

COMPARISON OF SELECTED CHARACTERISTICS OF VOCATIONAL
AGRICULTURE DEPARTMENTS IN THE NORTHWEST DISTRICT
OF OKLAHOMA BASED UPON HIGH, MEDIUM, OR LOW
LEVELS OF LIVESTOCK SHOW PARTICIPATION

By

KELLY JOE MORGAN

Bachelor of Science in Agriculture Education

Oklahoma State University

Stillwater, Oklahoma

1977

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillments of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1983

Thesis

1983

M849c

cop. 2



COMPARISON OF SELECTED CHARACTERISTICS OF VOCATIONAL
AGRICULTURE DEPARTMENTS IN THE NORTHWEST DISTRICT
OF OKLAHOMA BASED UPON HIGH, MEDIUM, OR LOW
LEVELS OF LIVESTOCK SHOW PARTICIPATION

Thesis Approved:

Wesley Holley

Thesis Adviser

James P. Key

James H. White

Norman D. Durham

Dean of Graduate College



ACKNOWLEDGMENTS

The writer acknowledges the many persons whose cooperation and assistance helped make this study possible.

Sincere thanks is expressed to Mr. Ralph Dreesen, Mr. Eddie Smith, Northwest District Supervisor, and the entire State Department of Vocational Agriculture staff for their cooperation and understanding.

The writer wishes to express his deep appreciation for the advice and continued encouragement by the members of the Agriculture Education Department at Oklahoma State University, particularly to Dr. James Key, Dr. James White, committee members, and Dr. Eddie Finley for his assistance.

A special thanks and deep appreciation is expressed to Dr. Wes Holley, committee chairman and thesis advisor, without whose guidance and continued encouragement this study would not have been completed.

A special expression of thanks goes to all the Morgans and to Loretta Puffinbarger for their constant support and encouragement during the entire study.

Recognition is given to Kay Porter for her typing efforts of this thesis.

Eternal gratitude is expressed to the writer's parents, James and Lois Morgan, for their unending love and constant support, and to God above, who expresses His love and guidance each day of our lives. To them this work is dedicated.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Purpose.	3
Objectives of the Study.	3
Basic Assumptions of the Study	4
Definition of Terms.	4
Scope of the Study	5
II. REVIEW OF LITERATURE.	6
Supervised Occupational Experience Programs in Vocational Agriculture	6
Livestock Shows—A Negative Viewpoint	8
Livestock Shows—A Positive Viewpoint	10
Summary.	12
III. METHODOLOGY	13
Study Population	13
Development of the Instrument.	14
Collection of Data	15
Analysis of Data	15
IV. PRESENTATION AND ANALYSIS OF DATA	16
Introduction	16
Findings of the Study.	17
Livestock Show Participation	22
Relationship of Chapter Participation in Shows and Fairs to Objective Two of Study.	24
Relationship of Livestock Exhibition and Participation in Future Farmer of America Leadership Activities.	36
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	46
Purpose of the Study.	46
Objectives of the Study.	46
Population of the Study.	47
Presentation of Data	47
Major Findings of the Study.	48

Chapter	Page
Conclusions	51
Recommendations	53
Chapter Livestock Show Participation	
Recommendations	53
Participation in Leadership Activities	
Recommendations	53
General Recommendations	54
SELECTED BIBLIOGRAPHY	55
APPENDIXES	56
APPENDIX A - QUESTIONNAIRE	57
APPENDIX B - OKLAHOMA ANNUAL FFA REPORT	62

LIST OF TABLES

Table	Page
I. Professional Improvements Groups Within the Northwest District.	19
II. Response Rate of Questionnaires by Professional Improvement Group	21
III. Number and Percent of Chapters in Low, Medium, and High Show Participation Groups.	25
IV. Average Number of Shows Participated in by Single and Multiple Teacher Departments.	26
V. Chapters by Level Having School Farms	27
VI. Teachers Ratings of the School Farm Facilities by Level	29
VII. Financial Support of Community for Livestock Show Program	30
VIII. Years of Teaching Experience by Chapter Livestock Show Participation Level.	31
IX. Years of Teaching Experience in the Present Department by Chapter Livestock Show Participation Level	33
X. Teachers Perception of Justifiable Educational Value of Exhibiting Livestock Beyond the County Level	34
XI. Percent of students Supervised Occupational Experience Program Consists Solely of Show Animals	35
XII. Highest Chapter Rating the Chapter has Received in the Past Four Years.	37
XIII. Number of State or National Officers Chapters Have Had in the Past Four Years.	38
XIV. Number of Foundation Awards Given by the Chapter.	40
XV. Number of Leadership Contests Participated in by the Chapters.	41

Table	Page
XVI. Number of Students Applying for the State Farmer Degree.	42
XVII. Number of Students Receiving the State Farmer Degree.	43
XVIII. Number of Students Applying for the American Farmer Degree.	45
XIX. Profile of High, Medium, and Low Show Participation Chapter	50

LIST OF FIGURES

Figure	Page
1. Illustration Depicting the Northwest District of Vocational Agriculture in Oklahoma.	18
2. Location of the Professional Improvement Groups in the Northwest District of Oklahoma.	20
3. Number of Shows Participated in By Both Teachers and Chapters Within the Northwest District.	23

CHAPTER I

INTRODUCTION

Over the past few years, we have heard concerns expressed with regard to Supervised Occupational Experience Programs of vocational agriculture students involved in extensive livestock show programs. Statements have been made saying, "all that chapter does in show livestock." This may or may not be true, but it certainly raises some pertinent questions.

Vocational agriculture and the Future Farmers of America (FFA) programs in Oklahoma have been held in high esteem since their inception. One important factor in the success of these programs is that the local teacher of vocational agriculture has had the opportunity and responsibility for developing the educational program in agriculture for his community. This program, approved by the local school administration, constantly evaluated by the tax paying public and promoted by dedicated teachers, has been beneficial for the development of Oklahoma agriculture.

Vocational agriculture and the FFA programs have been blessed by not being shackled to a stereotype operation. It is, therefore, not uncommon to find teachers utilizing various ways and means to attain the common goals of meeting the needs of the students in their community.

As an integral part of vocational agriculture, the FFA provided an incentive for students through programs stressing individual involvement in a wide range of activities. It is through these activities

individuals receive recognition for excellence.

Leadership has proved to be one of the essential and most dynamic assets an individual can take with him into the society in which we live. The local agriculture instructors have used both traditional and non-traditional opportunities to assist young people in developing their leadership skills. Many use shows and fairs as a means of teaching responsibility, building character, motivation and developing the student's interest. The pride and accomplishment that go with this type of training is found in exhibiting livestock also.

Each year we have more and more pressure applied to cut down on livestock shows and fairs because of the increased cost of funding a program of this type. Then, in other instances, some programs are rated entirely on the amount of show winnings each year and not on the total all-around program being provided for the student. Maybe the theory that motivation and interest can be generated by showing only on the local and district level is of sound thinking. Certainly it has its merits, both good and bad.

Some feelings expressed by educators, school administrators, agriculture personnel and interested parents about the value of participation in shows and fairs has created a vital need for this study.

Statement of the Problem

Are there indicators that part of the vo-ag students are being neglected because they are not involved in the livestock show program? Are livestock shows meeting the major educational objectives of the students?

Many teachers have expressed concerns in addition to the interest

of the author regarding a need for a study to ascertain the benefit and/or detriment of livestock exhibition.

The need for information with regard to the level of participation in livestock shows by Northwest District chapters was the primary concern of this study. Local school planners, Vo-Ag teachers and State Vo-Ag personnel may find the results of this study beneficial in planning and improving the quality of agricultural education programs.

Purpose

The major purpose of this study was to determine levels of livestock show participation among the FFA chapters in the Northwest District. In addition, a secondary goal was to compare selected characteristics of programs, tenure and teacher perceptions with regard to the educational value of livestock exhibition, within levels of participation, in the Northwest District.

Objectives of the Study

To accomplish the purposes outlined, the following objectives were established.

1. To determine the level of participation in livestock shows by Northwest District FFA chapters.
2. To compare the levels of chapter participation in livestock shows within groups with regard to the quality of school farm facilities, community financial support, years of teaching experience and tenure in present position.
3. To compare the extent of chapter participation in livestock shows within groups with regard to involvement in Future Farmers of

America leadership activities.

Basic Assumptions of the Study

For the purpose of this study, the following assumptions were made:

1. That vocational agriculture instructors reported accurate data regarding chapters involvement on the 1982-83 Annual FFA Report.
2. That vocational agriculture instructors reported accurate information on the questionnaire they completed.
3. The instruments used were adequate in determining individual and chapter involvement in FFA activities and livestock shows.

Definition of Terms

For a better understanding of the information presented in this study, the following terms were identified.

Future Farmers of America (FFA) - A youth organization for students enrolled in high school vocational agriculture classes, and is an integral part of the curriculum.

Annual Future Farmers of America Report - Includes questions relative to all phases of the program in which chapters and individuals from a specific chapter have participated.

Professional Improvement Group (P.I. Group) - A group of vocational agriculture programs, usually consisting of three or more counties. There are five P.I. groups in the Northwest District of the State of Oklahoma. The number of schools within each P.I. group varies.

Northwest District of Vocational Agriculture - Takes in the 16 counties of Northwest Oklahoma.

