LEADERSHIP INVOLVEMENT AND BEHAVIORS EXHIBITED BY OKLAHOMA FFA CHAPTER PRESIDENTS AND OFFICERS

By

JAVONNE GRACE SOOS

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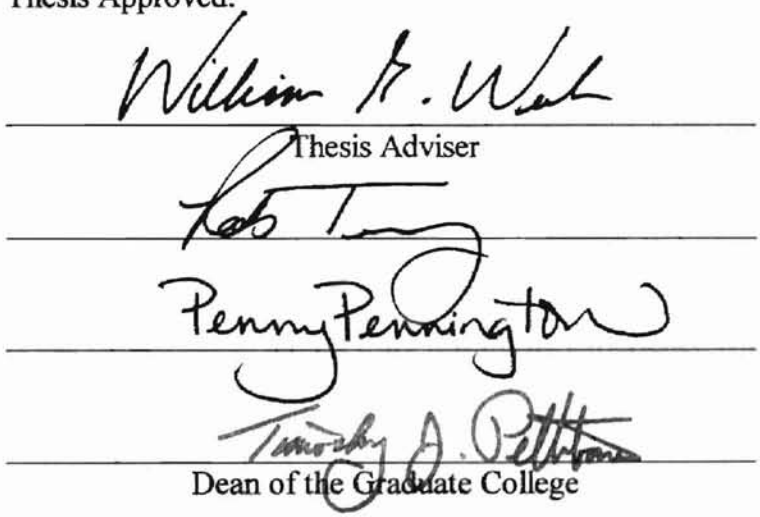

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Dean of the Graduate College

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"If a man does not make new acquaintances as he advances through life, he will soon find himself left alone."

- Samuel Johnson

It seems like just yesterday, when I walked timidly into my first class at OSU, not recognizing or knowing a face in the room. It is hard to believe that I will soon be finished with my Master's Degree, leaving behind the many friends and acquaintances I have made during the past year. I would like to take this opportunity to thank each of them, as they have helped me throughout the year, each becoming a part of my life.

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CHAPTER I

INTRODUCTION

Background and Setting

Since the birth of civilization, leadership has been practiced and leaders have evolved into full existence, as leadership is one of the world's oldest fixations (Bass, 1990). Leadership is a necessity for societal development and harmony. It influences the rate of change among groups of people, and if strong, it helps societies to evolve. Our country is one nation that has been founded upon this grand concept of leadership, as our founding fathers were considered to be among the first great American leaders (Huevel 1999).

Throughout history, leaders have either helped to build up, or have assisted in the demise of, many great societies. Bass (1990) proclaimed that no societies have existed without some form of guiding leadership. Prophets, priests, chiefs, and kings served as symbols, models and leaders for their people. Great leaders have been critical thinkers, exemplary decision makers, effective communicators, compromisers and active listeners (Huevel, 1999). These leadership qualities are still being demanded among worldly and community leaders alike. Today, effective leadership remains as important as ever, as the quality of society can only improve with broad-minded, empowering leaders (Covey, 1996). The idea of effective leadership is in full demand in many areas of life. Brock (1992), emphasized that employers of all occupations wish to find workers with the same qualities found in our great leaders. Due to the importance posited on leadership

development in both society and the workplace, organizations have placed emphasis in teaching and providing opportunities for individuals to develop their own leadership potential (Kouzes & Posner, 1996 & Huevel, 1999).

Since it's founding in 1928, the National FFA Organization has been dedicated to the goal of developing personal leadership potential (FFA Student Handbook, 2000). The FFA mission emphasizes this goal clearly by stating: "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education" (Official FFA Manual, 2001, pg. 4). Under this mission, eleven strategies exist to supplement the main goals that align with those of our society, business, and industry (Rutherford, Townsend, Briers, Cummins, & Conrad, 2002). By offering members a variety of activities and leadership development opportunities in which to participate, the FFA works toward achieving its mission and strategies (Official FFA Manual, 2001). Through planning, implementation, and the evaluation of local FFA activities and chapter programming, members work to develop their leadership potential, thus enabling them to become effective citizens and workers needed in our society today.

Participation in FFA activities through secondary agricultural education has been shown to influence student leadership and life skills development (Townsend & Carter, 1983; Ricketts, 1982; Dormody & Seevers, 1994; Brick, 1998; Wigenbach & Kahler, 1997; Rutherford, Townsend, Briers, Cummins, & Conrad, 2002). The National FFA Organization has a goal of *total chapter participation* in planning and evaluating chapter activities (FFA Student Handbook, 2000). Leadership and life skills development can be achieved through participation in FFA leadership activities, and through event planning

and evaluation. Several studies have found; however, that the planning and evaluating steps have been overlooked in many localities of general chapter membership (Dormody & Seevers, 1994; Torres & Dormody, 1997).

FFA chapter officers, however, should be committed to lead by example, as they must have a sincere desire to work with all chapter members in meeting their leadership, personal, and chapter goals (FFA Student Handbook, 2000). These officers should be setting an example to members as they participate in the planning, implementing, and evaluating of various chapter activities. Even when chapter officers are actively involved in chapter leadership, the leadership behaviors they exhibit to engage and motivate others toward their goals are still widely undetermined.

Statement of the Problem

If FFA is the "leadership laboratory" for agricultural education, little is known about the "leadership" of the local FFA chapter. Specifically, little is known about those holding formal leadership positions within the local organization.

Purpose of the Study

The purpose of this study was to determine the level of involvement of Oklahoma FFA chapter presidents and officers in chapter leadership activities, to identify the perceptions of their leadership skill development, and to determine the specific leadership behaviors exhibited by the chapter president.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were generated:

1. Profile the FFA chapter officers by their age, gender, years in FFA, SAE experience, and participation in other youth organizations.
2. Describe the FFA chapter officers' levels of involvement in specified chapter leadership building activities.
3. Describe the FFA chapter officers' leadership skills gain as a result of the FFA experience.
4. Describe the FFA chapter presidents' perceived levels of leadership behavior exhibited in five leadership practices, as described by Kouzes and Posner (1987).
5. Describe the FFA chapter officers' observations of their president's levels of leadership behavior exhibited in five leadership practices.
6. Examine the relationship between the FFA chapter presidents' perception of their leadership behavior with the behaviors observed by their officer team.
7. Examine the relationship between the perceived leadership skills gained by the FFA chapter presidents and officers and their perceived levels of leadership involvement.

Hypotheses

Constructed upon the purpose and objectives for the study, five null hypotheses were formulated. The hypotheses are:

Ho1= There is no difference in demographics between FFA chapter presidents and FFA chapter officers. (This hypothesis was used to direct objective one.)

Ho2 = There is no difference between FFA chapter presidents and FFA chapter officers levels of activeness in chapter leadership building activities. (This hypothesis was used to direct objective two.)

Ho3 = There is no difference between FFA chapter presidents and FFA chapter officers perceptions of leadership skill development as a result of their experience in the FFA. (This hypothesis was used to direct objective three.)

Ho4 = There was no difference shown among the five leadership behaviors exhibited by the FFA chapter presidents. (This hypothesis was used to direct objective four.)

Ho5 = There was no difference shown among the five leadership behaviors observed by the FFA chapter officers. (This hypothesis was used to direct objective five.)

Ho6 = There is no relationship between the FFA chapter presidents' perceptions of their leadership behavior exhibited among the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) and the behaviors observed by their corresponding officer team. (This hypothesis was used to direct objective six.)

Ho7 = There is no difference among FFA chapter presidents and FFA chapter officers leadership skill development according to their levels of activeness in FFA chapter activities. (This hypothesis was used to direct objective seven.)

Scope

The scope of this study included all FFA chapter officer teams from the *2001-2002 school year* in the Northeast District of Oklahoma. A census of FFA chapters from the designated district was obtained through the 2002 Agricultural Education Teacher and Staff Directory.

Assumptions

The following assumptions were made regarding this study:

1. The instruments used in this study provoked precise responses from those involved in the study.
2. The participants answered all questions to the best of their ability and supplied truthful statements.
3. The selection of the participants included individuals who were representative of the population under study.

Limitations

This study was limited to students enrolled in secondary agricultural classes, currently holding FFA membership, as well as the position of chapter president and/or other chapter office within the Northeast District of the State of Oklahoma. The results of this study were, therefore, limited to the participants of the study in the state of Oklahoma and the chapter officers of the National FFA Organization within it.

Definition of Terms

The following terms are defined according to the purpose of this study:

1. Career Development Event: (CDE) a competitive event where students utilize technical knowledge learned in the classroom, judgment, reasoning, and sportsmanship (Official FFA Manual, 2001).
2. Five Exemplary Leadership Practices: by Kouzes & Posner (1987)
    a. Challenging the Process: leaders actively take risks, are pioneers for new ideas, and when they do not succeed, they learn from their failures.
    b. Inspiring a Shared Vision: leaders invoke followers into their vision, act quickly and show progress as it happens.
    c. Enabling Others to Act: leaders enlist support and assistance of all group members when completing a project.
    d. Modeling the Way: leaders lead by example, they do not just tell followers what to do, they show them how to do it.
    e. Encouraging the Heart: leaders offer encouragement, rewards, and other motivating tokens to group members.
3. Leadership: a process consisting of personal traits and behaviors put into action under group and situational conditions in order to achieve collective goals (Bass, 1990).
4. Leadership/Life Skill Development: the improvement and expansion of personal and social skills attained through the involvement in a directing position toward a mutual goal.

5. National FFA Organization: an agricultural youth organization with an emphasis in leadership, personal growth and career development. This organization was previously known as the National Future Farmers of America.
6. Other Chapter Officers: any designated chapter officer other than the chapter president. These may include, but are not limited to: Vice President, Secretary, Treasurer, Reporter, Sentinel, Chaplain, Historian, and Parliamentarian (Official FFA Manual, 2001).
7. Supervised Agricultural Experience: (SAE) the actual, planned application of concepts and principles learned in agricultural education. Students are supervised by agriculture teachers in cooperation with parents/guardians, employers and other adults who assist them in the development and achievement of their educational goals. The purpose is to help students develop skills and abilities leading toward a career (The National Council for Agricultural Education, 1992, p. 1).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The following literature review presents scaffolding for the study on involvement levels of FFA chapter presidents and officers in chapter leadership activities and the perceptions of their leadership behavior and leadership skills development. A framework based upon theories of learning and leadership was provided. This framework was further divided into three main components based upon the underlying theory.

1. Leadership Development
2. Agricultural Education and the FFA
3. Leadership Opportunities in the FFA

The first section introduces the term leadership, establishes a need for continuing its development, and provides outlets where leadership may be developed. Behaviors and practices utilized within the leadership process are also examined. The second segment depicts the history of agricultural education and the FFA. It illustrates the relationship between classroom activities, the National FFA Organization (FFA), Supervised Agricultural Experience (SAE), school, community and career development through the agricultural education model. The importance of leadership development is stressed from the organization's beginning. The final portion of the review points out leadership

opportunities presently in the FFA, as it discusses research related to FFA programs' effectiveness as a personal development tool. FFA officer duties and expectations in accordance to leadership activities are also examined.

