieve the "institutional objectives" by long term planning, diligence and thought.

Towards a Model of Programme Evaluation.

Within the theoretical world of programme evaluation the range of possible theoretical applications is infinite. Programme evaluation to the uninitiated may seem a rather straight forward evaluation or judgement of the work of an educationally orientated programme. However programme evaluation in its widest possible sense encompasses a multitude of theoretical and practical applications, none of which call for a simple straight forward judgement of worth. Often it seems that those so intimately involved in its applications protract the confusion, problems and frustration associated with programme evaluation. To this end there is a definite need for theoretical clarification and direction. Too often theorists, develop vague book theories, that have little practical application to programme evaluators or researchers.

The basic implication to be drawn from the above comments on the theoretical problems associated with programme evaluation, is that programme evaluators have in both Clift and Imrie; and Parlett and Hamilton theoretical perspectives that are clear in intent and have definite purpose.

Programme Evaluation.

Generally the agricultural short course programme at Flock House was interesting, informative and useful to most course members, however its overall effectiveness would be vastly improved by better methods that aim to maximize learning potential. Herein lies the greatest scope for improvement.

Basically the instructors at Flock House rely on the straight lecture/discussion teaching format, much to the detriment of the possible learning potential that is available.

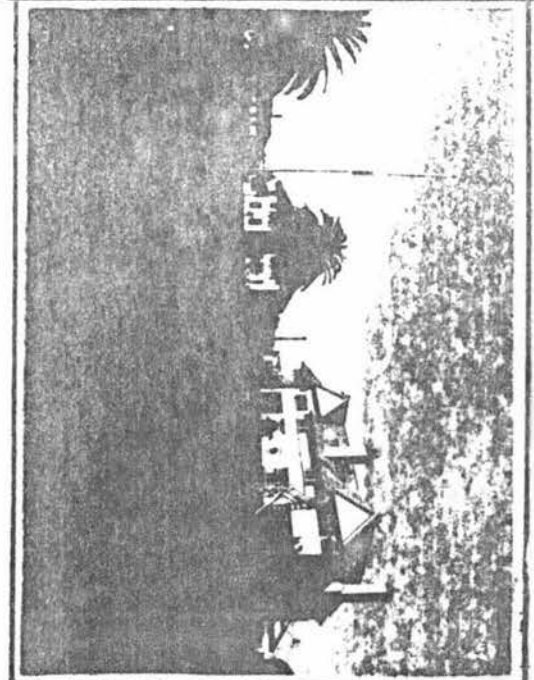
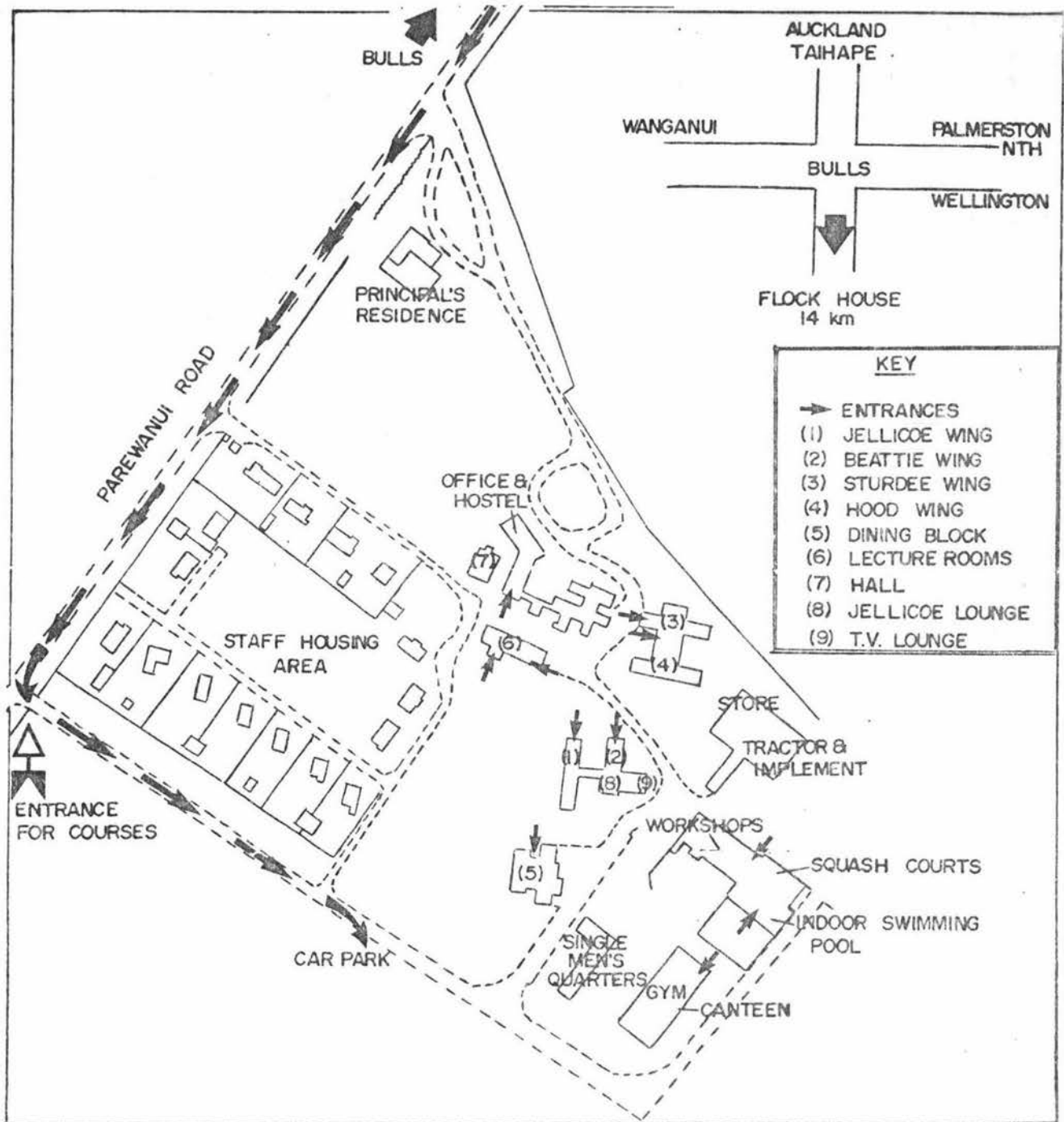
The implications from this statement are:

- (1) That Flock House should instigate basic training courses in learning skills for all instructors and outside experts, these courses should involve teaching the skills of presentation, communication, session planning, basic teaching skills and learning theory.
- (2) That Flock House should question the unsubstantiated assumption that knowledgeable, experienced instructors are also effective teachers.

- (3) That all instructors need to overcome problems they have with instructional objectives, entering behaviour, instructional procedures, performance assessment, and the basic determinants of learning.

The Experimental Evaluation Model.

Many models of programme evaluation have limited applications to selected institutions, curriculums or programmes. In this respect the experimental model developed for this investigation has made a significant contribution to evaluation theory, by producing a model that is adaptable to a range of evaluation contexts. The implication here relates to the significant improvement in effectiveness that Flock House could obtain from the application of the experimental model.



INFORMATION PAMPHLET

FLOCK HOUSE

SHORT COURSES



Ministry of
Agriculture
& Fisheries

RECEPTION:

There is no formal reception When you arrive simply find your room, the ~~dining~~ room and the lecture room.

COURSE ACCOMMODATION:

Course members will be in modern single room accommodation. Names and room numbers will be posted inside entrance.

COURSE CHARGES:

Board and lodging - \$7.50 per day
 Tuition Fee - \$12 for 3 days course
 \$14 for 4 day course
 \$17 for 5 day course

Charges cover board, tuition fee, and administration and will be collected during the course.