Supervised Occupational Experience Programs (SOE) - The individual enterprises each vocational agriculture student establishes or has established when enrolled in vocational agriculture. (Some examples would be beef production, swine production, sheep production, crop production, etc.)

Involvement - To draw in as a participant.

Livestock Shows - Where individuals take market animals (steers, barrows, and wethers) or breeding animals (ewes, heifers, or gilts) to exhibit before a judge, who places the animals in numerical order according to his perception of overall quality.

Scope of the Study

The study involved the 63 departments and 75 teachers of vocational agriculture in the Northwest District of the State of Oklahoma. The Northwest District of vocational agriculture consists of 16 counties and is broken into five separate Professional Improvement groups (Panhandle, Woodward, Alva, Enid, and Kingfisher).

Of the 63 departments in the Northwest District, there are 51 single teacher departments and 12 two-teacher departments. The study involved the division of the departments into three groups rated high, medium, and low in livestock show participation. The high participation group represents 11 departments and 17 teachers that participate in 11 or more shows per year. The medium participation group represents 37 departments and 40 teachers that participate in six to ten shows per year. The low participation group represents 11 departments and 14 teachers that participate in zero to five shows per year. The final decision on the rank of a chapter was established after the collection of data.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to present for the reader an overview of literature relating to Vo-Ag chapter involvement in Supervised Experience Programs with a particular emphasis on livestock show participation. The presentation of this background information was divided into three major areas of review: (1) Supervised Occupational Experience Programs, (2) Livestock Shows—A Negative Viewpoint, and (3) Livestock Shows—A Positive Viewpoint.

Supervised Occupational Experience Programs in Vocational Agriculture

A vital part of vocational agriculture is the supervised occupational experience program. Supervised occupational experience programs of students make the instruction in an agricultural course practical and meaningful to the students. This instruction is where the student obtains the actual "hands on" type of education which is such an important part of vocational agriculture education. Phipps (1, p. 199-200) stated, "A supervised occupational experience program is an integral and essential part of vocational education in agriculture, not an appendage."

Not only has the SOEP been considered as an essential part of vocational education in agriculture, some have suggested that SOEP's

are the essential ingredients in developing an effective Vo-Ag program. Knebel (2) provides some insight relating to the value of supervised and occupational experience.

A strong supervised farm training program appears to be of utmost importance in the development of an effective program of vocational education in agriculture. A strong supervised training program should include production projects, improvement projects, and supplementary farm jobs (p. 149).

Knebel further indicates, "an effective FFA organization is another vital component of an effective program in vocational agriculture education" (p. 150).

The measure of a Vo-Ag program's effectiveness may or may not be the quality of the SOE program. However, the effectiveness of the vocational agriculture classroom may be a measure of the quality of the SOE program.

The responsibility for effective programs of both Vo-Ag and SOEs is the responsibility of the instructor, the school administration and the community. These three groups must be in agreement on their evaluation of the program. The major program and curriculum continue to be the Vo-Ag instructor's responsibility. According to Hoar (3),

The type of supervised farm training program the teacher of vo-ag encourages has a great influence on the FFA member, his interest and leadership in agriculture, and his establishment in agriculture (p. 91).

If the teacher advocates only one or a few specific areas in his total program he, in essence, has limited his students' choices in relation to their SOEP.

Livestock Shows--A Negative Viewpoint

Over the past few years, much has been written and expressed verbally concerning the negative aspects of livestock shows. A major outcry has evolved from all interested people saying, "what are we teaching our young people." The basis of the people's outcry will be covered in this section of the literature review.

Several of the questions issued are concerning the ethics learned by our young exhibitors involved in livestock exhibiting. Is winning becoming the ultimate goal of our youngsters, no matter what it takes? Another question raised, "are the animals winning in the show ring really profitable to the industry?" Can the commercial producer produce this type of animal and the packers buy and profit from these so called "superior meat type animals?"

With reference to ethics, a valid argument against livestock shows does arise. Since premiums and bonus sales have been on a constant rise of influx of the "big money" has come into the program. The number of dishonest tricks have become more apparent with this influx of "big money." Illegal injections, illegal ownership, and use of hormones to alter the animals are just a few of the dishonest tricks that our young people are becoming involved in. Other tricks are switching ear tags or entering in other people's name. When an individual switches ear tags or entries in another person's name a totally dishonest situation exists. Just as painting and dyeing of the animals' hair is but another example of misrepresentation because the exhibitor is actually changing the breed representation or giving the animal the false appearance to the judge, making the animal look much better than he actually is (4).

The use of custom feeders and professional fitters has also come about with the rise of the "must win" attitude dealing with livestock shows. A custom feeder is a person hired by an individual to feed and take care of the young person's show animal. A professional fitter is also a person hired whose sole purpose is to professionally groom and dress the young person's show animal. The custom feeder and professional fitter completely eliminates the primary objective of young people owning and exhibiting livestock. With these hired professionals doing the young exhibitor's work, what real value does the young person obtain from owning a show animal? There is very little educational value when all the young person does is go out in the show ring and show the animal.

Another area of concern dealing with livestock shows is raised by school boards and school administrators. They are questioning the amount of money it takes to fund an active FFA show program. Many people do not realize the magnitude of the money problem. An active FFA show program requires an abundant capital outlay by the local school system. When the school system furnishes a pickup, insurances, gas, oil, tires, stock trailer, and the teacher's expenses while attending shows, a valid argument does arise.

School administrators and classroom teachers are also concerned with the amount of actual classroom time students involved in an active show program miss. The classroom instructors state that missed days of school cannot, in essence, be made up. When students are involved in an active show there will be class days missed (5).

With the preceding questions raised and viewpoints expressed, a legitimate position does arise. Are livestock shows really necessary

and is participation in shows and fairs really beneficial for our young people?

Livestock Shows--A Positive Viewpoint

Many positive benefits for our youth are received from participation in livestock shows. Stockton (6) stated:

The tangible benefits most readily observed from showing livestock are pride, confidence, and knowledge; pride in their individual accomplishments, confidence gained from learning by doing, and knowledge obtained for future application. Pride, confidence, and knowledge gained serve the young exhibitors well throughout their lives.

An asset often overlooked is total involvement of youth in a program which requires enough of their time to keep them busy and out of trouble. Not every young person is proficient in sports, band, or similar school activities. The care, management, and showing of livestock provide involvement for youth on an individual basis. In addition, livestock shows supply the opportunity to compare and compete in a learning atmosphere. Boys and girls are given a chance to experience the added responsibility of looking after themselves in the new atmosphere of a livestock show (p. 58).

Two previous studies of this type, Baker (7) and Schickedanz (8) both indicated there exists a desirable relationship between certain characteristics of an adequate program of vocational agriculture and the amount of participation of a department in livestock shows. Both authors were quick to point out that by no means is it necessary to exhibit livestock on a state level to have a well-rounded program of vocational agriculture. According to Baker (7, p. 30): "Exhibiting livestock is one way, and not the only way, to motivate, stimulate and involve boys in the business of agriculture." Schickendanz (8, p. 50) states, "It can be assumed that exhibition of livestock is of some educational value on all levels.

One question we hear constantly from any sources is "Why do people exert such an energy and interest in livestock shows?" The show animals are high in price, costly to feed and take care of, and exhibitors are out a high expense of attending the livestock shows. Stockton (6) addressed this question exceptionally well in his article in the Agri-cultural Education Magazine. Stockton declared:

The key to the keen, genuine interest in livestock shows is competition; the backbone of the free enterprise system. Livestock shows transpose competition to an individual level which does not discriminate as to size, physical ability, intelligence, or sex. Many new learning situations are created daily, ranging from selection to showing. Also, because usually the whole family is involved, the families are held together more closely by the total effort entailed in showing livestock. The family closeness that evolves is healthy for the young people (p. 58).

Stockton further professes and believes:

The positive aspects of livestock show contributions to the development of young men and women are as valid today as when they began. To dwell on the negative issues only distracts from the broad-based program designed to promote agriculture in total. The future of agriculture will continue to be enhanced with the continuing development of livestock shows (p. 63).

More conclusions by Stockton were:

Today's agents and teachers realize that the animals are only vehicles for the training and development of young people. We can all take heart in knowing that violators of the stock show rules are a very small minority.

Parents, teachers, and agents; it all starts with you. Ethics are important regarding the livestock shows and everyone connected must play an integral part.

Development of the total person is imperative. Ultimate success in the show program is the development of honest, hard-working young men and women who are interested in agriculture and who will take their place in society as contributing adults (p. 58).

Another issue arising of late is "Are teachers putting too much emphasis on the show program?" Thomason's (9, p. 3) study addresses

this question. Thomason concluded, "teachers of vocational agriculture and their students are justified in participating in fairs and livestock shows if they use those experiences as the means to an end and not the end itself."

Summary

This review of literature presented background information with emphasis on the areas of vocational agriculture supervised occupational experience, negative viewpoints of livestock shows, and positive viewpoints of livestock shows. With the premises established in the review of literature, the following chapters may reveal some interesting statistics related to chapter involvement in livestock shows and whether the chapters of the Northwest District of Oklahoma are using the show program as the means to the end or the end itself.

CHAPTER III

METHODOLOGY

The purpose of this chapter was to describe the methods and procedures used in conducting the study. The main purpose of the study was to determine the relationship that intense livestock exhibition has on the total vocational agriculture program.