Theoretical Framework

The premise of this study rested upon a combination of educational and leadership theories. The learning theories utilized were the constructivist theory of Brunner and the experiential learning theory of Chickering. The leader-member exchange theory, path-goal theory, team leadership approach, and the five leadership practices common to successful leaders by Kouzes and Posner were the main leadership theories in which the study is derived. All of these theories can be applied to the development of leadership skills and behaviors through the involvement in leadership development activities comprised in agricultural education and the FFA.

The constructivist theory, as given by Brunner (1966) implied that learning is an active process, where students construct new concepts or ideas based upon current and existing knowledge. Brunner reported that instruction should lead students to the discovery of principles and ideas on their own. The instructor should act as a translator, relating information to the learners' levels of comprehension. Knowledge will then, continually build from existing ideas, thus enabling the learner to construct hypotheses and make decisions.

Agricultural education is predisposed to first teach material in the classroom (Ricketts, 1982). Through Supervised Agricultural Experience and the FFA, the classroom learning is enhanced, reshaped, and reinforced (Ricketts & Newcomb, 1984). Learners follow a structure and sequence of events and through participation in events

and contests, they may also receive rewards when developing their leadership potential. Through gaining experience in leadership development activities, students will be able to construct their own thoughts and ideas of appropriate leadership, just as the constructivist theory implies. The constructivist theory of learning in agricultural education promotes the idea of allowing students to be actively involved in their learning through their own translations, creations, and experiences. Boatman (1989) advocated that the principle of student involvement in the learning process, and the incorporation of individualized experiences greatly enhance overall learning.

Phrases such as, *experience is the best teacher*, or *practice makes perfect* may best be used to describe experiential learning. Although there are various multifaceted models of this learning theory, Chickering (1977) placed it in simple terms, labeling experiential learning as an integral relationship between experience and knowledge. Walter and Marks (1981) described experiential learning as, "a sequence of events with one or more identified learning objective, requiring active involvement by participants at one or more points in the sequence (p. 1)".

Experiential learning may even be considered a tool for carrying out planning, implementing, and evaluating within student learning and experiences (Steinaker & Bell, 1979). Steinaker and Bell (1979) suggested that experiential learning enhances the widely used cognitive, affective, and psychomotor taxonomies that have been effective tools in planning, implementing, and evaluating, as a framework of understanding for the total human interaction experience is provided. Participants in experiential learning should be fully involved in relevant activities. They should develop responsibility for their own

learning when the environment for learning is flexible and responsive (Walter & Marks, 1981).

Much can not be learned without solid experience and practice (Chickering, 1977). This holds true for most of what is taught within agricultural education, including leadership. In theory, the utilization of many leadership skills and behaviors seem easy, but in actual practice they are more difficult, therefore, basic leadership theory and ideas have been taught in the classroom. The practice of leadership skills may take place within the FFA, and the experience gained through planning, implementing, and evaluating various organized chapter activities. These ideas all follow the principles of experiential learning.

The leadership theories utilized in this study all stem from, and relate to, three basic views of leadership relationships: the feudal, political, and evolutional paradigms. The feudal paradigm relates leadership to a feudal kingdom. Barker (1997), provided an image of a powerful male king sitting at the top of the hierarchical throne. He directs and controls the activities of his subjects toward achieving goals centered on protecting the kingdom and attaining new land through war. This model leads to assumptions that there are hierarchical differences among status, intellect, and ability of people within the kingdom, though all serve and give their allegiance to the king (Barker, 1997). Although this paradigm differs with various organizations in today's society, in varied contexts, it may still be found.

In a political relationship, leadership may originate from chaos (Burns, 1978). Interactions among individuals with conflicting goals, values, and ideals lead to bargaining, mutual influences, and competition for limited control within the structure

(Barker, 1997). Because of all the complex social issues involved, rational problem solving has little effect on this view of leadership (Barker, 1997).

The third view is the evolutionary attempt of defining leadership. This view reflects that leadership is based upon various interactions (Barker, 1997). This relationship has no followers. Instead, everyone collaborates together to achieve the group goals (Barker, 1997). Multidirectional influences, multiple leaders, intent for change, and common goals to produce the change are all elements according to Rost (1993) necessary in evolutionary leadership.

All three paradigms can be found throughout society as combinations of these ideas are at work in many groups and organizations such as the FFA. To help equate these views, leadership theories and approaches have been developed. For the purpose of this study the leader-member exchange theory, the path-goal theory, the team leadership approach, and the five leadership practices common to successful leaders worked to direct the research as they would be applied through the constructivist and experiential learning theories of education.

Northouse (2001), described the leader-member exchange theory as a leadership process that is centered on leaders and followers. The subordinates make contributions at a cost to themselves and receive benefits at a cost to the group as a whole or other members (Bass, 1990). Communication and personal relationships between leaders and followers are key in conceptualizing this theory. Other variables relevant to this theory include power, status and esteem, and general relationships held between the leader and the followers.

The path-goal theory, as described by Bass (1990), is essentially an exchange theory of leadership. It is directed around motivation from leaders to followers in the accomplishment of goals (Northouse, 2001). The leader works to clarify group goals, as well as to remove obstacles creating clear paths to the goals (Bass, 1990). Rewards may also be provided to followers based on satisfactory performance in meeting the group goals (Bass, 1990). Subordinates motivation, performance, and satisfaction may all be enhanced by the leader when the path-goal theory is effectively practiced (Bass, 1990).

Both theories involve skills deemed necessary by society and its workforce such as communication, teamwork, goal-setting, and motivation. Members holding roles as FFA chapter officers have many opportunities to practice and experience the skills important in defining the above leadership theories (Rutherford, Townsend, Briers, Cummins, & Conrad, 2002).

The team leadership approach refers to assisting the group in accomplishing a task or goal, along with the maintenance in continuing that goal (Northouse, 2001). Sally Helgesen (1996), in *The Leader of the Future*, saw a true team as one that both defines its objectives from conception, and discovers ways to meet these objectives through execution. Team leadership requires competent team members with similar goals and commitment levels, a compatible climate, set standards, outside support, and recognition (Northouse, 2001). This approach also accounts for the changing role of the leaders and followers within the organization (Northouse, 2001). Blake and Mouton (1985) recognized team management on their Managerial Grid® as work accomplished through a committed people, or a common stake. Participation, openness, trust and respect, involvement and commitment, consensus, management by objective, mutual support, and

development and change through feedback were all prescribed by Blake and Mouton (1981) for effective team leadership.

In the FFA, officers, committees, and members in general are encouraged to work as teams. Standards set by the team members usually take the form of goals for yearly activities, service, promotion, and fundraising. The groups outside support stems from its advisors, parents, school, and community. Recognition and rewards from within may be those motivational tools used by the chapter president and other group leaders when individual or group performance is satisfactory, as explained in the path-goal leadership theory. These factors of team leadership are needed among FFA chapters and their officer teams to be functional and effective.

The theories described above provided clues to the operation of leadership within the group. Many behaviors must be exhibited by leaders and followers during the group's leadership process, no matter what theory the group most likely embraces. Little is known as to what specific leadership behaviors FFA chapter officers and their leaders utilize. Five exemplary leadership behaviors, however, have been identified by Kouzes and Posner as practices common to successful leadership. These five practices have much in common with behaviors deemed as integral among the three previous leadership theories. Kouzes and Posner's (1987) behavioral practices included:

- Challenging the Process
- Inspiring a Shared Vision
- Enabling Others to Act
- Modeling the Way
- Encouraging the Heart

Challenging the process infers that leadership is an active process (Kouzes & Posner, 1987). Leaders are pioneers, as they take risks in order to find new and better ways of doing things (Kouzes & Posner, 1987). As leaders begin, the leader may not always be the creator of the new ideas, but would rather provide the support and recognition for the good ideas contributed by other group members. When leaders take risks, they do not always succeed, and should not always expect to succeed. Instead leaders and followers must learn from their mistakes and failures (Kouzes & Posner, 1987). Learning and exploration are key to this practice.

Successful leaders inspire a shared vision or goal with their group members. Kouzes & Posner (1987), reported that a vision is like a dream that invents the future for the organization. Leaders must not only be imaginative, but they must have the ability to invoke their followers into the common vision. To enlist others within the vision, leaders must act quickly, to show that progress toward the vision is underway (Kouzes & Posner, 1996). Leaders must also know their followers and their language to ignite them with the motivation and enthusiasm needed to be prepared to work toward the vision and goals (Kouzes & Posner, 1987).

As successful leaders inspire a common vision, they must also continue from the development of motivation to enable others to act (Kouzes & Posner, 1987). Leaders enlist the support and assistance of all members involved in the project (Kouzes & Posner, 1987). These leaders use the word *we* rather than *I,* and *us* rather than *me*. They establish a strong sense of teamwork within the group and among those supporters outside of the group (Kouzes & Posner, 1987, 1996). Leaders who enable others to act

provide their subordinates with a sense of ownership, allowing them to feel strong, capable, and committed (Kouzes & Posner, 1987).

Successful leaders have detailed plans. They must guide projects as they happen, measure performance, and take corrective measures when needed (Kouzes & Posner, 1987). As the leader directs the course of action, he or she must also model the way. This means that leaders must lead by example. According to Kouzes & Posner (1987), the leaders behaviors must remain consistent with their shared vision and beliefs. Leaders must not only tell others what they believe, they are obligated to show others as well. When asking others to act, it is not enough for leaders to simply deliver a speech. Instead, leaders are more effective when they participate directly in getting things done (Kouzes & Posner, 1996).

Lastly, successful leaders encourage the heart of their followers along the path to their goals (Kouzes & Posner, 1987). When followers become frustrated and disenchanted, they may wish to give up. Leaders that encourage the heart may offer these followers rewards, tokens, and simple upbeat words of encouragement (Kouzes & Posner, 1987).

Leadership opportunities and activities contained within the FFA and agricultural education utilize various components of the leadership paradigms, theories and the leadership practices explained above. The constructivist and experiential learning educational theories paired with successful leadership behaviors also aid in the development of further training methods for leadership utilized in the FFA. The understanding of all of these principles will better enable their implementation through further leadership training and teaching of FFA chapter officers.

Leadership Development

Definition of Leadership

Leadership is a word that is interpreted on many levels. It affects a wide array of individuals and possesses a variety of definitions. Many general ideas of leadership exist. Putting all of the qualities of leadership together in one general idea differs from person to person (Heuvel, 1999). There is not one specific answer to the question: What is leadership? Leadership, however, has been thought of as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as various behaviors, as forms of persuasion, as power relationships, as a way to achieve goals, as an effect of interaction, as a differentiated role, as an initiation of structure, and as many combinations of the above definitions (Bass, 1990).

Management equates to stability, while leadership creates change (Barker, 1997). According to Clay (1999) and Northouse (1997), leadership is a process which influences a group of people to achieve a common goal, thus creating change. The Labor Secretary's Commission on Achieving Necessary Skills (SCANS) identified leadership life skills and their defining qualities as groupings of basic skills, thinking skills, personal qualities, resource allocation skills, interpersonal skills, and organizational skills that will be needed by workers for "productive and meaningful employment in today's workforce" (Brock, 1992, p.22). All three definitions may vary greatly in wording, but all premise the idea that leadership involves skills, qualities, and influence to strive and produce change. For the purpose of this study, leadership will be defined as a process based on interpersonal, organizational, resource allocation, and thinking skills combined with personal qualities to produce a change that is upheld with due responsibility.