COURSE MEAL HOURS:

Breakfast 7.15am - 7.45am
 Morning tea 10.00am
 Dinner 12.00noon - 12.45pm
 Afternoon tea 3.00pm
 Dinner 5.45pm - 6.15pm

FACILITIES:

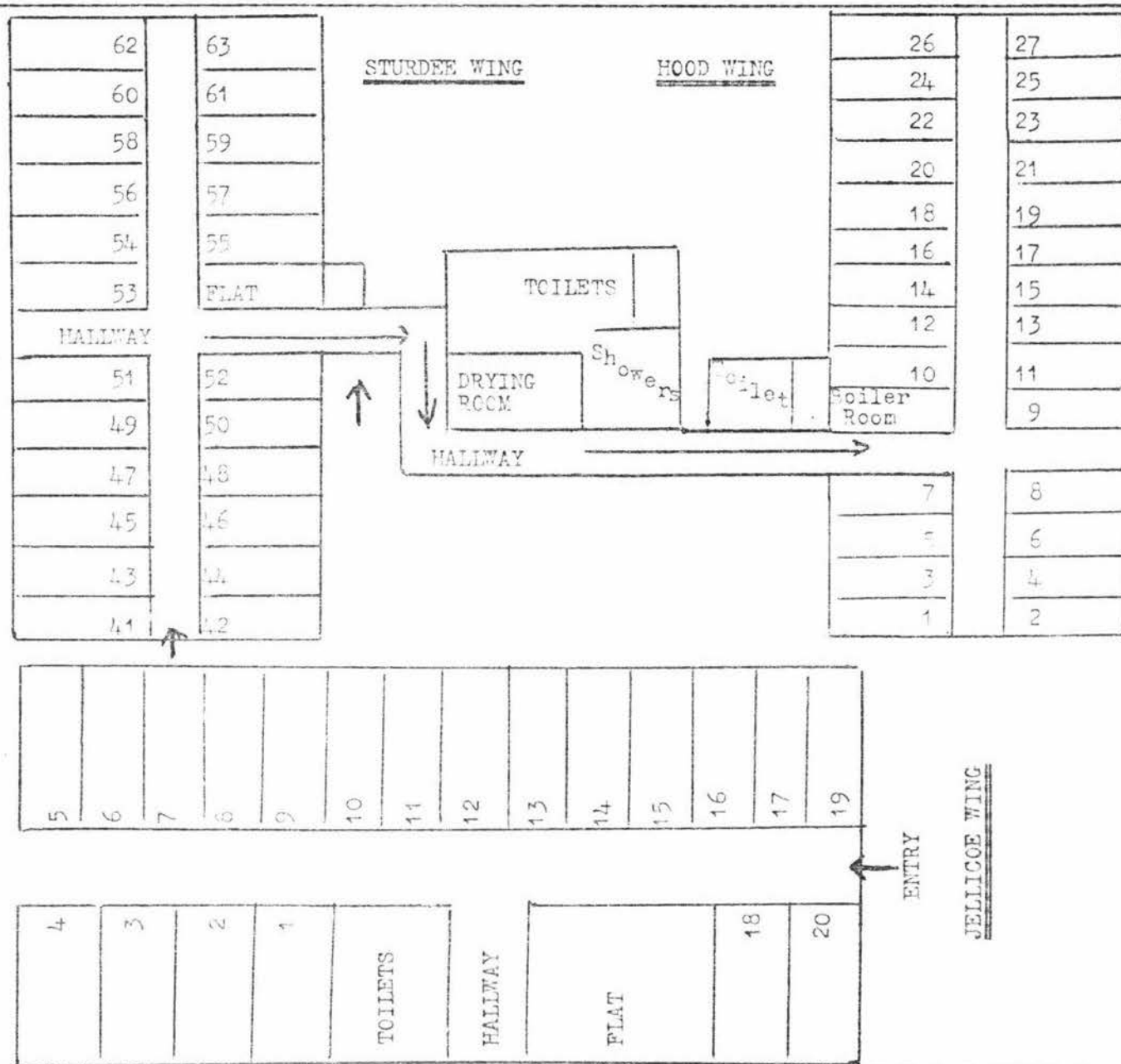
Recreation Hall - badminton, table tennis indoor bowls, volley ball, basketball, gymnastic equipment.
 Indoor swimming pool. Squash court.
 Lawn tennis courts T.V. Lounge
 Canteen (6.30amsharp) situated in Recreation Hall. Sweets, cigarettes, toiletries, writing paper etc.

ADDRESS:

Flock House Farm Training Institute,
 Private Bag, BULLS - Phone 353 BULLS

DRESS AT COURSES:

Casual, but please bring clothing suitable for sessions on the farms.
 Tennis shoes, shorts, etc.



APPENDIX B.