It was stated in the review of literature that there are many positive educational experiences which come from involvement in livestock showing. The Vo-Ag programs were divided into three groups, those rated high, medium and low in participation in livestock shows, and comparisons made. In Chapter IV the table used and developed for determining what chapters were high, medium, or low participation are defined.

Study Population

Information relating to this study was gathered from the Oklahoma Annual FFA Report from all 63 departments of vocational agriculture of the Northwest District of the State of Oklahoma. In addition to this source, a questionnaire was developed and mailed or delivered in person to each of the 75 teachers of the Northwest District.

Preliminary research indicated several studies related to livestock show participation and its effect on the total program had previously been done. Neither of these studies had concentrated their

research to the Northwest District of Oklahoma. Also, these studies dated back to the early 1960's, so the author questions if their findings are still valid today and if the results can really be compared effectively to the Northwest District.

Development of the Instrument

To collect this information it was decided to utilize the Oklahoma Annual FFA Report as one of the tools for gathering data. The State Department of Vocational Agriculture developed the Oklahoma Annual FFA Report to gather information relating to State FFA activities. It was believed that the Annual FFA Report would be one of the most effective methods of collecting data related to this study.

Items gathered from the Annual FFA Report were: (1) contests participated in at the first competitive level above the chapter, (2) number of chapter members competing for recognition and the number of Foundation Award Medals presented for outstanding accomplishment in the agriculture proficiency award program, (3) number of students applying for and receiving the State Farmer degree, and (4) number of students applying for and receiving the American Farmer degree.

The other method of data collection was through the use of a questionnaire. A questionnaire was developed and mailed or delivered in person to each vocational agriculture instructor of the Northwest District. The purpose of using a questionnaire was to obtain further information concerning the Vo-Ag programs which could not be obtained from the Annual FFA Report.

Information gathered by the questionnaire was: (1) chapters participating in state and national awards, (2) number of shows and

approximate number of students attending the shows, (3) teacher tenure, (4) teacher years of experience, (5) number of students whose SOEP program consists solely of animals purchased for show, (6) number of students who have held state or national office, (7) teacher's opinions of the educational value of exhibiting livestock beyond the county level, whether pro or con.

Collection of Data

The 1982-1983 Oklahoma Annual FFA Reports of the Northwest District were obtained from the State Department of Vocational Agriculture. Other data was collected from the return of the questionnaire mailed or delivered in person to each of the 75 teachers of the Northwest District.

Analysis of the Data

The following description of the analysis procedure is included to provide an overview of the statistical treatment of the data collected. As mentioned previously, the Oklahoma Annual FFA Report, and a questionnaire developed by the researcher, were used to gather information (See Appendix A and B). To make a comparison of the high, medium, and low showing chapters, all responses were calculated and descriptive statistics utilized to explain the findings and results of the collected data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

One purpose of this study was to determine levels of show oriented activities among vocational agriculture chapters within the Northwest District of Oklahoma. An additional purpose was to compare levels of show and fair participation among Northwest District chapters. A third purpose was to compare levels of show and fair participation to the involvement of Northwest District chapters in Future Farmers of America leadership activities.

In order to accomplish the purposes of the study, the following specific objectives were set forth:

1. To divide Northwest District chapters into groups based upon the extent of the chapter's participation in livestock shows and fairs.
2. To determine the relationship of chapter participation in shows and fairs to the following: school farm facilities, community financial support, teacher years of teaching experience, and teacher years of teaching experience in their present department.
3. To determine the relationship between livestock exhibition and participation in Future Farmer of America leadership activities.

Findings of the Study

The findings of the study were obtained from the 1982-1983 FFA Annual Report and a questionnaire developed and administered in the spring of 1983.

The information gathered from these instruments were divided into the following sections, in order to provide an organized approach to the analysis of the data.

1. Livestock show participation.
2. Comparison of livestock show participation and school farm facilities, community financial support, teacher years of teaching experience, and teacher years of teaching experience in the present department.
3. Comparison of livestock exhibition and participation in Future Farmer of America leadership activities.

Figure 1 represents a graphic picture of the Northwest District of vocational agriculture within the State of Oklahoma. The District is made up of 16 separate counties and bound by the states of Kansas on the North, Colorado and New Mexico on the Northwest, and Texas to the West. The eastern and southern boundaries are highways I-35 and I-40, respectively, which intersect the State of Oklahoma. These 16 counties are divided into five separate groups, each referred to as Professional Improvement groups. Table I identifies each Professional Improvement group and those chapters which make up each separate Professional Improvement group.

Figure 2 illustrates the location of the P.I. groups geographically within the Northwest District.

In Table II, the number of respondents as well as the percent

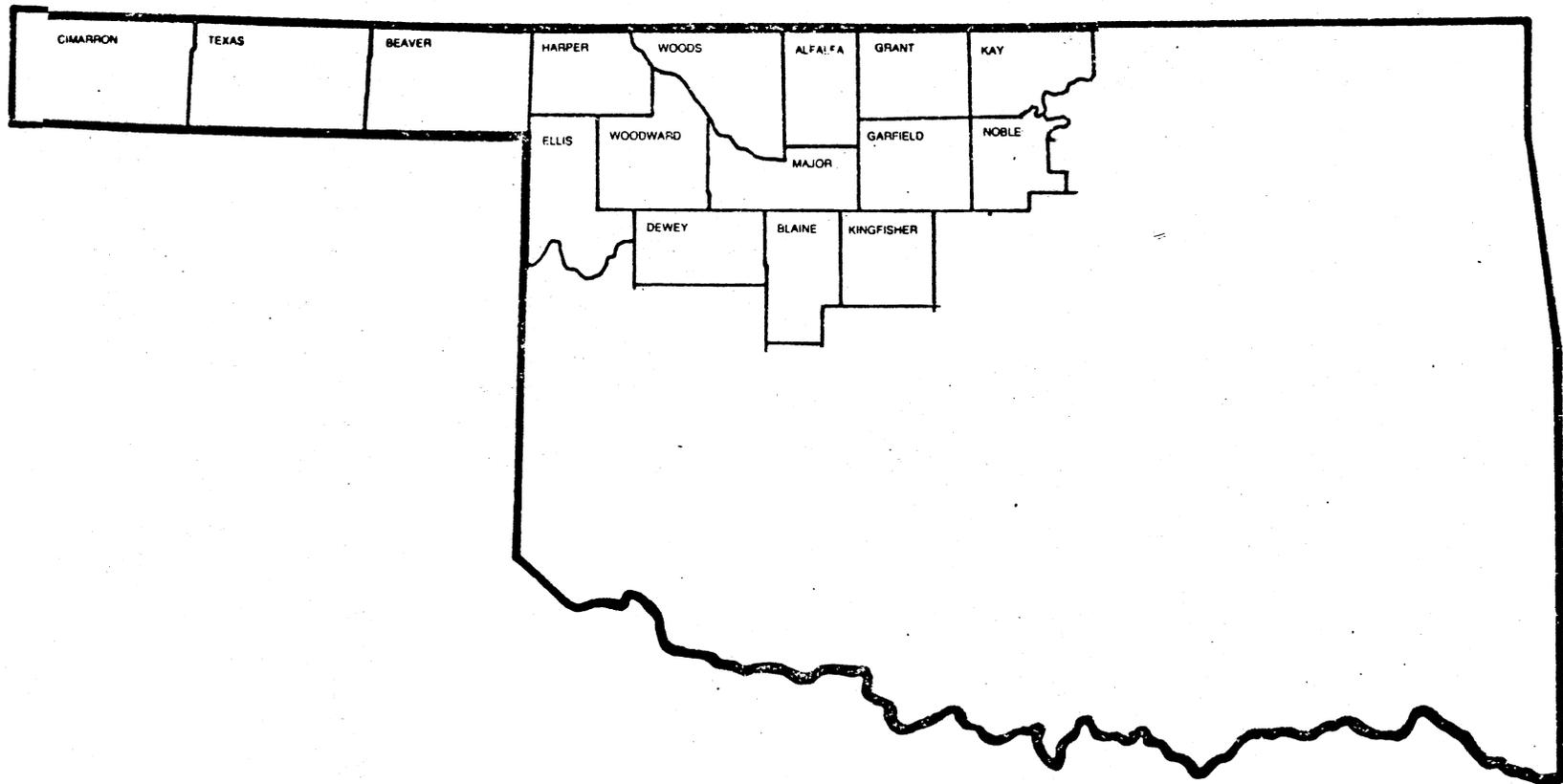
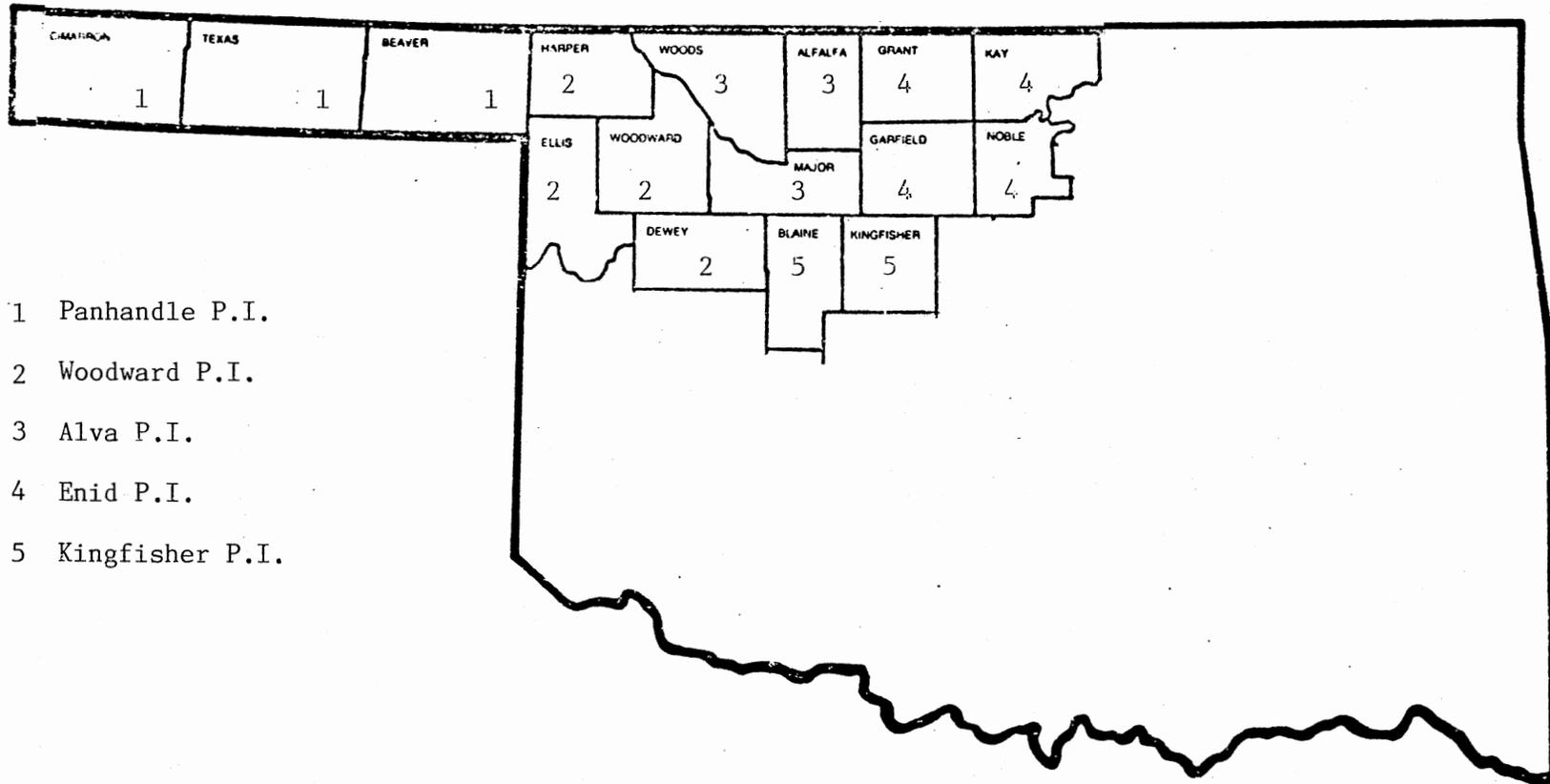