Location of Leadership

Wherever there is a gathering of people, some form of leadership is occurring, as leadership always takes place in groups (Clay, 1999 & Huevel, 1999). It requires more than one individual to achieve leadership. Clay (1999) pointed out that many see leaders in organizations as those individuals holding *formal* offices, such as the president, vice-president and even committee chairpersons. True leadership, however, is a fluent process where leaders are constantly changing and replacing one another in various situations as the dynamics of the group shift (Clay, 1999; Rutherford, Townsend, Briers, Cummins, & Conrad, 2002). Responsibility for the decisions that produce achievement or lead to failure are not left with one individual or one officer, but are shared among the common group (Clay, 1999 & Huevel, 1999).

The Need for Leadership

Leadership is more than knowing how to run a meeting or the ability to organize a group of people. William Brock (1992), Chairman of the Labor Secretary's Commission on Achieving Necessary Skills stated, "there is much more to life than earning a living, and we want more from education than productive workers. We want citizens who can discharge the responsibilities that go with living in a democratic society and with becoming parents" (p.4). Along with this, Ricketts (1982) pointed out that it is not good enough for students entering the world of work to only be competent in technical areas. They must also possess abilities of leadership and personal development (Ricketts, 1982). The development of leadership and life skills as previously defined will aid in accomplishing Brock's and Ricketts' statements of societal wants.

To create responsible citizens, leaders must be able to plan, implement, and evaluate programs and activities (Dormody & Seevers, 1994). Dormody & Seevers (1994) also charged that individuals must be able to make decisions, think critically, and have the capability to solve problems. The personal development of these skills are essential in life and through all occupations.

Sources of Leadership Development

Despite the many youth organizations across the country that has continually addressed leadership, many people still feel that the younger generations are lacking responsible leadership. As church, community, leadership camps, workshops, after-school jobs, and family experience all assist in leadership development, today's school is one of the most prevalent places where children, adolescents, and teenagers are exposed to leadership. This comes mainly through student interaction and involvement in extracurricular organizations (Brick, 1998). The Boy Scouts, Girl Scouts, 4-H, as well as many vocational clubs such as Distributed Educational Clubs of America (DECA); Family, Career and Community Leaders of America (FCCLA); and Vocational Industrial Clubs of America (VICA) have devoted their main objectives toward developing leadership potential among youth (Brick, 1998).

Seevers, Dormody, & Clason (1995), offered that many youth development programs are not only training for leadership, but are now focusing on the effectiveness of their leadership training, as our world has entered a new century requiring fresh leadership. These organizations are now becoming more accountable for their goals as resources are becoming limited (Seevers, Dormody, & Clason, 1995). In 1983, Ricky Alan Horst of Bringham Young University conducted an effectiveness evaluation on the

Boy Scouts of America (Brick, 1998). Horst found that the Boy Scout's training programs are producing significant changes in the member's self-concept levels (Brick, 1998).

Even with the positive out-puts, being a member of a leadership-driven organization does not mean that one will instantly acquire leadership and personal development skills. Participation in activities is key. Organizations such as the Office Education Association, Future Homemakers of America (now Family, Career and Community Leaders of America), and Vocational Industrial Clubs of America have found that the leadership ability of the students increased with participation in chapter activities (White, 1982; Smith, 1984 as cited by Wingenbach & Kahler ,1997). One such association, The National FFA Organization (FFA), has been actively stressing participation in leadership activities since it's founding in 1928 (Wingenbach & Kahler, 1997).

Agricultural Education and the FFA

History

Formal education in agriculture did not exist in the United States prior to the 19th century (Barrick, 1989). Informally, however, American farmers were learning about numerous agricultural principles. For instance, the first European settlers learned from the Native Americans how to grow and improve their crops (Barrick, 1989). Farmers then began to experiment and learn on their own, passing their knowledge to one another. By the 1800's, the recognized need and support for agricultural instruction in the education system was becoming evident (Thompson, 1965). In the latter 1800's, the Morrill Acts of

1862 and 1890 helped to develop a system of higher agricultural education now available to the common man (Barrick, 1989). Efforts were made shortly after the Morrill Acts to place agricultural education in the public school systems. Hillison (1989), asserted that many elementary and secondary schools began to include agriculture in their curriculums by the early 1900's. By 1915 over 4,665 public schools and 253 private schools offered agriculture to over 95,148 male and female students (Barrows, 1919; as cited by Hillison, 1989).

In 1917 the Smith-Hughes National Vocational Education Act established the first national funding for vocational agriculture courses in secondary schools all across America (Brick, 1998). It was through these early agricultural curriculums that coinciding youth leadership organizations began to take shape (Official FFA Manual, 2001). Three years after the Smith-Hughes Act, numerous local clubs and several statewide associations for high school agriculture began to develop. The Future Farmers of Virginia, formed by Henry Groseclose in the early 1920's, soon became a well-known agricultural youth leadership organization (FFA Student Handbook, 2000). As word spread of the success of this organization, efforts were made all over the country to develop coinciding farm boy clubs (FFA Student Handbook, 2000). During the fall of 1928, the first official establishment of the Future Farmers of America (FFA) occurred in Kansas City, Missouri (Official FFA Manual, 2001). Thirty-three delegates from 18 states met to formulate this national organization (FFA Student Handbook, 2000). Since 1928, much has changed within the FFA. The adoption of the official colors, creed, code of ethics, official dress and addition of many proficiency awards were just several additions that have impacted the program. Other changes have occurred within the

overall membership. After nearly forty years of existence, the FFA began to open their doors beyond white farm boys. In 1965, the Future Farmers of America merged with the New Farmers of America, allowing blacks into membership (FFA Student Handbook, 2000). Then, in 1969, women were allowed into the FFA (FFA Student Handbook, 2000). Both groups added numbers, diversity, and strength to the organization.

If the organization was to continue to be competitive and strong in numbers, the Future Farmers of America would need to shift it's focuses as well. After 60 years of existence, the Future Farmers of America voted to change the name to the National FFA Organization (FFA Student Handbook, 2000). This was aimed to shift the image of the organization as membership was in a slump, so that students would realize that the FFA offers more to its members than knowledge in farming. Today, the National FFA Organization is recognized in 50 states, Puerto Rico and the Virgin Islands as it includes over 455,000 members (Official FFA Manual, 2001).

As the National FFA Organization has evolved during the past 73 years, it will endure more change throughout it's future. One thing, however, has remained the same. The prime emphasis in promoting agricultural leadership skills has remained a steady mission of the FFA since the organization's founding (Townsend & Carter, 1983, and Wingenbach & Kahler, 1997). The development of agricultural leadership, citizenship, and cooperation are still aims of the FFA today (Official FFA Handbook, 2001).

The Agricultural Education Model

Classroom instruction, SAE and the FFA all make up agricultural education, as all three add to the development of the student. Although, leadership development is most associated with the FFA component, students should have opportunities to learn and

grow in their own leadership abilities through all three programs. All three components are interrelated, as they work together to compliment one another. Hughes and Barrick (1993) suggested that classroom and laboratory instruction deal with technical agriculture, leadership and personal development, while the FFA and SAE reinforce and add to the instruction through experiential learning. The model in Figure 1 was used to depict this relationship, and was formed by a seven-member team appointed by the National Task Force on Supervised Agricultural Experience (The National Council for Agricultural Education, 1992; Hughes & Barrick, 1993).

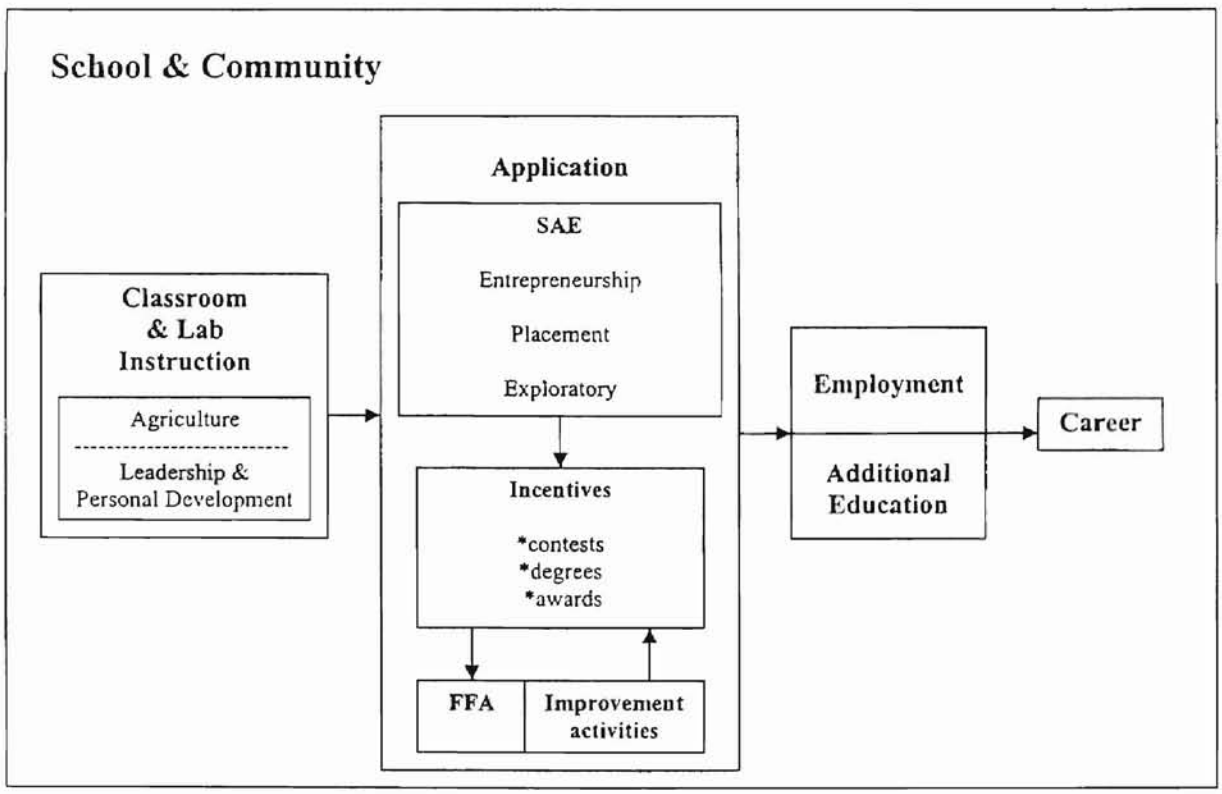

Figure 1. Model of Agricultural Education

This figure suggested that agricultural education takes place within the school and community as it consisted of four components:

- Classroom and laboratory instruction
- Application
- Employment and/or additional education
- Career

It illustrated that agricultural education does not only occur and remain within the three primary components of classroom, FFA and SAE.

This model indicated that agricultural education is related to the school and the community, as its programs are based around the needs of those entities as well (The National Council for Agricultural Education, 1992; Hughes & Barrick, 1993). Employment or additional education, leading into a career is the intended outcome of agricultural education (Hughes & Barrick, 1993). Hughes and Barrick (1993) and Carter & Spotanski (1989), suggested that agricultural education works to prepare people for productive lives in any career, agricultural related or not.