FLOCK HOUSE FARM TRAINING INSTITUTE
BUDGETING & RECORDING FOR FARMER'S WIVES

PLANNING & CONTROL

Monday October 9 1978

| | |
|---------------|-------------------------------------|
| 1.00 - 1.30pm | Introduction |
| 1.30 - 2.00pm | This farming business (film) |
| 2.00 - 3.00pm | Stock forecasts and reconciliations |
| 3.30 - 4.15pm | Recording on sheep/beef properties |
| 4.15 - 5.00pm | Recording on a cropping farm |

Tuesday October 10 1978

| | |
|-------------------|---|
| 8.30 - 9.15am | Trading Bank services and requirements |
| 9.15 - 10.00am | Stock & Station Agent services and requirements |
| 10.30 - 12.00noon | Taxation |
| 1.30 - 3.00pm | Accountants services and requirements |
| 3.30 - | Recording on a dairy farm |

Wednesday October 11 1978

| | |
|---------|---|
| All day | Financial planning exercise sheep dairy |
|---------|---|

Thursday October 12 1978

| | |
|-------------------|---------------------------------------|
| 8.30 - 10.00am | Complete planning exercise |
| 10.30 - 12.00noon | Animal health recording and budgeting |
| 1.00 - 1.45pm | Off - farm investment |
| 1.45 - 2.30pm | Assurance & insurance |
| 2.30 - 2.50pm | Farm Office equipment |
| 2.50 - 3.00pm | Evaluation |
| 3.15 - 3.30pm | Course discussion |

FARM FORESTRY.

PROGRAMME - 16/20 October - 1978

| MONDAY 16 | TUESDAY 17 | WEDNESDAY 18 | THURSDAY 19 | FRIDAY 20 |
|--|--|--|---|--|
| A.M. | A.M. | A.M. | A.M. | A.M. |
| COURSE ASSEMBLES | The siting of species and site preparation | Silviculture - Pruning and thinning | FIELD TRIP Practical exercises covering: | A woodlot model (practical layout exercise) |
| | Planting, blanking and release clearing | The forest/grazing concept | Planting, tree selection, pruning and thinning, plus small-wood production and other operations relative to a forest project | General discussion course summation and evaluation |
| P.M. | P.M. | P.M. | | P.M. |
| COURSE OPENING The purpose and importance of farm forestry Shelter, amenity shade and conservation. The relationship of woodlots to other farm activities and the farm economy. | FIELD TRIP Covering: Tree measurement, Farm woodlots, shade and shelter, plantings, species use. (Rangitoto Farm) BULLS. | Utilization, measurement, and marketing. The legal and financial aspects of farm forestry | (Lismore Forest) Wanganui | COURSE DISBANDS |
| EVENING SESSIONS: | 7.00 to 9.00 p.m. Insect and pathogen control Films | 7.00 to 9.00 p.m. Timber from the miller's viewpoint: | TUTORIAL STAFF: Senior Forest Ext. Officer - Wellington Forest Extension Officer - Wellington. Forest Extension Officer - Bulls. Forest Extension Officer - Nelson. Forest Biology Observer - Palm. North. | |

APPENDIX D.

MINISTRY OF
AGRICULTURE
& FISHERIES

Flock House,
Private Bag,
BULLS, NEW ZEALAND

Telephone 353 & 354

August 24 1978

AN EVALUATION STUDY
OF RESIDENTIAL FARMER COURSES AT FLOCK HOUSE

Dear Course Member,

For some time now we have wondered about a method of evaluating the suitability and helpfulness of courses held at Flock House for farmers and farmer's wives. Now an opportunity of finding an answer to some of these questions has presented itself and I wish to ask for your assistance.

Within the next week or two Mr Hugh Phillips, will be contacting you. He is a post-graduate student at Massey University completing a Master of Arts (M.A.) degree in Education.

His research involves an evaluation study of selected aspects of Flock House. He has a farming background, associated with his home farm in the Manawatu.

His project will be based on two courses and includes the
"Keeping the Farm Records Straight" course for women October 9-12 1978.

Hugh Phillips will be present during the course assisting with the programme.

While the information he is seeking is general and not deeply personal, you may rest assured that any information provided will be treated in a professional and confidential manner. Don't hesitate to let us know if you do not wish to participate in this study project.