Figure 1. Illustration Depicting the Northwest District of Vocational Agriculture in Oklahoma

TABLE I
 PROFESSIONAL IMPROVEMENTS GROUPS WITHIN
 THE NORTHWEST DISTRICT

Panhandle P.I.	Woodward P.I.	Alva P.I.	Kingfisher P.I.	Enid P.I.
Balko	Arnett	Aline-Cleo	Canton	Billings
Beaver	Buffalo	Alva	Cashion	Blackwell
Boise City	Fargo	Ames	Dover	Braman
Guymon	Ft. Supply	Burlington	Geary	Chisholm
Hardesty	Laverne	Carmen- Dacoma	Greenfield	Covington- Douglas
Hooker	Leedey	Cherokee	Hennessey	Deer Creek- Lamont
Texhoma	Mooreland	Fairview	Kingfisher	Drummond
	Seiling	Freedom	Lomega	Garber
	Sharon- Mutual	Helena- Goltry	Okarche	Lahoma
	Shattuck	Jet-Nash	Okeene	Marland
	Taloga	Ringwood	Watonga	Medford
	Vici	Waynoka		Morrison
	Woodward			Newkirk
				Perry
				Ponca City
				Pond Creek
				Red Rock
				Tonkawa
				Wakita
				Waukomis



- 1 Panhandle P.I.
- 2 Woodward P.I.
- 3 Alva P.I.
- 4 Enid P.I.
- 5 Kingfisher P.I.

Figure 2. Location of the Professional Improvement Groups in the Northwest District of Oklahoma

TABLE II
 RESPONSE RATE OF QUESTIONNAIRES BY PROFESSIONAL
 IMPROVEMENT GROUP

Professional Improvement Group	Questionnaire Distributed	Questionnaire Completed	Percent
Panhandle	8	8	100.0
Woodward	16	14	87.5
Alva	16	16	100.0
Kingfisher	12	11	91.7
Enid	<u>23</u>	<u>21</u>	<u>91.3</u>
Total Response	75	70	93.3

responding to the questionnaire were outlined according to Professional Improvement group.

The Northwest District of Vocational Agriculture in Oklahoma has 51 single-teacher departments and 12 two-teacher departments, accounting for a total of 63 departments with 75 teachers. There are approximately 2,031 students enrolled in Vocational Agriculture or an average of 32 students per chapter within the Northwest District.

The typical teacher in the district has taught vocational agriculture in his present department one to five years and has one to five years of overall teaching experience.

Thirty-six of the 59 departments responding have a school farm for the students to use for their individual Supervised Occupational Experience programs.

Livestock Show Participation

Figure 3 illustrates the number of shows participated in by both teachers and chapters within the Northwest District. The decision was made to divide the chapters in three levels of participation (low, medium and high).

After examining the data in the figure, it was apparent a mode, for both teachers and chapters, of the number of shows participated in was eight. Under further investigation, it was discovered that the mean number of shows participated in by chapters (489 total shows and 59 chapters responding) was 8.28 shows per chapter. This data, combined with the mode, was used as a point from which agreement as to a medium level of participation could be estimated.

When inspecting the histogram, it was apparent that it approximated the normal curve in reference to the similarity of the normal

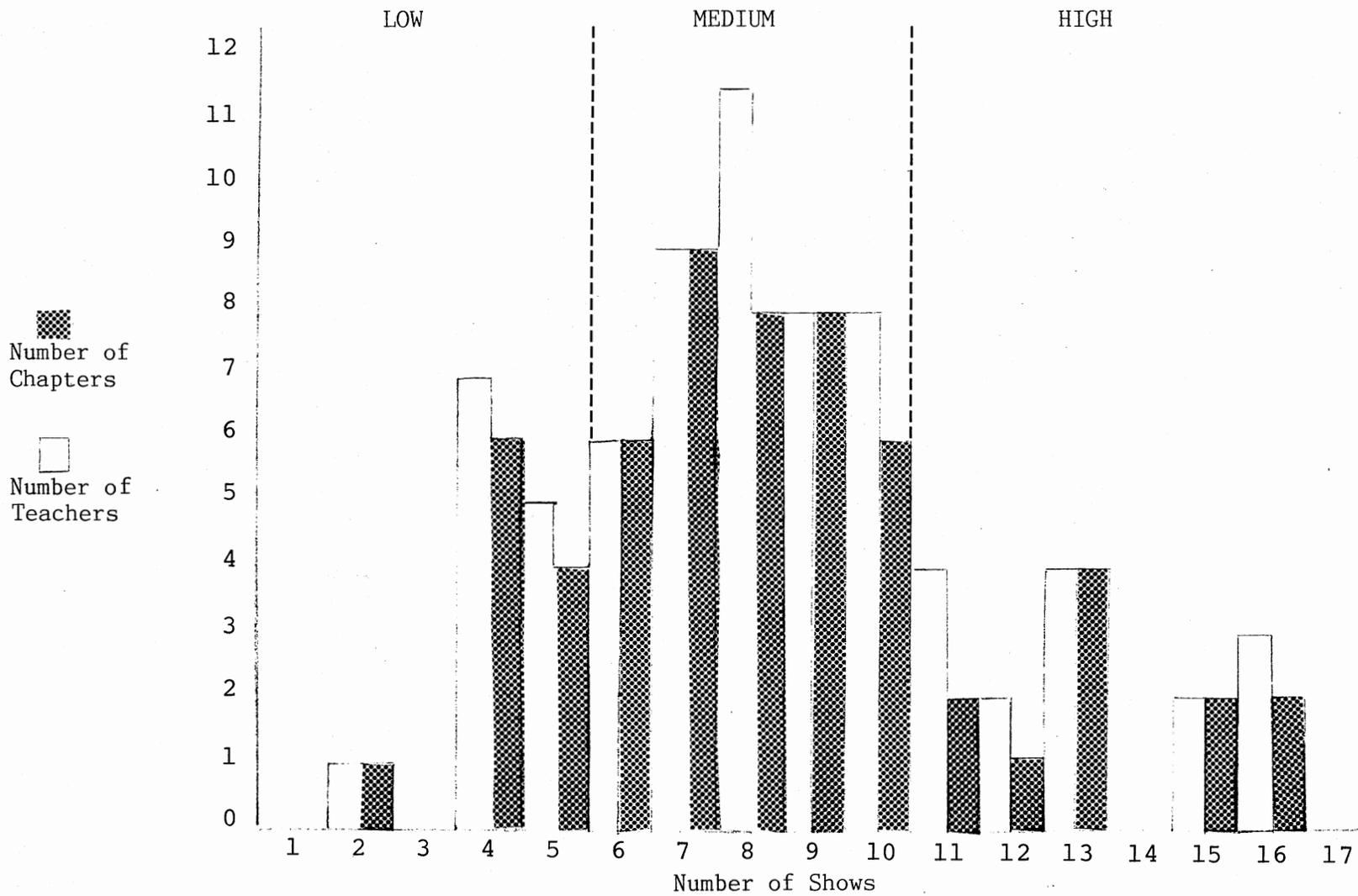


Figure 3. Number of Shows Participated in by Both Teachers and Chapters in the Northwest District

distribution. A standard deviation was calculated ($S=2.87$). This plus or minus deviation from the mean was the point at which high levels of participation and low levels of participation were determined. The mean (8.28) plus 2.87 standard deviation was calculated at 11.15, therefore the high levels of participation were broken between ten and 11 shows. Deviation resulted in low levels of participation between five and six shows.