The Role of FFA Within the Model

As agricultural education's mission is to, "prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems" (Official FFA Manual, 2001), it is the FFA, which is used as a method of delivering these goals. The FFA is structured as an intracurricular function of the agricultural education program (Townsend, 1981).

In 1950, the U.S. Congress granted the FFA a federal charter (public law 740) to establish the FFA as an integral component of secondary agricultural education (Ricketts

& Newcomb, 1984), thus, making it intracurricular; more than just a weekly or monthly after school activity. It implied that all those enrolled in secondary agricultural programs, should be members of the FFA, and have the opportunity to plan, participate in, and evaluate it's leadership activities. As shown in the new model, the FFA works in and out of the agricultural education program.

The second part of the model stresses application. The National Council for Agricultural Education (1992) explained that concepts and skills taught within the classroom and laboratory are to be applied in real-life settings through the FFA and SAE. Incentives to promote member achievement are also comprised within the application process (The National Council for Agricultural Education, 1992). The FFA may even be considered as a method of instruction, or an effective laboratory for applying leadership and personal development skills (Ricketts, 1984). Classroom instruction teaches leadership theory and content, while the FFA Organization allows it to be reinforced through application (Rutherford, Townsend, Briers, Cummins, and Conrad, 2002).

> Classroom instruction is an important part of a unit on welding. However, if the welding skill is not practiced through the shop, the student will never be a welder. The same holds true for leadership and personal development skills. Parliamentary procedure is taught in the classroom. It is the FFA meeting that provides the student the opportunity to practice parliamentary procedure in a real-life situation (Ricketts, 1982, pgs.11, 12).

Here, the FFA is used as a vehicle to help attain the pre-determined purposes of agricultural education (Ricketts, 1982).

Beyond application through activities in the FFA organization, a variety of classroom teaching strategies may be used to emphasize real world application. Fritz and Brown (1998) deemed this real world application as critical to leadership development. These constructive components are critical in teaching leadership as they place emphasis on the community (Fritz & Brown, 1998). This allows the learners to serve beyond the facets of their classroom and FFA chapter in a variety of community organizational settings (Fritz & Brown, 1998). In class and out-of-the classroom exposure to various forms of leadership offers knowledge and experience by which the learners may use to develop their own theories and ideas about leadership, utilizing the constrictive theory of education (Fritz & Brown, 1998).

"The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agricultural education," (Official FFA Manual, 2001, pg. 4). That is the purpose of the FFA: to perform its mission through agricultural education. Under this mission, some primary focuses of this youth organization are to develop skills in communications, human relationships, social abilities, citizenship, cooperation, and resource management (Official FFA Manual, 2001). The FFA also hopes to develop competent, assertive leaders (FFA Student Handbook, 2000). These goals encompass agricultural education and the ideas of William Brock and SCANS in creating responsible citizens. Many similarities regarding leadership and life skills enhancement exist between the purposes of the FFA Mission and the SCANS report (Wingenbach & Kahler, 1997).

Leadership Programs and Activities

The FFA offers numerous opportunities that work toward attaining the organization's mission and strategies, thus enabling students to enhance their leadership potential and general life skills. Common leadership positions available include holding chapter offices and committee chair positions. These positions are not the only places in the FFA where leadership may be developed. Huevel (1999) designated five main areas of leadership development within the FFA. These include: holding offices, committee chair positions, career development events (CDE), public speaking, and community service projects (Huevel, 1999).

Offices.

Holding an office allows the student to serve an essential role in their FFA chapter. Officers should lead the chapter and encourage others to participate in chapter events (FFA Student Handbook, 2001). The FFA identified the following six constitutional offices: president, vice president, secretary, treasurer, reporter, and sentinel (FFA Student Handbook, 2000). All offices are important and none can function independently, as the *team* must work together to accomplish common goals. All offices are expected to uphold seven general duties. The general duties included in the 2001-2002 Official FFA Manual were:

1. A genuine desire to be a part of a leadership team.
2. A willingness to accept responsibility.

3. A sincere desire to work with all chapter members in meeting their leadership, personal, and chapter goals.
4. A commitment to lead by example.
5. A knowledge and understanding of the chapter, state, and national FFA constitutions, bylaws and programs.
6. A working knowledge of parliamentary procedure.
7. An ability to memorize their parts in the official ceremonies.

In addition to these responsibilities, each individual office has several duties of its own that members are expected to uphold.

Committees.

Committees and their chairs are subsequently responsible for the planning and implementation of many chapter activities and goals. Committees consist of smaller groups of individuals focused on a more limited area within the chapter. Huevel (1999), stressed that committees are designed to save time, as they do not involve the whole group in activity planning. Committees stem from the chapter's Program of Activities (POA) and are supervised by the vice-president. Members on each committee should range in experience and leadership levels (Huevel, 1999). Standing committees work to develop three divisions: students, the chapter, and the community (Official FFA Manual, 2001). They should promote standards in leadership, healthy lifestyles, SAE, scholarship, agricultural career skills, recruitment, finance, public relations, support, the environment, human resources, citizenship, agricultural awareness, and economics (Official FFA Manual, 2001).

The committee chairman is the primary leader of the group, as he or she tries to keep the group focused on the task at hand. For many, holding a committee chair position is the first step in leadership role, before becoming a chapter officer. Although, the chairperson is highly important, the involvement of every member and the contribution of his or her ideas are essential (Official FFA Manual, 2001).

Career Development Events.

Career Development Events (CDE's) provide students with the opportunity to develop technical knowledge, judgment, reasoning, and sportsmanship (Official FFA Manual, 2001, pg. 49). They allow students to develop their problem-solving, critical thinking, information processing and communication skills as well (FFA Student Handbook, 2000). CDE's are diverse in their offerings to meet the needs of various student interests. There are currently twenty-three competitive CDE's and one activity held at the national level (Official FFA Manual, 2001, pg. 49). Several CDE's include:

- Agricultural Communications
- Agricultural Mechanics
- Agricultural Sales
- Dairy Cattle Evaluation
- Floriculture
- Forestry
- Horse Evaluation
- Job Interview
- Livestock Evaluation
- Parliamentary Procedure

Public speaking.

The workplace today demands employees that can effectively communicate (Huevel, 1999). Agricultural education and the FFA work to provide members opportunities to develop their communication skills. The FFA allows its members exposure to public speaking through three career development events. Creed speaking, prepared public speaking, and extemporaneous public speaking all operate under different guidelines, yet provide similar constructs for communication development (Official FFA Manual, 2001).

Community service.

Community projects and service events are leadership roles that not only develop the member, but benefit others as well. The FFA motto, "Learning to Do, Doing to Learn, Earning to Live, Living to Serve" exhibits the importance of serving the community (FFA Student Handbook, 2000). FFA members are able to recognize the needs of their school and community through service projects (Huevel, 1999). Members are then able to allocate resources to fit these needs (Huevel, 1999). Projects such as Partners in Active Learning Support, Partners for a Safer Community and Food for America are all programs provided to serve the community's youth and are advocated through the National FFA Organization (Official FFA Manual, 2001). Chapters may incorporate these nationally promoted programs in their community service plan or develop activities of their own.

Other events.

Practicing parliamentary procedure, planning chapter activities, and attending meetings, conventions, camps, and conferences are other various leadership areas that

students enrolled in agricultural education can utilize through the FFA (FFA Student Handbook, 2001). For many, the opportunity to participate in these activities became the motivating factor for secondary agriculture students to join the FFA (Welton, 1971).

Participation in these events, help to not only develop leadership, but cooperation and citizenship as well (Brick, 1998). Behaviors emphasized through the opportunities provided include: direction and purpose, recognition and respect for others, the assumption of responsibility, and enthusiasm (Brick, 1998). Brick (1998), suggested that community service activities such as Building Our American Communities (BOAC), and collaborative events that occur at camps, conferences, conventions, and workshops all contribute to this personal development. Participation in leadership activities and career development events also exemplify teamwork and good confidence among members (Brick, 1998).

Impact of FFA Leadership Development

Are these abundant activities developing student leadership? Many studies have been conducted to determine if leadership abilities can be learned through the FFA, and how effective programs designed for enhancing leadership abilities are. Several researchers have also studied the impact of the FFA and it's programs to determine whether members in this organization show any difference in their leadership/life skills development than do non-members. The following are research studies and their corresponding findings that have been done in regard to the previous questions.

"The FFA provides leadership training and leadership opportunities; the FFA builds confidence and personal pride" (Balschweid & Talbert, 2000, p. 27). This was just one FFA member's response indicating the importance of the FFA's leadership programs

to that student. Other such responses indicated that the FFA teaches life skills, and causes the students to think about their future (Balschweid & Talbert, 2000). Balschweid and Talbert (2000) concluded from their qualitative findings that FFA members do believe that the FFA provides leadership training and opportunities to build confidence and personal pride. These answers were obtained through surveys conducted at National FFA events such as Washington Leadership Conference and National FFA Convention, by students who are representing their chapter at the highest level.

Ricketts and Newcomb (1984) found that leadership activity participation has made a positive difference in the leadership development of those students actively involved in FFA activities. Ricketts (1982) also found that vocational agriculture students/FFA members possessed much more leadership and personal development abilities than non-vocational agriculture students regardless of whether or not their chapter was considered *superior*. Therefore, participation, alone, in FFA activities within agricultural education can lead to significant differences in perceived leadership ability.

Ricketts (1982) discovered that students who were more active tended to develop higher levels of leadership and personal development. He also found that FFA activities held at the chapter level had a higher relationship to leadership and personal development than did member participation in district, state and national activities. Others agree with this finding. Balschweid and Talbert (2000) found that thirty-four percent of the members, when asked what level of participation in the FFA has been the most helpful and why responded that local level participation has benefited them the most. In two Iowa studies, it was unveiled that agricultural students/FFA members involved in chapter or local level participation attained higher perceptions of personal development (Carter &

Townsend, 1983; Wigenbach & Kahler, 1997). While adversely, leadership perceptions held by those members with participation at the state and national level were found to be lower (Carter & Townsend, 1983; Wigenbach & Kahler, 1997). It was suggested through both studies, that agricultural students/FFA members should be encouraged to participate in as many activities as possible. Townsend and Carter (1983) recommended the encouragement of state and national leadership participation to strengthen or reinforce established leadership competencies.

Welton and Bender (1971) claimed that chapters that provide its members with many leadership positions will have greater levels of participation in FFA activities. Carter and Spotanski conducted a 1989 study to determine if officer, committee chair, and group member opportunities were effective in promoting leadership development. According to Carter & Spotanski (1989), leadership skill training through the FFA serves the needs of high school students regardless of their future career plans. Those students holding offices or serving on committees were persistently higher in the perceptions of their own leadership according to ten measurement scales used within the study (Carter & Spotanski, 1989). Similar findings were reached almost a decade later by Brick (1998) at Texas A&M. She found FFA members with greater activity involvement had more opportunities to practice their leadership skills, therefore increasing their leadership self-perception. The researchers concluded that member involvement and appointments in positions do promote leadership development. They recommended that more opportunities be available for students to hold leadership positions within their chapter (Carter & Spotanski, 1989; Brick, 1998). Rutherford, Townsend, Briers, Cummins, and Conrad (2002), also recommended that members be encouraged to hold a chapter office,

as they concluded that officers have more access to leadership training than the general membership.