Yours faithfully,

APPENDIX E.

MINISTRY OF
AGRICULTURE
& FISHERIES

Flock House,
Private Bag,
BULLS, NEW ZEALAND.

Telephone 353 & 354

AN EVALUATION STUDY OF RESIDENTIAL FARMER COURSES AT FLOCK HOUSE

Dear Course Member

For some time now we have wondered about a method of evaluating the suitability and usefulness of courses held at Flock House for farmers and farmers' wives. Now an opportunity of finding an answer to some of these questions has presented itself and I wish to ask for your assistance.

Mr. Hugh Phillips is a post-graduate student at Massey University completing a Master of Arts (M.A.) degree in Education. His research involves an evaluation study of selected aspects at Flock House. He has a farming background associated with his home farm in the Manawatu.

His project will be on two courses one of which is "Farm Trees for Timber, Shelter, Appearance and Conservation". The method of evaluation for this course will be by several written questionnaires. To this end would you please fill out the questionnaire enclosed and bring it with you to the course.

Mr. Phillips will attend the course and will discuss further with you about his proposals.

While the information he is seeking is of a general nature and not deeply personal, you may rest assured that any information provided will be treated in a professional and confidential manner. Don't hesitate to let us know if you do not wish to participate in this study project.

Yours faithfully,

APPENDIX F.SURVEY QUESTIONS I.

(Typed from the original)

For Participants in "Keeping the Farm Records Straight", a course to be held at Flock House. October 9th - 12th 1978.

INTRODUCTION

Read carefully and answer all questions in the space provided.

Questions to be discussed.

- 1) What previous educational experiences have you had, and what type of qualifications do you hold?

e.g. Professional
Occupational
Academic
- 2) What experience have you had with farming in New Zealand?
- 3) How many years of full-time farming experience have you had?
- 4) What position of responsibility does your husband or partner hold?
e.g. * Owner-Part Owner
* Leasee
* Sharemilker
* Manager
* Farm Employee
* Other

- 5) What sort of involvement have you had with Local or National Farmer Interest Organizations?

e.g. Organization - Country Women's Institute

Years of Membership - 10 years

Responsibility - Branch Treasurer

- 6) What sort of involvement have you had over the last five years with Local or National non Farmer Interest Organizations?

e.g. Organization - Tennis Club

Years of Membership - 1 year

Responsibility - Member only

- 7) What type of experience have you had with the following aspects of Farm work?

(a) Physical work

*Regularly

*Seasonal

*Emergency

*Never

*Other

(b) Types of Physical work

- Regular tasks
- e.g. Milking, stock management

- Seasonal tasks
- e.g. Haymaking, shearing

- House and Family tasks
- e.g. Transport to School bus

- Regular house work

- Other

(c) Farm Records Work

(How much of the work do you actually do?)

- All
- Most
- 50/50 with Husband/Partner
- Mini-share
- None

(d) Decision-making

(What part do you take in decisions connected with the purchase/sale of stock, land, plant. Contact with the Bank Manager, Account, day to day management of the farm?)

- Regularly
- Seasonal
- Emergency
- Never
- Other

- 8) Why do you want to attend the "Farm Records" Course?
- 9) What type of subject material do you hope will be covered at the Course?
- 10) What type of skills do you hope to have at the end of the Course?
- 11) What does your family feel about you attending this Flock House Course?
- Approve
 - Midly Approve
 - Doubtful
 - Disapprove
- 12) What other comments do you wish to make?

APPENDIX G.SURVEY QUESTION 1a.

(Typed from the original).

For Participants in "Farm Trees for Timber, Shelter, Appearance and Conservation? A course to be held at Flock House October 16th - 30th 1978.

INTRODUCTION

This Survey is part of a larger study being carried out to evaluate certain aspects of Flock House and its programme.

The purpose of this Survey is to learn something of the background and expectations which participants bring to the Flock House Courses.

Please complete this Survey and bring the form with you to the Course. Read carefully.

Name

QUESTION.

- 1) What previous educational experiences have you had, and what type of qualifications do you hold?

- * Educational experiences -
- * Professional qualifications -
- * Occupational qualifications -
- * Academic qualifications -

- 2) What experience have you had with farming in New Zealand?
List experience by,

| | |
|--------------------------------|----------------------|
| e.g. <u>Type of Experience</u> | <u>Years of work</u> |
| e.g. Sharemilking | 1962 - 1970 |

- 3) What position of responsibility do you hold?