As a result of these calculations, Table III was developed. There were 11 chapters, 18.7 percent, designated low level participators while an equal number of chapters, 18.7 percent, were high level participators with the remaining 62.6 percent classified as medium level participators.

Table IV illustrates the total and average number of shows participated in by single and multiple teacher departments. It was interesting to note that the multiple teacher departments participate in an average number of ten shows per chapter as compared to the single teacher departments average of 7.7 shows per chapter.

Relationship of Chapter Participation in Shows and Fairs to Objective Two of Study

Table V describes the responses received from chapters concerning school farm facilities. In every instance, no matter what level of participation, the largest majority of the schools have school farms. It should be noted that chapters with low levels of participation had the greatest percentage (81.8 percent) of chapters with school farm facilities. Of the 59 chapters responding, 62.7 percent have school farms.

TABLE III
 NUMBER AND PERCENT OF CHAPTERS IN LOW, MEDIUM,
 AND HIGH SHOW PARTICIPATION GROUPS

Number of Shows	LOW		Number of Shows	MEDIUM		Number of Shows	HIGH	
	N	%		N	%		N	%
0	---	---	6	6	10.1	11	2	3.4
1	---	---	7	9	15.2	12	1	1.7
2	1	1.7	8	8	13.6	13	4	6.8
3	---	---	9	8	13.6	14	---	---
4	6	10.2	10	6	10.1	15	2	3.4
5	4	6.8	---	---	---	16	2	3.4
	---	---		---	---		---	---
Total	11	18.7		37	62.6		11	18.7

TABLE IV
AVERAGE NUMBER OF SHOWS PARTICIPATED IN BY SINGLE
AND MULTIPLE TEACHER DEPARTMENTS

Departments	Number of Departments	Total Number of Shows	Average Number of Shows Per Chapter
Single Teacher	46	354	7.7
Multiple Teacher	12	120	10.0

TABLE V
CHAPTERS BY LEVEL HAVING SCHOOL FARMS

Participation Levels	YES		NO	
	N	Percent	N	Percent
High N=11	7	63.6	4	36.4
Medium N=37	21	56.8	16	43.2
Low N=11	9	81.8	2	18.2
Totals	<u>37</u>		<u>22</u>	
Percent		<u>62.7</u>		<u>37.3</u>

Table VI describes the responses received from teachers concerning the teacher's perception of their school farm facilities for meeting the needs of the students involved in the livestock show program. The table reveals that a majority of the high participation group (81.8 percent) rate their school farm facilities good to superior. A large majority of the medium (91.3 percent) and low (81.8 percent) participation groups rate their school farm facilities good to poor.

Further examination of the table reveals that the high participation group has the highest percentage (55.6 percent) of its teachers rating their school farm facilities superior as compared to the medium and low participation groups, 22.2 percent respectively.

Of the teachers rating their school farm facilities as poor, the highest percentage (85.7 percent) was found in the medium participation group and the remaining 14.3 percent was found in the low participation group. It was interesting to note that of the high participation group who have a school farm, none of the teachers rate their facilities below the average rating.

Data presented in Table VII indicates that 63.6 percent of the high participation group received \$2,501 to more than \$8,500 of financial support for the show program in their communities. Further examination of the table reveals that 73.0 percent of the medium participation and 90.9 percent of the low participation group received \$4,000 or less from their communities.

Table VIII portrays the responses received from the teachers concerning the number of years of teaching experience the individual teachers have accumulated. The data reveals that all three groups; high, medium, and low participation, the largest percentage falls into

TABLE VI
TEACHERS RATINGS OF THE SCHOOL FARM
FACILITIES BY LEVEL

Ratings	HIGH		MEDIUM		LOW	
	N	Percent	N	Percent	N	Percent
Superior	5	55.6	2	22.2	2	22.22
%	45.4	----	8.7	----	18.2	----
Good	4	20.0	9	45.0	7	35.0
%	36.4	----	39.1	----	63.6	----
Average	2	22.2	6	66.7	1	11.1
%	18.2	----	26.1	----	9.1	----
Poor	----	----	6	85.7	1	14.3
%	----	----	26.1	----	9.1	----
Very Poor	----	----	----	----	----	----
%	----	----	----	----	----	----
Total	11	----	23	----	23	----
%	100	----	100	----	100	----

TABLE VII

FINANCIAL SUPPORT OF COMMUNITY FOR LIVESTOCK SHOW PROGRAM

	\$500 or less		\$501-1000		\$1001-1500		\$1501-2000		\$2001-2500		\$2501-4000		\$4001-5500		\$5501-7000		\$7001-8500		More than \$8500	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High N=11	2	18.2	1	9.1	---	---	1	9.1	---	---	2	18.2	1	9.1	1	9.1	---	---	3	27.2
Med. N=37	8	21.6	5	13.5	2	5.4	2	5.4	1	2.7	9	24.4	5	13.5	1	2.7	---	---	4	10.8
Low N=11	3	27.2	1	9.1	1	9.1	---	---	1	9.1	4	36.4	---	---	1	9.1	---	---	---	---
Total %	13	22.0	7	11.9	3	5.1	3	5.1	2	3.4	15	25.4	6	10.1	5	5.1	---	---	7	11.9

TABLE VIII
 YEARS OF TEACHING EXPERIENCE BY CHAPTER LIVESTOCK
 SHOW PARTICIPATION LEVEL

	YEARS										Totals N
	1-5		6-10		11-15		16-20		21 +		
	N	%	N	%	N	%	N	%	N	%	N
High	8	25.0	4	19.1	4	50.0	---	-----	1	16.6	17
%	47.1		23.5		23.5		---	-----	5.9		100.0
Med.	16	50.0	15	71.4	3	37.5	3	100.0	3	50.0	40
%	40.0		37.5		7.5		7.5		7.5		100.0
Low	8	25.0	2	9.5	1	12.5	---	-----	2	33.4	13
%	61.5		15.4		7.7		---	-----	15.4		100.0
Total	32	100.0	21	100.0	8	100.0	3	100.0	5	100.0	7

the one to five years of experience category. The low participation group does have a larger percentage (15.4 percent) of its teachers with 21 years or more of experience as compared to the high participation groups 5.9 percent and the medium participation groups 7.5 percent.

Table IX delineates the responses received from teachers concerning the number of years of teaching experience the instructors have accumulated in the present department. Inspection of the table indicates once again that the highest percentage of teachers for all three groups fall into the one to five years of experience category.

It is interesting to note that the medium participation group had ten percent of its teachers with 16 years or more of experience and the low participation group had 7.7 percent of its teachers with 21 years or more of experience. The high participation group did not have a teacher with more than 15 years of experience in the present department.

Table X describes the responses received from teachers concerning the teacher's perception of justifiable educational value of exhibiting livestock beyond the county level of show participation. Data presented indicates that a high percentage of teachers in all three groups feel there is justifiable educational value in exhibiting livestock beyond the county level. It is interesting to note that the highest percentage (11.8 percent) of no responses came from the high show participation group.

Table XI illustrates the responses received from teachers concerning the percent of their students whose SOE programs consist solely of show animals. Inspection of the table reveals that of the 13 teachers designated low participators, seven teachers fall into the range of 61-100 percent of their students SOE programs consist solely of show

TABLE IX

YEARS OF TEACHING EXPERIENCE IN THE PRESENT DEPARTMENT BY
CHAPTER LIVESTOCK SHOW PARTICIPATION LEVELS

	1-5		6-10		11-15		16-20		21 +		Totals
	N	%	N	%	N	%	N	%	N	%	N
High	11	24.4	4	26.7	2	40.0	---	-----	---	----	17
%	64.7		23.5		11.8		---	-----	---	----	
Med.	23	51.2	11	73.3	2	40.0	3	100.0	1	50.0	40
%	57.5		27.5		5.0		7.5		2.5		
Low	11	24.4	---	---	1	20.0	---	-----	1	50.0	13
%	84.6				7.7				7.7		
Total	45	100.0	15	100.0	5	100.0	3	100.0	2	100.0	

TABLE X

TEACHERS PERCEPTION OF JUSTIFIABLE EDUCATIONAL VALUE
OF EXHIBITING LIVESTOCK BEYOND THE COUNTY LEVEL

	YES		NO	
	N	Percent	N	Percent
High N=17	15	88.2	2	11.8
Medium N=40	38	95	2	5
Low N=13	12	92.3	1	7.7
Total %	65	92.9	5	7.1

TABLE XI
 PERCENT OF STUDENTS SUPERVISED OCCUPATIONAL EXPERIENCE
 PROGRAM CONSISTS SOLELY OF SHOW ANIMALS

	0-21%		21-40 %		41-60%		61-80%		81-100%	
	N	%	N	%	N	%	N	%	N	%
High N=17	4	23.6	3	17.6	3	17.6	5	29.4	2	11.8
Medium N=40	14	35.0	10	25.0	10	25.0	3	7.5	3	7.5
Low N=13	2	15.4	2	15.4	2	15.4	6	46.1	1	7.7
Total %	20	28.6	15	21.4	15	21.4	14	20.0	6	8.6

animals. The large number (34) of the teachers in the medium participation group indicated that their students primarily fell into the range of zero to 60 percent.