Wigenbach and Kahler (1997) conducted a more recent study determining leadership perceptions of Iowa FFA members. They noticed positive results in student perceptions as well as modifications in participants' attitudes following a variety of programming focused on leadership, citizenship, scholarship, group effectiveness, responsibility, confidence, and cooperation (Wigenbach & Kahler, 1997). Even though more active FFA chapters provide greater opportunities for their members, they found that the overall activeness of the FFA chapter did not effect the students' personal development (Wigenbach & Kahler, 1997). The FFA is flexible and offers a variety of activities for its members. Therefore, many activities accommodate to individual members, groups of members, or the chapter as a whole. Wigenbach and Kahler (1997) reported that due to such liberties, many students were able to provide their own opportunities for participation in leadership development events despite their chapter's plans.

It is easy to say that members may provide their own opportunities for leadership development. How many are actually making these opportunities happen? According to Balschweid and Talbert (2000), 46.8% percent of the FFA members in their nation-wide study reported that the highest office they have participated in was that of committee member, this was followed by 37.2% who claimed to hold a chapter office. Only 44.9% of those surveyed reported that they have participated in a Career Development Event, and just one half of the members declared to have never participated in any leadership

event within the FFA (Balschweid & Talbert, 2000). According to Balschweid & Talbert (2000), only 50% of FFA members are actively involved in it's leadership programming.

Moving Beyond the Participation Level in FFA Activities

The FFA strives to include everyone in the leadership development process. Every member has the potential to be a leader (Brick, 1998). Brick (1998), discovered that the FFA understands that no single person has the ability to lead all of the time, so rather, everyone must be able to transfer this position and lead some of the time. That is why the FFA stresses the importance of setting-up, and utilizing standing committees throughout the year; to get as many involved in chapter activities as possible.

Taking leadership participation a step further, research has found that through planning, implementing, and evaluating FFA activities, members are enabled to do *real work*, thus preparing them for situations that will be faced later in life (Brock, 1992). The 2001-2002 Official FFA Manual advocates that every member should be involved in planning and conducting chapter activities. This is to be done through the formulation of a challenging, yet attainable Program of Activities (POA). The Program of Activities (POA) is one tool utilized by the National FFA Organization to reach this goal. Through participation in the POA, members do more than solely participate in chapter activities. Instead, they are the ones developing the activities. Members plan, implement, and evaluate a segment of their FFA program. They become skilled at a stronger leadership through solving problems, thinking critically, and by learning from their successes and failures (Seevers, Dormody, & Clason, 1995). Through participation in planning, involvement becomes more genuine.

Leadership planning, implementation, and evaluation research findings.

Brock (1992) stated, "the new high-performance workplace demands a person who can work productively, think critically and make decisions" (p.22). If planning, implementation and evaluation of FFA leadership activities contribute to the development of these skills, are FFA chapters allowing students to gain these opportunities? Although, little examination has been done in this area, several researchers have found some interesting results. Dormody and Seevers (1994) found that the important step of planning, implementing and evaluating chapter activities were not as readily present as participation only. Only 23% of the members in their tri-state study stated that they participated through planning the POA (Dormody & Seevers, 1994). A 2:1 ratio found that agricultural students/FFA members are implementing more than planning activities (Dormody & Seevers, 1994).

Torres and Dormody (1997) found that one hundred percent of the FFA advisors indicated that their students participate in planning and implementing chapter activities through the POA. Of these advisors, only 67% reported that their members are involved in evaluating chapter activities (Torres & Dormody, 1997). These figures vary dramatically with previous 1994 findings by Dormody and Seevers utilizing FFA members from the same tri-state area. These variations could be due to a number of reasons. As POA's are required from chapters in most states and advisors know that they should be member driven, answers may be swayed. The FFA members, themselves, may not be conscious of the POA, and are unaware when they are working on it (Torres & Dormody, 1997).

Torres and Dormody (1997) also found that most chapters utilize standing committees. The committees that chapters implement vary in category and in the number of total standing committees offered. The number one reported committee in use at 93% was the leadership and community service committee (Torres & Dormody, 1997). Conversely, the least cited committee besides "other" was that of the chapter banquet with only 53% (Torres & Dormody, 1997).

As Brick (1998) and Carter & Spotanski (1989) both found that local activities and positions on committees influence leadership; therefore, a vast variety of committees should be offered. FFA advisors need to stress the development and adoption of committees that meet the needs of the members, chapter, school and community (Torres & Dormody, 1997). Torres and Dormody (1997) also recommend that students be made aware of their role in planning, implementing, and evaluating chapter activities through the POA. Through participation in planning and evaluating chapter activities, members can connect the complete program planning process with their successes and failures as they utilize higher-order thinking skills (Dormody & Seevers, 1997).

Summary of Literature Review

Leadership is a necessity in life, as it impacts work, family, education, and society. Productive thinkers, communicators and workers are needed now and throughout the future. Although, youth organizations have strived to develop members apt in leadership/life skills, many feel that they have not fulfilled their job. The FFA, however, is one organization that has been using leadership development as an organizational goal since it's founding. Through the previous research in this review, it has been found that

the FFA is offering a variety of leadership activities for its members. Participation in these activities along with directed leadership roles has been found to have positive relationships with members' perceptions of their leadership and life skills development. Participation at the local or chapter level has also appeared to have the greatest impact on FFA members' leadership skills development.

Participation in the activity alone did not give way to maximum potential for leadership related skill development. Involvement in planning and evaluating leadership activities at the chapter level was speculated as boosting FFA member's in leadership/life skills development more greatly than participation alone. Planning and evaluating are measures that go beyond basic knowledge and recall. They allow students to think more critically and move upward in their levels of thinking. This is important in producing effective laborers and citizens who can think independently and work resourcefully.

Research on the amount of student participation in the planning and evaluation stages of FFA chapter activities and the effects of these competencies on leadership development has been limited. Despite the lack of research on this topic, the National FFA Organization encourages its members to be active in the planning, participation, and evaluation of leadership development activities at the chapter level. Furthermore, research looking at specific behaviors utilized by FFA members in chapter leadership roles is not readily existent or accessible. Therefore, this study aimed to look at FFA chapter president behavior, and chapter officer involvement and perceptions based on planning, implementation, and the evaluation of chapter leadership development activities within the Northeast District of the State of Oklahoma.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this chapter is to describe the methods and measures of data collection and analysis used within the study. The specified population, survey instruments, data collection, and analysis procedures were developed to address and explain the purpose and objectives of the study. Each of these factors is presented in chapter three.

Purpose of the Study

The purpose of this study was to determine the level of involvement of Oklahoma FFA chapter presidents and officers in chapter leadership activities, to identify the perceptions of their leadership skill development, and to determine the specific leadership behaviors exhibited by the chapter president.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were generated:

1. Profile the FFA chapter officers by their age, gender, years in FFA, SAE experience, and participation in other youth organizations.
2. Describe the FFA chapter officers' levels of involvement in specified chapter leadership building activities.
3. Describe the FFA chapter officers' leadership skills gain as a result of the FFA experience.
4. Describe the FFA chapter presidents' perceived levels of leadership behavior exhibited in five leadership practices, as described by Kouzes and Posner (1987).
5. Describe the FFA chapter officers' observations of their president's levels of leadership behavior exhibited in five leadership practices.
6. Examine the relationship between the FFA chapter presidents' perception of their leadership behavior with the behaviors observed by their officer team.
7. Examine the relationship between the perceived leadership skills gained by the FFA chapter presidents and officers and their perceived levels of leadership involvement.

Hypotheses

Constructed upon the purpose and objectives for the study, five null hypotheses were formulated. The hypotheses are:

Ho1= There is no difference in demographics between FFA chapter presidents and FFA chapter officers. (This hypothesis was used to direct objective one.)

Ho2 = There is no difference between FFA chapter presidents and FFA chapter officers levels of activeness in chapter leadership building activities. (This hypothesis was used to direct objective two.)

Ho3 = There is no difference between FFA chapter presidents and FFA chapter officers perceptions of leadership skill development as a result of their experience in the FFA. (This hypothesis was used to direct objective three.)

Ho4 = There was no difference shown among the five leadership behaviors exhibited by the FFA chapter presidents. (This hypothesis was used to direct objective four.)

Ho5 = There was no difference shown among the five leadership behaviors observed by the FFA chapter officers. (This hypothesis was used to direct objective five.)

Ho6 = There is no relationship between the FFA chapter presidents' perceptions of their leadership behavior exhibited among the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) and the behaviors observed by their corresponding officer team. (This hypothesis was used to direct objective six.)

Ho7 = There is no difference among FFA chapter presidents and FFA chapter officers leadership skill development according to their levels of activeness in FFA chapter activities. (This hypothesis was used to direct objective seven.)

Research Design

A descriptive survey of a population was used as the design for this study (Leedy & Ormrod, 2001). Descriptive research was selected as the research design given that perceptions of FFA chapter presidents and other chapter officers were examined. Leedy and Ormrod (2001) asserted that descriptive research examines situations as they are. Situations are not altered or changed while under investigation, and cause-and-effect relationships are not established. Characteristics of an observed phenomenon are identified, and correlations may possibly be explored (Leedy & Ormrod, 2001).

The descriptive survey design allowed an illustration of the leadership behaviors utilized by FFA chapter presidents, how these behaviors were perceived by the chapter officers, and the level of chapter involvement held by all FFA officers within the study. This study also explored the perceptions held by FFA officers about their leadership skill development as a result of leadership experiences in the FFA, as well as general demographic characteristics.

Institutional Review Board

Federal regulations and Oklahoma State University policy require a review and approval of research that involves human subjects before investigators can begin any research. This review is conducted by the Oklahoma State University Office of University Research under the direction of the Institutional Review Board to protect the rights and welfare of human participants engaged in biomedical and behavioral research. To comply with the policy mentioned above, this study was properly reviewed gaining permission to move forward. As some participants in the study would be under the age of

18, an expedited special population review was conducted, and the following Institutional Review Board number was received: AG0232 (see Appendix A).

Identification of Population

The population for this study consisted of FFA chapter presidents and other members of the corresponding chapter officer team. These officers were FFA members from the Northeast Agricultural Education District of Oklahoma. The Northeast district contained exactly 80 schools. This district was chosen due to the diversity of locations and size of student attendance among the schools and the agricultural programs contained within them. A mixture of rural, urban, and suburban settings prevailed in the Northeast District. Among the 80 schools identified within the population, an invitation to participate in the study was extended to 80 chapter presidents, and their corresponding chapter officer teams. Of the total population of 80 groups, 35 FFA officer teams completed the survey.