- * Owner-Part Owner
- * Leasee
- * Sharemilker
- * Manager
- * Farm Employee
- * Other

- 4) What sort of involvement have you had with Local or National Farmer Interest Organizations?

e.g. Organization - Federated Farmers

Years of Membership - 10 years

Responsibility - Member Only

- 5) What sort of involvement have you had over the last five years with Local or National non-Farmer interest organizations?

e.g. Organization - Lions Club

Years of Membership - 10 years

Responsibility - Past President

- 6) How involved are you already in Farm Forestry?

*Experience (years) _____

*Level of knowledge/skill

Experienced/skilled

Some experience/skill

No experience/skill

*Membership of Farm Forestry Organizations

Yes

No

- 7) What sort of development have you planned/envisaged with regard to Farm Forestry?

Shelter Belts

Conservation methods

Extensive planting/milling

Planting for appearance

- 8) Why do you want to attend the "Farm Forestry" Course?

- 9) What type of subject material do you hope will be covered at the Course?

- 10) What type of skills do you hope to have at the end of the Course?

- 11) What other comments do you wish to make?

APPENDIX H.COMMENTS SHEET I.

(Typed from the original).

For Course Participants in "Keeping the Farm Records Straight", a course being held at Flock House October 9th - 12th 1978.

INTRODUCTION

"What I would like you to do here is to record your reactions (your feelings/opinions) to each of the following questions". Read carefully.

Name

QUESTIONS1) Session One.

Topic - Film "This Farming Business"

Speaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| (tick where appropriate) | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

2) Session Two

Topic - Stock Forecasts and Reconcilations

Speaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |

Interest level

High

Average

Poor

3) Session ThreeTopic - Recording and Budgeting Aids and Systems Sheep/BeefSpeakers -

Relevance of the subject matter

Most relevant

Relevant

Irrelevant

Style of presentation

Excellent

Good

Poor

Interest level

High

Average

Low

4) Session FourTopic - Services available and handling documents, BanksSpeaker -

Relevance of the subject matter

Most relevant

Relevant

Irrelevant

Style of presentation

Excellent

Good

Poor

Interest level

High

Average

Low

5) Session FiveTopic - Stock and Station AgentsSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

6) Session SixTopic - TaxationSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

7) Session SevenTopic - Farm AccountsSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |

| | |
|-----------------------|-----------|
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

8) Session Eight

Topic - Budgeting and Recording Aids and Systems on a Dairy Farm.

Speaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

9) Session Nine

Topic - Case Study Exercise in Financial Planning

Speakers -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

10) Session TenTopic - Animal Health Recording and BudgetingSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

11) Session ElevenTopic - Off-Farm InvestmentSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

12) Session TwelveTopic - Assurance, Estate PlanningSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |

| | |
|-----------------------|-----------|
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

13) Session ThirteenTopic - Office EquipmentSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

14) Session FourteenTopic - EvaluationSpeaker -

| | |
|-----------------------------|---------------|
| Relevance of the Evaluation | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

15) What other comments do you wish to make?

APPENDIX I.COMMENTS SHEET Ia.

(Typed from the original).

For Course participants in "Farm trees for timber, shelter, appearance, and conservation". A course being held at Flock House October 16th - 20th 1978.

INTRODUCTION

"What I would like you to do here, is to record your reactions (your feelings/opinions) to each of the following questions". Read carefully.

Name

QUESTIONS1) Session One

Topic - The Purpose and Importance of Farm Forestry

Speaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| (tick where appropriate) | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

2) Session Two

Topic - Shelter, Amenity, Shade, and Conservation, the relationship of Woodlots to other farm activities and the Farm Economy

Speaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |

Interest level

High

Average

Low

3) Session ThreeTopic - The Siting of Species and Site PreparationSpeaker -

Relevance of the subject matter

Most relevant

Relevant

Irrelevant

Style of presentation

Excellent

Good

Poor

Interest level

High

Average

Low

4) Session FourTopic - Planting, Blanking and Release ClearingSpeaker -

Relevance of the subject matter

Most relevant

Relevant

Irrelevant

Style of presentation

Excellent

Good

Poor

Interest level

High

Average

Low

5) Session FiveTopic - Field Trip - (Rangitoto Farm, Bulls)