Further investigation of the table reveals that of the 17 teachers designated high participators, ten teachers fall into the range of 41 to 100 percent of their students SOE consists solely of show animals.

Relationship of Livestock Exhibition and Participation in Future Farmer of America Leadership Activities

Table XII illustrates responses concerning chapters' participation for state and national awards. Data reveals that, on the state level, all chapters of the Northwest District have attained the Superior Chapter award in the past four years.

On the national level, it should be noted that chapters with high levels of show participation had the greatest percentage (36.4 percent) of chapters receiving national awards as compared to medium participation 10.8 percent, and low participations 9.1 percent.

Table XIII describes the responses received from chapters concerning the number of state or national FFA officers the chapters have had in the past four years. According to data presented, responses indicate that none of the chapters responding have had a member receive a national office in the past four years.

The data does indicate that the medium participation group had the highest percentage (13.5 percent) of members receiving a state office as compared to 9.1 percent for both the high and low participation group.

TABLE XII
 HIGHEST CHAPTER RATING THE CHAPTER HAS RECEIVED
 IN THE PAST FOUR YEARS

	STATE LEVEL				NATIONAL LEVEL					
	Standard		Superior		Bronze		Silver		Gold	
	N	%	N	%	N	%	N	%	N	%
High N=11	--	----	11	100	---	----	2	18.2	2	18.2
Medium N=37	--	----	37	100	2	5.4	1	2.7	1	2.7
Low N=11	--	----	11	100	--	----	1	9.1	--	----
Totals N=59	---	----	59	100	2	3.4	3	6.8	3	5.1

TABLE XIII

NUMBER OF STATE OR NATIONAL OFFICERS CHAPTERS
HAVE HAD IN THE PAST FOUR YEARS

	No Officers		State Officers		National Officers	
	N	%	N	%	N	%
High N=11	10	90.9	1	9.1	----	----
Medium N=37	32	86.5	5	13.5	----	----
Low N=11	10	90.9	1	9.1	----	----
Totals %	52	88.1	7	11.9	0	0

Table XIV illustrates chapter responses concerning the number of foundation awards given in each individual chapter. The high participation group has the highest percentage (81.8 percent) of chapters awarding 11 or more foundation awards as compared to the medium participation groups 51.4 percent and the low participation groups 54.6 percent. It should also be noted that one chapter or 9.0 percent of the low show participation group elected not to give any foundation awards.

Table XV describes the responses received from chapters concerning the number of contests participated in by the chapters. It should be noted that the low participation group had the greatest percentage (62.6 percent) of chapters competing in seven to ten contests as compared to the high participation groups 45.4 percent and the medium participation groups 16.2 percent.

Table XVI delineates the responses received from chapters concerning the number of students applying for the State Farmer degree. The high participation group had the highest percentage of chapters (54.4) with four or more students per chapter applying for the State Farmer degree.

Further investigation of the table reveals that the low participation group had the highest percentage (27.3 percent) of chapters not having a student apply for State Farmer as compared to the medium and high participation groups 24.3 and 18.2 percent respectively.

Table XVII illustrates the responses received from chapters concerning the number of students receiving the State Farmer degree. The high participation group had the highest percentage of chapters (54.5 percent) with four or more students per chapter receiving the State Farmer degree.

TABLE XIV

NUMBER OF FOUNDATION AWARDS GIVEN BY THE CHAPTER

	0		1-5		6-10		11-15		16 or more	
	N	%	N	%	N	%	N	%	N	%
High N=11	--	-----	--	-----	2	18.2	7	63.6	2	17.2
Medium N=37	--	-----	2	5.4	16	43.2	16	43.2	3	8.2
Low N=11	1	9.0	--	-----	4	36.4	3	27.3	3	27.3
Totals %	1	1.7	2	3.4	22	37.3	26	44.1	8	13.5

TABLE XV
 NUMBER OF LEADERSHIP CONTESTS PARTICIPATED
 IN BY THE CHAPTERS

	0		1-3		4-6		7-10	
	N	%	N	%	N	%	N	%
High N=11	--	----	--	----	6	54.55	5	45.45
Medium N=37	--	----	9	24.3	22	59.5	6	16.2
Low N=11	--	----	1	9.1	3	27.3	7	63.6
Totals %	0	0	10	16.9	31	52.6	18	30.5

TABLE XVI
 NUMBER OF STUDENTS APPLYING FOR THE STATE FARMER DEGREE.

	0		1-3		4-6		7 or more	
	N	%	N	%	N	%	N	%
High N=11	2	18.2	2	27.3	5	45.4	1	9.1
Medium N=37	9	24.3	25	67.6	3	8.1	--	----
Low N=11	3	27.3	7	63.6	1	9.1	--	-----
Totals %	14	23.7	35	59.3	9	15.3	1	1.7

TABLE XVII
NUMBER OF STUDENTS RECEIVING THE STATE FARMER DEGREE

	0		1-3		4-6		7 or more	
	N	%	N	%	N	%	N	%
High N=11	2	18.2	3	27.3	5	45.4	1	9.1
Medium N=37	9	24.3	26	70.3	2	5.4	--	----
Low N=11	3	27.3	7	63.6	1	9.1	--	----
Totals %	14	23.7	36	60.1	8	13.6	1	1.7

Further investigation of the table reveals that the low and medium participation groups highest percentage of students receiving the State Farmer degree were in the one to three student category (63.6 percent and 70.3 percent respectively).

It should be noted that a discrepancy does occur between Tables XVI and XVII within the medium participation level. In Table XVI the medium level had 25 chapters with one to three students applying for the State Farmer degree. However, in Table XVII the medium level had 26 chapters with one to three students receiving the State Farmer degree. The reason for this discrepancy is that one of the chapters with four to six students applying only had one to three students receive the State Farmer degree.

Table XVIII portrays the responses received from chapters concerning the number of students applying for the American Farmer degree. The high participation group had the greatest percentage (36.4 percent) of chapters with one to six students applying for the American Farmer degree. The medium and low participation chapters had 18.9 percent and 27.3 percent, respectively, of their chapters with one to three students applying for the American Farmer degree.

Further examination of the table reveals that the medium participation group had the largest percentage (81.1 percent) of the chapters not having a student apply as compared to the low participation groups 72.7 percent and the high participation groups 63.6 percent.

TABLE XVIII
 NUMBER OF STUDENTS APPLYING FOR THE
 AMERICAN FARMER DEGREE

	0		1-3		4-6		7 or more	
	N	%	N	%	N	%	N	%
High N=11	7	63.5	3	27.3	1	9.1	---	----
Medium N=37	30	81.1	7	18.9	---	----	---	----
Low N=11	8	72.7	3	27.3	---	----	---	----
Totals %	45	76.3	13	22.0	1	1.7	0	0

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the data presented in Chapter IV. Findings, conclusions, and recommendations in this chapter are based upon the analysis of those data.

Purpose of the Study

The major purpose of this study was to determine levels of livestock show participation among the FFA chapters in the Northwest District. In addition, a secondary goal was to compare selected characteristics of programs, tenure and teacher perception with regard to the educational value of livestock exhibition, within levels of participation, in the Northwest District.

Objectives of the Study

The following specific objectives were identified in order to accomplish the purpose of the study.

1. To determine the level of participation in livestock shows by the Northwest District FFA chapters.
2. To compare the levels of chapter participation in livestock shows within groups with regard to the quality of school farm facilities, community financial support, years of teaching experience and tenure in present position.

3. To compare the extent of chapter participation in livestock shows within groups with regard to involvement in Future Farmer of America leadership activities.

Population of the Study

The population of this study included all the Vocational Agriculture instructors (75) in the 63 departments which comprise the Northwest District of Vocational Agriculture in the State of Oklahoma. Data were collected from 70 of the 75 teachers and 59 of the 63 departments.

Presentation of Data

The following sections of this chapter were an attempt to summarize the findings in Chapter IV and to draw conclusions and formulate recommendations based upon those findings. The responses of the population were based upon livestock show participation of chapters and teachers.

Figures 1 and 2 and Tables I and II, in Chapter IV, were an attempt to present demographic data concerning the area of the State of Oklahoma the study involved.

Figure 3 and Tables III and IV illustrated the number of shows participated in by both teachers and chapters of the Northwest District. It was from this figure and tables that designation of a chapter as a high, medium, and low show participation evolved.

Also, Tables V through XI, in Chapter IV, contain information regarding the relationship of livestock show participation and chapters school farm facilities, community financial support, teacher years of teaching experience, and teacher years of experience in the present department. Tables XII through XVII contain information regarding the

relationship of livestock show participation and participation in Future Farmer of America leadership activities.