Instrumentation

A quantitative method was used to collect all data within this study. The instruments used were divided into four sections. Both the chapter president and the other officers received the four parts of the instrument (see Appendices E and F). Part one consisted of the Leadership Practices Inventory, developed by Kouzes and Posner (2001), part two contained the Youth Leadership Life Skills Development Scale by Dormody, Seevers and Clason (1993). The third part of the instrument examined chapter leadership involvement, and was modified from Dormody and Seevers 1994 instrument. Finally,

part four examined respondent demographics. Steps were taken to ensure validity and reliability of all four parts of the instruments utilized. A panel of experts was gathered for development, revision, and to establish validity for the third and fourth parts of the instrument. This panel consisted of faculty members and graduate students in the Department of Agricultural Education, Communications and 4-H Youth Development, as well as the Oklahoma FFA Executive Secretary.

A pilot study was conducted early in the Spring of 2002 using FFA officers from a non-selected district within Oklahoma. The procedures used to collect data remained the same, while the location for data collection occurred at the individual high schools. Suggestions and comments regarding the survey structure or procedure were encouraged. Below are detailed descriptions of each instrument and the steps taken to verify reliability and validity.

Part I: Leadership Practices Inventory

The first instrument utilized within the study was the Leadership Practices Inventory (LPI) for leaders and observers, developed by Kouzes and Posner (2001). This instrument was designed to assess the strength of the five practices of exemplary leadership as exhibited by the FFA chapter presidents. This instrument worked to define objectives four and five of the study, as it measured current uses of behaviors among the following five categories:

1. Challenging the Process
2. Inspiring a Shared Vision
3. Enabling Others to Act

4. Modeling the Way
5. Encouraging the Heart

Two forms of the instrument were used; the leader form labeled Chapter President, and the Observer form labeled Chapter Officer, as this instrument is designed to be used by multiple raters.

Instrument Validity and Reliability

Kouzes and Posner (2001) conducted numerous tests to determine the psychometric properties of the LPI as they were developing the instrument. From their tests, they found that the instrument is internally reliable. The six statements related to each leadership practice were highly correlated to one another (Kouzes & Posner, 2001). Test-retest reliability was also found to be high. The LPI, if given again within a time span of a few months and without any further leadership training, would yield consistent and stable results (Kouzes & Posner, 2001). The five leadership scales within the instrument were statistically orthogonal or independent from one another, as they each measured different phenomena (Kouzes & Posner, 2001). Kouzes and Posner (2001) also reported that the LPI had both face and predictive validity, meaning that the instrument made sense to people and the results generated were significantly correlated with various performance measures, to be used for further predictions about leadership effectiveness.

Through pilot testing the instrument, some confusion was found in the generalized wording of the instrument. Some participants expressed that they were unsure of who they were evaluating, therefore, it was suggested by the panel of experts to change the headings and some wordings on the directions of the LPI instrument. This would not only clarify the roles of the participants, but would also make it more personalized to the FFA

chapter presidents and officers completing this inventory. The effect of the questions themselves were not altered.

The data gathered on this instrument from the pilot was statistically analyzed to test the grouped items. The 8.0 version of Window's Statistical Package for Social Sciences (SPSS) was used to determine Cronbach's Alpha for each of the five categories, Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The first practice, Challenging the Process, maintained an alpha level of .834. Inspiring a Shared Vision obtained a .871 alpha level, and Enabling Others to Act an alpha of .823. The determined alpha level for Modeling the Way was .687, and Encouraging the Heart was .841. The total alpha level was determined at 0.939.

Chronbach's alpha for the Leadership Practices Inventory (LPI) was determined at .985 for the actual study as well. The inventory is divided into five separate scales that each measure separate practices, and can therefore stand alone. The first practice, Challenging the Process, had an alpha level of .933. Inspiring a Shared Vision obtained a .937 alpha level, and Enabling Others to Act an alpha of .920. The determined alpha level for Modeling the Way was .938, and Encouraging the Heart was .938. These alpha levels hold true to both the president and observer sections of the LPI instrument, used for objectives four, five, and six. Table 1 shows the alpha levels for both the pilot and the actual study.

Table 1

Reliability of Leadership Practices Inventory

Leadership Practice	Pilot Study Chronbach's Alpha	Actual Study Chronbach's Alpha
Challenging the Process	0.834	0.933
Inspiring a Shared Vision	0.871	0.937
Enabling Others to Act	0.823	0.920
Modeling the Way	0.687	0.938
Encouraging the Heart	0.841	0.938
Total	0.939	0.985

Part II: Leadership/Life Skill Gain

The Youth Leadership Life Skills Development Scale (YLLSDS) created by Dormody, Seevers, and Clason (1993) was developed to investigate youth leadership life skill development during membership in a youth organization. The purpose of the YLLSDS in previous research was to evaluate leadership skill development either formatively during a member's involvement in an organization, or to assess overall skill development at the end of membership in the organization (Dormody, Seevers, & Clason, 1993).

Thirty statements were used with responses for each question based upon the following scale:

- 0 = No Gain
- 1 = Slight Gain
- 2 = Moderate Gain
- 3 = A Lot of Gain

Then, the sums of respondent scores for all thirty questions were calculated to place each respondent within one of three ranges. The three ranges included:

- 0 to 30 = No to Slight Leadership/Life Skills Development
- 31 to 60 = Moderate Development
- 61 to 90 = High Development

The YLLSDS has been recommended for use in various experimental designs, including quasi-experimental designs, prediction studies, and descriptive studies. Within this descriptive study, the YLLSDS was used to address the third and seventh objectives.

Instrument Validity and Reliability

Under the direction of Dormody, Seevers, and Clason, the YLLSDS was assessed for face and content validity by a panel of seven experts. Item analysis, and internal-structure and cross-structure construct validity assessment was also conducted by the survey developers. After field testing the instrument, they reported the Cronbach's alpha reliability coefficient for the 30-question scale as 0.98. The pilot test conducted for the present study attained data that provided a Cronbach's alpha reliability coefficient of 0.719. Cronbach's alpha was determined somewhat higher, at .9335 for all items within the actual study.

Part III: Chapter Leadership Involvement

No scale instrument was available to evaluate the level of involvement of participants in leadership activities. Therefore, an instrument was developed to evaluate the levels of leadership involvement in chapter FFA activities attained by FFA chapter officers. This instrument made it possible to address the second objective of this research

study. The development of this instrument began by reviewing literature on previous studies on FFA member involvement in planning, implementing, and evaluating chapter activities. A specific instrument by Dormody and Seevers (1994) was also reviewed and modified. The panel of experts was utilized to determine specific activities to be placed on the instrument.

A scale for total involvement in chapter leadership activities was devised, based upon scores for all eight chapter activities. The highest level of leadership involvement indicated in each of the eight sections was given a weighted score, varied upon the level of difficulty for each ability. These scores ranged from zero to five. The highest score in each activity is reported as follows:

- Did Not Participate = 0
- Implementation = 1
- Planning = 3
- Evaluation = 5

Each participant had eight scores summed together to accomplish a total involvement score. The scores given for the total involvement could theoretically range from zero to forty.

The scores were then broken down into four categories based upon involvement levels. These categories were labeled:

- 0 to 10 = None to Minimal Involvement
- 11 to 20 = Slight Involvement
- 21 to 30 = Moderate Involvement
- 31 to 40 = High Involvement

Instrument Validity and Reliability

Meetings were held with the panel of experts, consisting of Oklahoma State University faculty members and the Oklahoma FFA Executive Secretary. This panel assisted in enhancing content, construct, and face validity of the instrument, as they were knowledgeable about the desired content and target audience. The panel yielded eight FFA chapter activities common for all FFA officers to be involved.

The final instrument consisted of eight categories cross referenced with the words plan, implement, evaluate and do not attend. Each term is associated with a scale number such as 1 for implementing, 2 for planning, and 3 for evaluation of the specified activity. A grand total of added responses yielded the participant's score. The pilot test was conducted, and a Kuder-Richardson 20 (KD 20) of 0.8675 was revealed, as items were coded yes and no. The Kuder-Richardson 20 was determined slightly higher at 0.8849 for this part of the survey using all participants within the actual study.

Part IV: Demographics

A final demographic instrument was developed so that background information may be collected on the participants. Demographic information to be identified in accordance to objective number one included: FFA chapter officer age; gender; years in FFA; acquisition of a Supervised Agricultural Experience project; and participation in the extracurricular youth leadership organization of 4-H.

Procedures for Data Collection

A packet was developed including invitations for chapter officers to participate in the study and parental consent forms for those students under the age of 18 (see Appendices C & D). A letter identifying the purpose, location, procedure, and possible benefits from participation in the study was included in the informational packet for the agricultural instructors/FFA advisors. These materials were mailed along with a self-addressed, pre-stamped card of response to all FFA chapters in the population of the Northeast district. Instructions were given to the instructors to reply through mail, telephone, or Email to report the number of students that will be attending the survey session and the t-shirt size worn by each student. Oklahoma State University Agricultural Education t-shirts were offered as an incentive to all participants.

Two weeks prior to the data collection, follow-up telephone calls were made to all agricultural teachers who had not yet replied. At the completion of the follow-up calls, a total of 50 out of the 80 possible schools replied their FFA chapter officer teams would participate in the survey.

The collection of data occurred on April 30th at 5:00 p.m. in Room D during the 2002 Oklahoma State FFA Convention in Oklahoma City. Prior to the convention, the room and time were selected based on open periods in the general schedule in order to accommodate the most officers possible. Of the 50 schools stating intentions of attending the survey session, 30 were present. This situation led to 30 chapter presidents and 115 FFA officers completing the survey. Before data collection began, student consent forms were collected and assent forms were completed by those wishing to participate. Students

were given directions and the appropriate instruments to complete. All questionnaires were number coded to ensure correct and anonymous data entry.

After the initial data collection, ten schools that did not attend the survey session, were contacted. They each received a set of surveys for their officers, as well as the appropriate consent forms for parent and participant approval. The instruments were hand delivered with self-addressed, stamped envelopes, and directions for completion were provided to the instructor. Five schools (10%) that did not attend the survey session mailed back completed consent forms and surveys. Through demographic analysis, it was determined that these presidents and officers were in fact similar to those who completed the survey at State FFA Convention. Therefore, their data was combined with the initial data collected, thus reaching a grand total of 35 FFA chapter officer groups from the Northeast district (see Table 2).

Table 2

Survey Participants By Collection Time

	Completed Survey at FFA Convention	Completed Survey After FFA Convention
Chapter Presidents	30	5
Chapter Officers	115	21
Total Participants	145	171

Analysis of Data

Due to the number of respondents and the large amount of statistical data to be analyzed, a computer software package was utilized. The Statistical Software Package for Social Sciences® (SPSS) 8.0 for Windows was used for data collected by all instruments in the study. Descriptive statistics were used in data analysis to illustrate observations, while inferential statistics were utilized to organize and understand the relationships between and among the groups of variables. Means and standard deviations were also calculated for some scale items for the sole purpose of comparing the groups within the study as recommended by Kerlinger (1986). A 0.05 alpha level was set for this study, providing a 95% level of confidence.

Below are descriptions of data analysis according to each objective:

Objective 1: Demographics including age, gender, years in FFA, status of Supervised Agricultural Experience project, and previous 4-H membership were profiled using frequency distributions, percentages, and measures of central tendency. Chi Square is used to answer questions about frequency data rather than scale item data (Isaac & Michael, 1987). Therefore, Chi Square was used to determine any noticeable differences between several demographic frequencies of the two groups within the population studied.