Relevance of the Field Trip

Most relevant

Relevant

Irrelevant

| | |
|-----------------------|-----------|
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

6) Session SixTopic - Evening Session - Insect and Pathogen ControlSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

7) Session SevenTopic - Silviculture (Pruning and thinning)Speaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

9) Session EightTopic - The Forest/Grazing ConceptSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

9) Session NineTopic - Utilization, Measurement and MarketingSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

10) Session TenTopic - The Legal and Financial Aspects of Farm ForestrySpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |

| | |
|-----------------------|-----------|
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

11) Session ElevenTopic - Evening Session - Timber from the Miller's ViewpointSpeaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

12) Session TwelveTopic - Field Trip (Lismore Forest) - Practical exercisesSpeakers -

| | |
|-----------------------------|---------------|
| Relevance of the Field Trip | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

13) Session Thirteen

Topic - A Woodlot Model (practise layout exercise)

Speaker -

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

14) Session Fourteen

Topic - General Discussion, Course Summation and Evaluation

| | |
|---------------------------------|---------------|
| Relevance of the subject matter | Most relevant |
| | Relevant |
| | Irrelevant |
| Style of presentation | Excellent |
| | Good |
| | Poor |
| Interest level | High |
| | Average |
| | Low |

15) What other comments do you wish to make?

APPENDIX J.STATEMENT OF INTENDED ACTION I.

(Typed from the original)

For Course Participants in "Keeping the Farm Records Straight",
a course held at Flock House, October 9th - 12th 1978.

INSTRUCTIONS:

"Since the Course finished, I am sure you will have been thinking about how it may influence you in your own situation. Now, I would like you to put these thoughts into words, and state exactly what you hope to do with your own Farm Records". Read carefully.

e.g. Objectives -

Methods -

Needs -

Reasons -

Evaluation -

etc.

APPENDIX K.SURVEY QUESTIONS II.

(Typed from the original).

For Course Participants in "Keeping the Farm Records Straight", a course held at Flock House, October 9th - 12th 1978.

PLEASE COMPLETE AND RETURN. Read carefully.

QUESTIONS.

- 1) What specific skills have you gained from the Flock House Course?
 - a) Have you made any changes in your work methods as a result of the Flock House Course?
What are these changes?
 - b) What other changes do you plan to make as the result of the Flock House Course?
 - c) What information/skills have you found most useful?
 - d) What information/skills have you found least useful?
- 2) Have you achieved the objectives you had set yourself prior to attending the Flock House Course?
- 3) Would you attend any more Flock House Courses? If so what subjects would you like to study.
- 4) In the future will you still use this information obtained from the Flock House Course?

APPENDIX L.STATEMENT OF INTENDED ACTION Ia.

(Typed from the original).

For Course Participants in "Farm Trees for Timber, Shelter, Appearance, and Conservation", a Course held at Flock House, October 16th - 20th 1978.

INSTRUCTIONS:

"Since the Course finished, I am sure you will have been thinking about how it may influence you in your own situation. Now, I would like you to put these thoughts into words, and state exactly what you hope to do with your own interests in Farm Forestry". Read carefully.

e.g. Objectives -

Methods -

Needs -

Reasons -

Evaluation -

etc.

N.B. Could you return this statement to me, with the second Survey Form, during November 1978.

APPENDIX M.SURVEY QUESTIONS 11a.

(Typed from the original).

For Course Participants in "Farm Trees for Timber, Shelter, Appearance, and Conservation", a Course held at Flock House, October 16th - 20th 1978.

INTRODUCTION:

"The purpose of this Survey is to learn of your comments and views about the Course, and your future expectations with regard to Farm Forestry". Please complete this Survey and post this form along with your "Statement of Intended Action" back to the return address, by November 20th 1978. Read carefully.

Name

QUESTION:

1) What specific skills have you gained from the Flock House Course?

List the skills e.g.

a) Have you made any changes in your work methods as a result of the Flock House Course? What are these changes?

b) What other changes do you plan to make as the result of the Flock House Course?

c) What information/skills have you found most useful?

d) What information/skills have you found least useful?