A copy of the two instruments used to secure this data is included in the Appendix. The numbers and percentage of responses in each instrument contributed to determining levels of livestock show participation (high, medium, and low). Data were collected for each of the specific areas under investigation.

Major Findings of the Study

The major findings of this study are illustrated in Table XVIII. The data in the table reflects where the largest percentage of responses were found within each topic area.

Inspection of the table reveals that a large number of the chapters in all three groups have a school farm for the students to use for their individual Supervised Occupational Experience programs. The teacher rating of the adequacy of the facilities for meeting the needs of the student involved in the livestock show program for the high participation group was good to superior. The teacher ratings for the medium and low participation groups were good to poor.

The amount of community financial support for the show programs of the high participation group was between \$2501 to more than \$8501. Community financial support of the medium and low participating groups were from \$4000 or less.

Almost 50 percent of the teachers in the high participation groups had one to five years of total teaching experience. The vast majority of high participators in shows and fairs had ten or less teaching experiences. Whereas, the majority of the low participation teachers

had one to five years of total teaching experience. The largest percentage of teachers in all three groups had been teaching in their present department from one to five years.

A vast majority of teachers in all three groups felt there was justifiable educational value in exhibiting livestock beyond the county level.

Chapters reporting high levels of participation in shows and fairs indicated that anywhere from 41 percent to 100 percent of their chapter members had only show animals as supervised experience programs. Of the low participation chapters, the percent of students having solely show animals as a SOE program ranged from 61 to 80 percent of their chapter. Chapters reporting medium level of show participation indicated that anywhere from zero to 60 percent of their chapter members had only show animals as supervised experience programs.

All chapters, in all three groups, have attained the Superior Chapter award on the state level in the past four years. On the national level, four chapters of the high and medium participation groups had received a national chapter award. One chapter of the low participation group had received a national chapter award in the past four years.

Data in Table XVIII concerning the number of state or national FFA officers reveals that the medium participation group had five chapters with a state officer as compared to one chapter of the high participation group and one chapter of the low participation group. Data further reveals that none of the chapters in all three groups have had a national officer in the past four years.

The larger number of the high participation chapters award 11 to 15 foundation awards as compared to the medium and low participation

TABLE XIX

PROFILE OF HIGH, MEDIUM, AND LOW SHOW PARTICIPATION CHAPTER

	High Show Participation	Medium Show Participation	Low Show Participation
Does chapter have a school farm	yes	yes	yes
Rating of farm facility	good-superior	poor-good	poor-good
Financial support for students involved in show	\$2500 to more than \$8500	\$0-\$4000	\$0-\$4000
Teachers years of teaching experience	1-5 years	1-10 years	1-5 years
Teachers years of experience in the present position	1-5 years	1-5 years	1-5 years
Teachers perception of showing past county	yes, it is of educational value	yes, it is of educational value	yes, it is of educational value
Percent of students SOE	41-100%	0-60%	61-80%
Highest chapter award: State National	Superior 0-Bronze 2-Silver 2-Gold	Superior 2-Bronze 1-Silver 1-Gold	Superior 0-Bronze 1-Silver 0-Gold
Number of state or national offices in the past four years	1-State 0-National	5-State 0-National	1-State 0-National
Number of foundation awards given	11-15	6-15	6-15
Number of contests participated in	4-6	4-6	7-10
Number of students applying and receiving State Farmer	4-6	1-3	1-3
Number of students applying for American Farmer	1-6	1-3	1-3

chapters awarding between six and 15 foundation awards.

The greatest percentage of the chapters in the high and medium participation groups participated in four to six leadership contests yearly as compared to the low participation groups participating in seven to ten leadership contests.

The larger number of the high participation chapters had four to six students applying for and receiving the State Farmer degree. The medium and low participation groups had one to three students applying for and receiving the State Farmer degree.

The high participation chapters had one to six students applying for the American Farmer degree as compared to one to three students for both the medium and low participation groups.

Conclusions

Most chapters of the Northwest district have a school farm. It can also be concluded that chapters with high levels of participation in shows and fairs are rated adequate by teachers in the quality of their facilities. This same condition also is found when examining financial support of the community for the livestock show program. The more a chapter participates in livestock shows the more financial support the chapter receives.

When evaluating the findings concerning teachers years of teaching experience and teachers years of teaching experience in the present department, it was concluded that a large majority of the teachers in the Northwest district have ten or less years of experience teaching and less than five years experience in their present department.

It was clearly evident that the teachers of the Northwest District

had a very positive attitude toward participation in livestock shows. An extremely large number of the teachers feel there is justifiable educational value in exhibiting livestock beyond the county level. Another positive indicator of this attitude was the large number of teachers of all groups who reported that over 50 percent of their students SOE programs consists solely of show animals.

It was evident that participation in the State chapter award program was exceptionally strong and participation in the National chapter award program was rather weak. All three groups had 100 percent of their chapters receiving the Superior Chapter award sometime in the past four years. None of the chapters of the Northwest district had received a National chapter award in the past four years.

It was further evident that chapter members of all three groups competing for State or National FFA office more or less followed this same pattern. All three groups had rather equal representation when looking at number of State officers. None of the chapters of the Northwest district have had a national officer in the past four years.

When investigating the number of students applying for and receiving the State Farmer degree, number of students applying for the American Farmer degree, and the number of foundation awards given at the chapter level it can be concluded that as the number of shows participated in increased the more involvement could be found in each of the specific areas.

Furthermore, as participation in shows and fairs decreased participation in all different areas of contests increased.

Recommendations

The following recommendations are made as a result of having conducted the study. The recommendations are judgments based on the findings and conclusions resulting from this study.

Chapter Livestock Show Participation

Recommendations

It is recommended that chapters and teachers should be allowed to maintain an active livestock show program as long as it is economically justifiable and there is a large percentage of these students actively involved.

In addition, it is further recommended that increased emphasis should be given to students in establishing and maintaining production enterprises as well as livestock show enterprises.

Participation in Leadership Activities

Recommendations

1. That chapters actively involved in extensive livestock show programs should be encouraged to maintain their students involvement in the State and National degree programs and in the chapter foundation award program.

2. That chapters who are medium and low in livestock exhibition participation should be encouraged to increase student involvement in State and National degree programs and chapter foundation award programs.

3. That chapters who are low in livestock show participation should be commended for their extensive use of the contests area of FFA and

be encouraged to continue their high involvement.

4. That chapters involved in high and medium livestock exhibition programs should be encouraged to participate more in FFA contest areas.

General Recommendations

1. State staff, local school boards, and administrators should be made aware of the findings of the study and possibly increase funding and support for their local vocational agriculture departments in areas which are deemed deficient (school farm, financial support of students involved in livestock show programs, etc.).

2. All chapters of the Northwest District should be encouraged to maintain their high involvement in the State Chapter Award program and every effort should be exerted to increase involvement in the National Chapter Award program.

3. Additional research be conducted to determine why there were high levels of involvement in certain areas, and low involvement in others.

SELECTED BIBLIOGRAPHY

1. Phipps, Lloyd J. Handbook on Agriculture Education in Public Schools. Chicago, IL: Interstate Publishing Company, 1980.
2. Knebel, Earl H. "An Analysis of Factors Contributing to Effective Programs of Vocational Agriculture. (Unpub. Ph.D. dissertation, Oklahoma State University, 1955.)
3. Hoar, Keith. "A Study of the Influence that Participation in Shows and Fairs has had on the Establishment of Purebred Herds of Livestock and Dairy Cattle Among Former Members of the FFA." (Unpub. M.S. thesis, Oklahoma State University, 1951.)
4. Stockton, Jerry. "The Livestock Show's Achilles Heel." Grand Champ Journal, Vol. xx, p. 22.
5. Lefors, Neill. "Livestock Shows Provide Useful Learning Experiences." The Agriculture Education Magazine, Vol. 42 (August, 1969), p. 43.
6. Stockton, Jerry. "Positive Aspects of Livestock Shows." The Agriculture Education Magazine, Vol. 50 (September, 1970), pp. 58, 63.
7. Baker, James Kenneth. "Differences In Selected Characteristics Between Departments of Vocational Agriculture in Oklahoma that Exhibit Livestock on the State Level and Those that Do Not." (Unpub. M.S. thesis, Oklahoma State University, 1962.)
8. Schickendanz, Larry Dean. "Differences in Selected Characteristics Between Departments of Vocational Agriculture in Area I of Texas that Exhibit Livestock on the State Level and Those that do not Exhibit Above the District Level." (Unpub. M.S. thesis, Oklahoma State University, 1964.)
9. Thomason, Benton F. "Determining the Relationship of Shows and Fairs to the Supervised Farm Training Program of Vocational Agriculture Students." (Non-thesis study, Oklahoma State University, 1950.)

APPENDIXES

APPENDIX A

QUESTIONNAIRE

601 S. Grand Ave.
Tonkawa, Ok. 74653
June 10, 1983

Dear Fellow Vo-Ag Instructor,

As you know, our vo-ag programs have been catching a very critical eye the past few years. Some people are claiming that all our programs do is give students a vacation from their regular classwork. There also have been comments that the only thing the vo-ag chapter does is run up and down the road showing livestock.