Objective 2: The FFA chapter officers' levels of activeness in specified chapter leadership building activities was collected through individual summative scores from Part III of the instrument. It was then analyzed through descriptive statistics such as frequency distributions and percentages.

Objective 3: The perceptions of leadership/life skill gain by FFA chapter officers was gathered through Part II of the survey, and was also analyzed through frequencies, percentages, and measures of central tendency from the total individual scores.

Objective 4: The FFA presidents' perceived levels of their leadership behavior exhibited was collected by Part I of the surveys labeled Chapter President. Descriptive statistics such as frequencies, percentages, and measures of central tendency were analyzed by the five areas of leadership practices as identified in the LPI scoring guide.

Objective 5: The FFA officers' perceived levels of their president's leadership behavior exhibited was collected by Part I of the surveys labeled Chapter Officer. Descriptive statistics such as frequencies, percentages, and measures of central tendency were analyzed by the five areas of leadership practices as identified in the LPI scoring guide.

Objective 6: The relationship between the FFA chapter officer perceptions and the FFA chapter president perceptions of the presidents' leadership behavior exhibited was analyzed through an independent t-test. The case II independent t-test will be used to compare the two groups, chapter president or chapter officer, based upon dependent variables as explained in Ary, Jacobs, and Razavieh (1996) and Shavelson (1996). For the purpose of this census study, the t-test will be used to determine the probability of whether the observed difference is true, or just by chance (Shavelson, 1996). It is limited only to the groups within the studied population.

Objective 7: The relationship between the FFA chapter presidents and officers perceived leadership/life skill gain and their perceived leadership involvement was analyzed through establishing a correlational coefficient between total president life/skill gain scores and their leadership involvement scores. Ary, Jacobs, and Razavieh (1996) stated

that correlational coefficients help to clarify relationships or patterns of relationships between variables. As both variables examined were measured within interval scales, and their distributions were fairly normal, Pearson's product moment coefficient of correlation was used (Ary, Jacobs, and Razavieh (1996).

Summary of Research Procedure

The study examining FFA chapter presidents and officers leadership behavior, involvement, and life skill development occurred during the spring of 2002 at the Oklahoma State FFA Convention. Participants were chapter presidents and officers from the 2001 to 2002 school year within the Northeast District of Oklahoma. Two similar instruments were used to collect data from the chapter presidents and chapter officers. Each instrument contained four parts. The first part consisted of the Leadership Practices Inventory individual contributor by Kouzes and Posner (2001). Part two contained the Youth Leadership/Life Skill Development Scale developed by Dormody and Seevers (1994). The third segment examined leadership involvement, and the final portion profiled respondent demographics. All instruments were number coded prior to data collection to ensure respondent confidentiality, as well as accuracy in data entry.

At the initial data collection, 30 chapter officer presidents and 115 chapter officers were examined. From those that did not attend the original data collection, 5 additional chapter presidents and 21 chapter officers completed the appropriate surveys. A grand total of 35 chapter presidents and 136 chapter officers completed the survey instrument, thus leading to 171 respondents.

Data was analyzed through Microsoft's Statistical Package for Social Sciences® (SPSS) 8.0 to portray observations. Descriptive statistics, including frequencies, percentage, and measures of central tendencies were determined. Inferential statistics were also utilized to organize and understand the relationships present between the two groups within the respondents of the study.

CHAPTER IV

FINDINGS

The intent of this chapter is to present the collected data in an organized manner and to discuss the findings based upon the objectives of the study. This chapter outlines the purpose and objectives of the study, hypotheses derived from the objectives, a description of the population, and the specific data according to each objective.

Purpose of the Study

The purpose of this study was to determine the level of involvement of Oklahoma FFA chapter presidents and officers in chapter leadership activities, to identify the perceptions of their leadership skill development, and to determine the specific leadership behaviors exhibited by the chapter president.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were generated:

1. Profile the FFA chapter officers by their age, gender, years in FFA, SAE experience, and participation in other youth organizations.
2. Describe the FFA chapter officers' levels of involvement in specified chapter leadership building activities.

3. Describe the FFA chapter officers' leadership skills gain as a result of the FFA experience.
4. Describe the FFA chapter presidents' perceived levels of leadership behavior exhibited in five leadership practices, as described by Kouzes and Posner (1987).
5. Describe the FFA chapter officers' observations of their president's levels of leadership behavior exhibited in five leadership practices.
6. Examine the relationship between the FFA chapter presidents' perception of their leadership behavior with the behaviors observed by their officer team.
7. Examine the relationship between the perceived leadership skills gained by the FFA chapter presidents and officers and their perceived levels of leadership involvement.

Hypotheses

Constructed upon the purpose and objectives for the study, five null hypotheses were formulated. The hypotheses are:

Ho1= There is no difference in demographics between FFA chapter presidents and FFA chapter officers. (This hypothesis was used to direct objective one.)

Ho2 = There is no difference between FFA chapter presidents and FFA chapter officers levels of activeness in chapter leadership building activities. (This hypothesis was used to direct objective two.)

Ho3 = There is no difference between FFA chapter presidents and FFA chapter officers perceptions of leadership skill development as a result of their experience in the FFA. (This hypothesis was used to direct objective three.)

Ho4 = There was no difference shown among the five leadership behaviors exhibited by the FFA chapter presidents. (This hypothesis was used to direct objective four.)

Ho5 = There was no difference shown among the five leadership behaviors observed by the FFA chapter officers. (This hypothesis was used to direct objective five.)

Ho6 = There is no relationship between the FFA chapter presidents' perceptions of their leadership behavior exhibited among the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) and the behaviors observed by their corresponding officer team. (This hypothesis was used to direct objective six.)

Ho7 = There is no difference among FFA chapter presidents and FFA chapter officers leadership skill development according to their levels of activeness in FFA chapter activities. (This hypothesis was used to direct objective seven.)

Description of the Population

The population of this study included FFA chapter presidents and chapter officers from the 2001-2002 school year in agricultural education programs located in the Northeast District of Oklahoma. Of the 80 possible secondary agriculture programs in the Northeast District, 30 groups of FFA chapter presidents and officers completed the survey on April 30, 2002, at the Oklahoma State FFA Convention. Additionally, 5 groups of officers completed surveys and returned them by mail before May 15, 2002.

Findings of the Study

Findings of the study based upon the data collected are described below. These findings are presented according to each objective and the corresponding hypothesis.

Objective 1: Profile the FFA Chapter Officers By Their Age, Gender, Years in FFA, SAE Experience, and Participation in Other Youth Organizations.

Objective one was to determine and describe the respondents based upon personal characteristics. The null hypothesis encompassing this objective stated: there is no difference in demographics between FFA chapter presidents and FFA chapter officers. Of the 171 total participants, 170 responded to the series of questions relating to objective number one.

Age of Respondents

Table 3 displays data on the age of the respondents. Frequencies and percentages of age are displayed among FFA chapter presidents, FFA chapter officers, and both combined. Respondents ranged between the ages of 14 and 19 years old. One (0.6%) participant reported his or her age as 14 years old, while 14 (8.2%) stated their age as 15 years old. Forty-eight (28.2%) participants reported their age as 16 years old, 63 (37.1%) as 17 years old, 38 (22.4%) as 18 years old, and 6 (3.5%) as 19 years old.

Table 3

Comparison of Respondent Age

	Chapter Presidents (N=35)		Chapter Officers (N=135)		Total (N=170)	
Age	n	%	n	%	n	%
14 years old	0	0.0	1	0.7	1	0.6
15 years old	1	2.9	13	9.6	14	8.2
16 years old	1	2.9	47	34.8	48	28.2
17 years old	15	42.9	48	35.6	63	37.1
18 years old	16	45.7	22	16.3	38	22.4
19 years old	2	1.1	4	3.0	6	3.5
Totals	35	100.0	135	100.0	170	100.0

The mean age of all participants was approximately 17 years old. The mean age of FFA chapter presidents was 17.5 years old, while the median age was 18 years old. Both the mean and median age of the FFA chapter officers was 17 years old. Pearson's Chi Square was determined at 23.617 with 5 degrees of freedom, showing a notable difference in age between the chapter presidents and the chapter officers within the study. Central tendencies are displayed for the respondents' ages in years in Table 4.

Table 4

Central Tendency for Respondents Age in Years (N=170)

Respondent Type	Mean	Std. Dev.	Range
Presidents	17.5	0.78	4
Officers	16.7	0.99	5
Total	16.8	1.00	5

Gender of Respondents

The composition of the respondents according to gender is shown in Table 5. The FFA chapter presidents were split nearly evenly in terms of gender, as the group consisted of 17 (48.6%) males and 18 (51.4%) females. The other chapter officers consisted of 56 (41.5 %) males of all chapter officer respondents, and 79 (58.5%) females of all chapter officer respondents. Pearson's Chi Square was also calculated at .570 with 1 degree of freedom, confirming that no noticeable differences in gender were apparent between the two groups within the population studied. Figure 2 also displays the total respondent gender in a pie chart.

Table 5

Gender Composition of Participants

	Chapter Presidents (N=35)		Chapter Officers (N=135)		Total (N=170)	
Gender	n	%	n	%	n	%
Male	17	48.6	56	41.5	73	42.9
Female	18	51.4	79	58.5	97	57.1
Totals	35	100.0	135	100.0	170	100.0

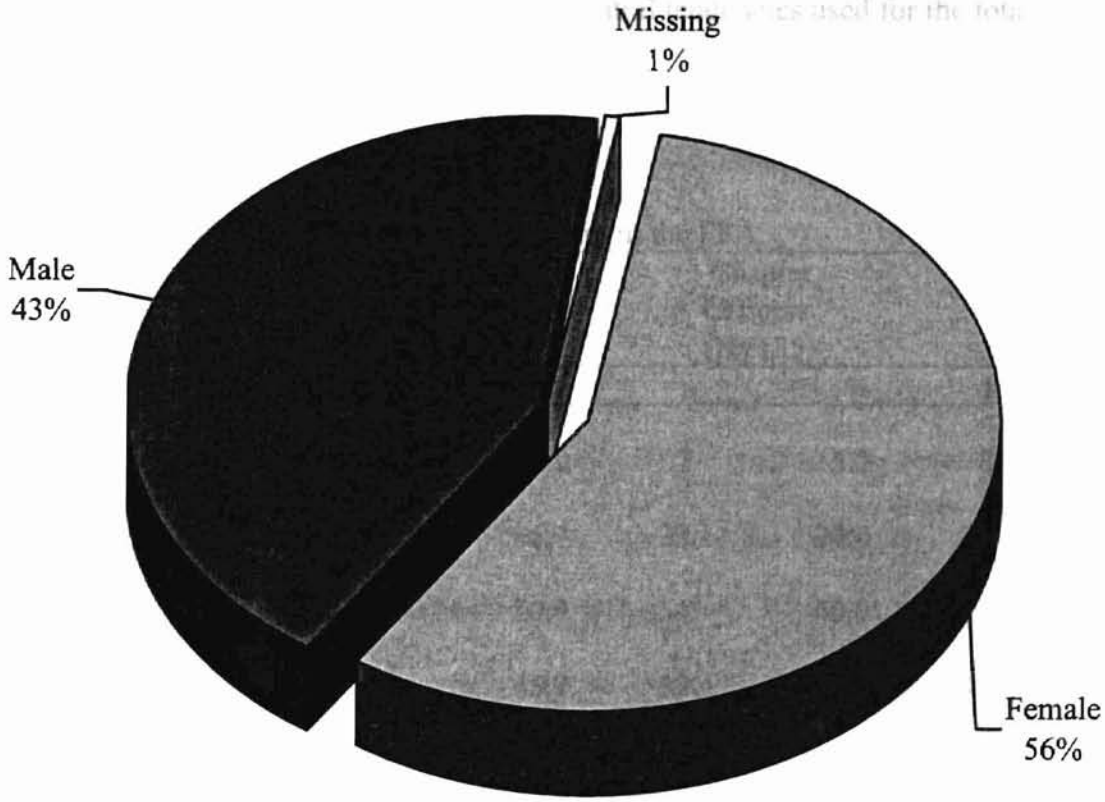

Figure 2. Pie chart of respondent gender.