2) Have you achieved the objectives you had set yourself prior to attending the Flock House Course?

3) Would you attend any more Flock House Courses? (Circle your response).

Yes

No

If so what subjects would you like to study?

4) In the future will you still use this information obtained from the Flock House Course?

Explain your reasons.

APPENDIX N.RECORDING & BUDGETING COURSE OCTOBER 1978.

(Typed from the original).

For each items answer with a tick, question mark (unsure) or cross:

1. Do you consider that you could:

- (a) complete a reconciled stock forecast _____
- (b) work out the estimated cash income and expenditure for a farm (budget) _____
- (c) work out a cash profile (cash flow) _____
- (d) calculate the net worth of a farmer _____
- (e) work out an estimate of the tax due _____
- (f) set up a system for keeping physical records _____
- (g) set up a system for recording animal health information _____
- (h) set up a system for keeping cash records _____
 - (i) for an account _____
 - (ii) for management planning and decisions _____
- (i) interpret a set of accounts _____
 - (i) know what is included in a stock account _____
 - (ii) farm working account _____
 - (iii) income adjustment account _____
 - (iv) appropriation account _____
 - (v) balance sheet _____
 - (vi) depreciation schedule _____
- (j) (fully) explain the services of a bank _____
- (k) (fully) explain the services of stock & station agents _____
- (l) explain the types of assurance policies as they relate to the farm _____
- (m) explain the types of insurance policies as they relate to the farm _____
- (n) set up a farm office _____
- (o) explain depreciation as it relates to farm taxation _____
- (p) explain nil standard values _____
- (q) explain development expenditure as it applies to taxation _____
- (r) explain how provision and terminal tax are calculated _____
- (s) explain the sustained stock unit increase scheme _____

2. Were there any topics that were not included in the course that you would have liked to have studied?
3. Have you any other suggestions for improving the course?
4. Were the accommodation etc. facilities adequate?
5. Did you receive adequate information about the course?

APPENDIX O.

(Typed from the original).

SHORT & BLOCK COURSE ATTENDANCE RECORD FLOCK HOUSE FARM TRAINING INSTITUTECOURSE TITLE: _____ DATE: _____COURSE MEMBERS:

Ages of the Course Members:

| | | |
|-------------------------------|------------------------------|------------------------------|
| Under 20 <input type="text"/> | 31 - 35 <input type="text"/> | 46 - 50 <input type="text"/> |
| 21 - 25 <input type="text"/> | 36 - 40 <input type="text"/> | Over 50 <input type="text"/> |
| 26 - 30 <input type="text"/> | 41 - 45 <input type="text"/> | |

FULL-TIME FARM WORK EXPERIENCE OF COURSE MEMBERS:

Nil

| | | |
|-------------|--------------|---------------|
| 0 - 1 years | 3 - 4 years | 10 - 15 years |
| 1 - 2 years | 4 - 5 years | 15 - 20 years |
| 2 - 3 years | 5 - 10 years | Over 20 years |

POSITIONS HELD BY COURSE MEMBERS:

| | |
|------------------|--|
| Owner/Part owner | Farm employee |
| Leasee | Intending purchaser (within 1 year) |
| Sharemilker | Contractor |
| Manager | Other |

MAIN SYSTEM OPERATING ON THE FARM YOU ARE CURRENTLY WORKING ON:

| | |
|----------------------------------|--|
| Dairy-seasonal | Cash cropping (30% or more of the farm cropped) |
| Dairy-town supply | Stud stock breeding |
| Fattening sheep and/or cattle | Horticulture |
| Store sheep and/or cattle | Forestry |
| Mixed stock and cash crops | Other |

NUMBER OF OTHER BLOCK OR SHORT COURSES ATTENDED AT FLOCK HOUSE OR TELFORD _____

SOURCE(S) OF INFORMATION ABOUT THE COURSES:

| | | |
|-----------------------------|-----------------------|-------------------------------|
| Radio | M.A.F. | Agricultural Training Council |
| N.Z. Journal of Agriculture | Flock House | Previous course members |
| N.Z. Farmer | Other Govt. Depts. | Other journals |
| N.Z. Dairy Exporter | Straight Furrow | Daily newspaper |
| | | Other |

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