I am conducting a survey of the Northwest District trying to build a basis to disprove these unfounded statements, and I need your help. If you would please complete this questionnaire and return it in the envelope provided by June 27th, it would be greatly appreciated.

Your responses will be totally anonymous, and the study will in no way show a reflection on you or your vo-ag chapter. If you would like a copy of the findings of this study, please enclose a note with your name and address and I will be more than happy to send you one when the study is completed.

Yours truly,

Kelly Morgan

p.s. Here is a quarter for you to buy a cup of coffee for completing this questionnaire for me. Many thanks again for your time and trouble.

enc.

QUESTIONNAIRE

1. How many years have you taught Vocational Agriculture?
 1. ____ 1-5 years
 2. ____ 6-10 years
 3. ____ 11-15 years
 4. ____ 16-20 years
 5. ____ 21 years or more
2. How many years have you taught in this department?
 1. ____ 1-5 years
 2. ____ 6-10 years
 3. ____ 11-15 years
 4. ____ 16-20 years
 5. ____ 21 years or more
3. What is the highest chapter rating your chapter has received in the past four years? (Check (✓) only one.)

STATE LEVEL

 1. ____ Superior
 2. ____ Standard

NATIONAL LEVEL

 3. ____ Gold
 4. ____ Silver
 5. ____ Bronze
4. What FFA offices have members of your chapter held in the past four years?

	NUMBER OF OFFICERS					
1. State	0	1	2	3	4	5
2. National	0	1	2	3	4	5
5. How many students do you have in Vocational Agriculture? _____
6. Does your chapter have a school farm? Yes ____ No ____
7. If yes, how would you rate the adequacy of the facilities for meeting the needs of the students involved in the livestock show program?
 1. ____ Superior
 2. ____ Good
 3. ____ Average
 4. ____ Poor
 5. ____ Very Poor

8. To your best estimate, check (✓) the response which would indicate the number of your Vo-Ag students attending the following live-stock shows during the school year 1982-83.

NUMBER OF STUDENTS

	Did not partici- pate	1 - 10	11 - 20	21 - 30	31 - 40	More than 40
Fall Local Show _____						
Spring Local Show _____						
Okla. Western, Clinton _____						
OKC Spring Show _____						
OKC State Fair _____						
Tulsa State Fair _____						
Muskogee State Fair _____						
Okla. Western Jr. Heifer Show, Cheyenne _____						
Okla. Natl. Barrow Show _____						
Statewide Steer Show _____						
Lawton Wether Show _____						
Lawton Barrow Show _____						
N.W. Dist. Show, Enid or Woodward _____						
Heart of Okla., Shawnee _____						
Guymon, Okla. _____						
Taloga Wether Show _____						
Any other shows omitted above:						
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						

9. How much, if any, financial support do students in your chapter receive from your FFA booster club, Young Farmers organization, local Chamber of Commerce, or other individuals interested in supporting the students involved in the livestock show program? (Check (✓) one.)

TOTAL DOLLAR AMOUNT

- | | |
|--------------------------|------------------------------|
| 1. _____ \$500 or less | 6. _____ \$2501 - \$4000 |
| 2. _____ \$501 - \$1000 | 7. _____ \$4001 - \$5500 |
| 3. _____ \$1001 - \$1500 | 8. _____ \$5501 - \$7000 |
| 4. _____ \$1501 - \$2000 | 9. _____ \$7001 - \$8500 |
| 5. _____ \$2001 - \$2500 | 10. _____ \$More than \$8500 |
10. What percent of your students' SOEP program consists solely of animals that are purchased for show? (Check (✓) one.)
1. _____ 0 - 20% of students
 2. _____ 21% - 40% of students
 3. _____ 41% - 60% of students
 4. _____ 61% - 80% of students
 5. _____ 81% - 100% of students
11. Do you think there is justifiable educational value in exhibiting livestock beyond the county level?
1. Yes _____ 2. No. _____

 Department

 Instructor

APPENDIX B

OKLAHOMA ANNUAL FFA REPORT

Revised 1982



CHAPTER _____
 ADVISOR _____
 PI GROUP _____
 Number Enrolled in Vocational Agriculture _____
 Number FFA Members paying State Dues _____
 Percent FFA Membership _____

Ralph Dreessen, State Advisor
 John Howell, Executive Secretary

OKLAHOMA ASSOCIATION
FUTURE FARMERS OF AMERICA
 ANNUAL REPORT

Each FFA chapter must submit this annual report to the state office by June 1. Failure to do so will affect the good standing of the chapter with the State FFA Association.

-
1. Does your chapter operate:
 - a. School Farm _____
 - b. Greenhouse _____
 - c. Nursery _____
 - d. Forestry Lab or Farm _____

 2. Does your chapter participate in the "Building Our American Communities" Program at the following areas of competition:
 - a. Area _____
 - b. State _____
 - c. National _____

 3. Does your chapter participate in the "Chapter Safety" program at the following areas of competition:
 - a. Area _____
 - b. State _____
 - c. National _____

 4. Does your chapter have an alumni affiliate organization? _____
 If so, number of members _____

 5. Did your chapter participate in a FFA Leadership program? _____
 Number Attending
 - a. Washington Leadership Conf, _____
 - b. FFA Alumni Camp _____
 - c. P.L. Leadership Conf. _____

 6. Did a state FFA officer participate in at least one of your local chapter meetings? _____

 7. Did your chapter conduct a recognition and awards function to which members' parents were invited? _____

FFA ANNUAL REPORT/Page 2

- 8. Did your chapter nominate a candidate for:
 - a. State Farmer Degree _____ Number _____ Number Approved _____
 - b. American Farmer Degree _____ Number _____ Number Approved _____
 - c. For State FFA Officer _____ Number _____ Number Elected _____
- 9. Did your chapter participate in the Food for America Program? _____
- 10. Number of chapter members competing for recognition and the number of Foundation Award Medals presented for outstanding accomplishment in the agricultural proficiency award programs:

	Number of Medals Presented by Chapter	Number of Chapter Members Competing	Number of Members Submitting Application for State Awards
--	--	--	---

a. Pl. in Ag. Production	_____	_____	_____
b. Crops Production	_____	_____	_____
c. Dairy Production	_____	_____	_____
d. Diversified Livestock	_____	_____	_____
e. Beef Production	_____	_____	_____
f. Swine Production	_____	_____	_____
g. Sheep Production	_____	_____	_____
h. Horse Proficiency	_____	_____	_____
i. Poultry Production	_____	_____	_____
j. Pl. in Sales and/or Service	_____	_____	_____
k. Ag Mechanics	_____	_____	_____
l. Ag Electrification	_____	_____	_____
m. Ag Processing	_____	_____	_____
n. Nursery Landscape	_____	_____	_____
o. Floriculture	_____	_____	_____
p. Outdoor Recreation	_____	_____	_____
q. Soil & Water Management	_____	_____	_____
r. Fish & Wildlife Management	_____	_____	_____
s. Forest Management	_____	_____	_____
t. Home & Farmstead Improvement	_____	_____	_____

Total number of proficiency award areas in which your chapter gave recognition _____

- 11. Did your chapter select the following and give a chapter medal:
 - Star Greenhand _____
 - Chapter Star Farmer _____
 - Chapter Star Agribusiness _____
 - Chapter Public Speaking winner _____
- 12. Did your chapter rate SUPERIOR in the Chapter Award Program? _____
- 13. Did your chapter hold a public speaking contest? _____
- 14. Did your chapter hold an extemporaneous speaking contest? _____

FFA Annual Report - Page 3

15. Contests participated in at the First FFA Competitive level above the Chapter:

National Sponsored Judging
Contests

Other
Contests

	Number of Members Who Participated		Number of Members Who Participated
Agricultural Mechanics		Creed	
Dairy Cattle		Greenhand Quiz	
Farm Business Mgt.		Entomology	
Horticulture		Forestry	
Livestock		Pasture & Range	
Meats		Soil & Land Judging	
Milk Quality & Dairy Foods		Chapter Meeting	
Poultry		Horse Judging	
FFA Public Speaking		Crops Judging	
FFA Extemporaneous Speaking			

16. List other judging contests in which chapter members participated.

Number of Members
Who Participated

17. Did your chapter attend the State FFA Convention?

Number of members attending:

International Activities

18. a. Work Experience Abroad

b. Hosted a Foreign Exchangee

c. Supplied Educational Materials to an agricultural group in another country

d. Other (Specify)

VITA²

Kelly Joe Morgan

Candidate for the Degree of

Master of Science

Thesis: COMPARISON OF SELECTED CHARACTERISTICS OF VOCATIONAL AGRICULTURE DEPARTMENTS IN THE NORTHWEST DISTRICT OF OKLAHOMA BASED UPON HIGH, MEDIUM, OR LOW LEVELS OF LIVESTOCK SHOW PARTICIPATION.

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Blackwell, Oklahoma, October 25, 1953, the son of James and Lois Morgan.

Education: Graduated from Tonkawa High School, Tonkawa, Oklahoma, in May, 1971; received the Bachelor of Science in Agriculture Education degree from Oklahoma State University, Stillwater, Oklahoma, in May, 1976; completed the requirements for the Master of Science degree at Oklahoma State University in December, 1983.

Professional Experience: Vocational Agriculture Instructor in Waynoka, Oklahoma, 1976-1981.

Professional Organizations: Oklahoma Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, Oklahoma Vocational Association, and National Vocational Association.