Total Years of Membership in the FFA

The third item examined within the demographics of the population was the participants' total years of membership in the National FFA Organization. Of the 170 respondents, 8 (4.7%) specified that they had only held one year of membership in FFA. Thirty-five participants (20.6%) indicated that they have been members of the FFA for two years, whereas 61 (35.9%) stated that this was their third year in the FFA. Participants holding four years of FFA membership comprised 48 (28.2%), while 18 (10.6%) of the respondents had 5 years in the FFA. Table 6 shows these data pertaining to years of FFA membership according to chapter presidents, chapter officers, and the

total participants, while Table 7 reports the central tendencies used for the total respondents years in the FFA.

Table 6

Respondents Number of Years of Membership in the FFA

	Chapter Presidents (N=35)		Chapter Officers (N=135)		Total (N=170)	
Years in FFA	n	%	n	%	n	%
1 year	1	2.9	7	5.2	8	4.7
2 years	2	5.7	33	24.4	35	20.6
3 years	7	20.0	54	40.0	61	35.9
4 years	16	45.7	32	23.7	48	28.2
5 years	9	25.7	9	6.7	18	10.6
Totals	35	100.0	135	79.4	170	100.0

Table 7

Central Tendency for Years of Membership in the FFA (N=170)

	Mean	Std. Dev.	Range
Respondent Type			
President	3.86	0.97	4
Officer	3.02	0.98	4
Total	3.19	1.03	4

Pearson's Chi Square was run on the variable of FFA membership between FFA chapter presidents and chapter officers. A value of 22.447 was determined with 4 degrees of freedom, establishing that a notable difference between years of membership in the FFA and respondent type within the survey occurred. Years of membership in the FFA

among chapter presidents remained slightly higher than years of membership among chapter officers. Chapter presidents held a mean and median of 4 years of membership in the FFA. Chapter officers who participated in the study had a recorded mean and median of 3 years of FFA membership.

Participation in Supervised Agricultural Experience

The fourth item of the objective looked at FFA member participation in Supervised Agricultural Experience (SAE) projects. Of the 170 total respondents, 20 did not currently have an SAE project underway, leaving 88.2% of the respondents conducting an SAE project. Of these, 31(88.6%) of the 35 FFA chapter presidents currently had an SAE project, similarly 119 (88.1%) of the 135 FFA chapter officers also had a Supervised Agricultural Experience. Table 8 shows the comparison of participants' current SAE status according to respondent type.

Table 8

SAE Status According to Respondent Type

	Chapter Presidents (N=35)		Chapter Officers (N=135)		Total (N=170)	
Current SAE	n	%	n	%	n	%
Yes	31	88.6	119	88.1	150	88.2
No	4	11.4	16	11.9	20	11.8
Totals	35	100.0	135	100.0	170	100.0

Membership in 4-H

The final portion of objective 1 was to determine if the respondents had any previous experience in another agricultural organization that also promotes leadership development. The data for this query is displayed in Table 9. The respondents were asked

if they have ever been a member of 4-H. Of the 170 FFA chapter presidents and officers that responded to this question, 110 (65.1%) indicated that they are or have been a member of 4-H. Twenty-three (65.7%) out of the 35 FFA chapter presidents, and 87 (64.4%) of the FFA chapter officers indicated that they were 4-H members.

Table 9

Respondents Membership in 4-H

	Chapter Presidents (N=35)		Chapter Officers (N=135)		Total (N=170)	
Member of 4-H	n	%	n	%	n	%
Yes	23	65.7	87	64.4	134	65.1
No	12	34.3	47	34.8	59	34.9
Totals	35	100.0	135	100.0	170	100.0

Objective 2: Determine the FFA Chapter Officers' Levels of Activeness in Specified Chapter Leadership Building Activities.

The purpose of this objective was to determine the level of involvement by FFA chapter presidents and the FFA chapter officers in planning, implementing, and evaluating chapter activities. The null hypothesis used in defining this objective stated: there is no difference between FFA chapter presidents and FFA chapter officers levels of activeness in chapter leadership building activities. The following findings originate from the data collected to address objective two, and it's corresponding hypothesis. All of the 171 participants responded to this portion of the survey. This section is divided into eight separate categories according to specified chapter level activities, followed by respondent composite scores for all categories combined.

The eight chapter activities included Chapter Meetings, Committee Meetings, Chapter Social Activities, Chapter Banquet, Fundraising, Community Service, FFA Week, and the Yearly Calendar of Events. Each of these categories were then divided into the following sub-categories:

- Plan for Activity
- Implement Activity
- Evaluate and Recommend for Change
- Did Not Participate in Activity.

Respondents were to check all areas that applied to their involvement in each activity. Using all respondents, responses were tabulated allowing frequencies and percentages to be calculated.

FFA Chapter Meetings

Table 10 shows data that examines the extent to which the respondents participated in FFA chapter meetings. Of the 171 total respondents, 2 (1.2%) indicated they did not participate in regular chapter business meetings, while 98 (57.3%) said they have a part in implementing the actual meeting. When asked if they help to plan for the meetings, 117 (68.4%) responded that they do. However, 64 (37.4%) of the respondents designated that they evaluate their meetings to recommend changes. None of the 35 FFA presidents within the study indicated they did not participate in chapter meetings, while 19 (54.3%) specified that they took part in implementing or assisting in the management of meetings. Twenty-five (71.4%) of the FFA chapter presidents said they helped to plan for the meetings, and 19 (54.3%) responded that they help evaluate the meetings and make recommendations for changes.

The 136 other FFA chapter officers within this study provided similar responses. There were 2 (1.5%) out of the 136 that stated they did not participate in FFA chapter meetings. Seventy-nine (58.9%) indicated that they helped implement of carry-out the chapter meetings. When it comes to planning for chapter meetings, 92 (68.1%) of the officers said they did assist in preparing for this regular activity. However, 45 (33.1%) specified that they had evaluated the meetings and have made recommendations for changes.

Table 10

Comparison of Involvement in FFA Chapter Meetings

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Total (N=171)	
Chapter Meetings	N	%	n	%	n	%
Did Not Participate	0	0.0	2	1.5	2	1.2
Implements	19	54.3	79	58.9	98	57.3
Plans for	25	71.4	92	68.1	117	68.4
Evaluates	19	54.3	45	33.1	64	37.4

FFA Committee Meetings

Data in Table 11 presents the findings for the respondents' levels of involvement in committee work. Overall, 25 (14.6%) of the 171 respondents said they did not participate in committee meetings. Examined separately, 20% of the presidents, and approximately 13% of the other officers did not participate in committee meetings.

Slightly more than half of the respondents indicated that they took part in implementing or carrying-out committee meetings. Upon closer examination, 19 (54.3%) of the 35 chapter presidents and 68 (50.0%) of the 136 chapter officers said they took part

in implementing committee meetings. Indications of planning for committee meetings was slightly higher among all respondents, where 90 (52.6%) of the 171 said that they helped plan these activities. Of the 35 chapter presidents, 21 (58.3%) indicated that they assisted in planning, while 69 (50.7%) of the 136 chapter officers responded the same. Fewer respondents, only 43 (25.1%) of the 171, said they helped to evaluate and make recommendations for change after the committee meetings. Eight (22.9%) of the chapter presidents, and 35 (25.7%) of the other chapter officers indicated that they acted as an evaluator after committee meetings.

Table 11

Comparison of Involvement in Committee Meetings

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Total (N=171)	
Committee Meetings	n	%	n	%	n	%
Did Not Participate	7	20.0	18	13.2	25	14.6
Implements	19	54.3	68	50.0	87	50.9
Plans for	21	58.3	69	50.7	90	52.6
Evaluates	8	22.9	35	25.7	43	25.1

Chapter Social Activities

Table 12 shows the involvement of the study participants in chapter social activities. Social activities were not participated in by 3 (1.8%) of the 171 total respondents. They were implemented or directed by 102 (59.6%) of the chapter presidents and officers, and were planned for by 121 (70.8%) of the respondents. After

the social event was completed, 49 (28.7%) of the 171 respondents reported that they evaluated the success of the activity and recommended for appropriate changes.

Divided by respondent type, 1(2.9%) of the 35 chapter presidents, and 2 (1.5%) of the 136 chapter officers did not participate in social functions. Twenty-one (60.0%) of the chapter presidents and 81 (59.6%) of the other chapter officers assisted with the implementation or management of the social activities, while 25 (71.4%) of the chapter presidents and 96 (70.6%) of the chapter officers helped plan for the event. When questioned whether the respondents evaluated the social activities and recommended for change, 15 (42.9%) of the chapter presidents, and 34 (25.0%) of the chapter officers said they did so.

Table 12

Comparison of Involvement in FFA Social Activities

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Total (N=171)	
Social Activities	n	%	n	%	n	%
Did Not Participate	1	2.9	2	1.5	3	1.8
Implements	21	60.0	81	59.6	102	59.9
Plans for	25	71.4	96	70.6	121	70.8
Evaluates	15	42.9	34	25.0	49	28.7

FFA Chapter Banquet

Data in Table 13 showed the respondents level of involvement in their FFA chapter's banquet. Overall, 3 (1.8%) of the 171respondents did not participate in their annual chapter recognition banquet. Examined separately, none (0.0%) of the chapter presidents and 3 (2.2%) of the chapter officers did not participate in their chapter

banquet. Those respondents who helped to implement or direct the banquet program consisted of 22 (62.9%) chapter presidents and 76 (55.9%) chapter officers, totaling 98 (57.3%) total respondents. The chapter presidents that helped plan for some aspect of the chapter banquet accounted for 28 (80.0%) of the 35. Ninety-seven (71.3%) of the other chapter officers also took part in planning their banquets. Totally, 126 (73.7%) of all respondents assisted in the planning stage. Upon completion of the annual banquet, 61 (35.7%) of all individuals who completed the survey helped to evaluate their banquet. Furthermore, this equates to 17 (48.6%) chapter presidents and 44 (32.4%) chapter officers who contributed by evaluating their banquet program.

Table 13

Comparison of Involvement in FFA Chapter Banquet

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Totals (N=171)	
Chapter Banquet	n	%	n	%	n	%
Did Not Participate	0	0.0	3	2.2	3	1.8
Implements	22	62.9	76	55.9	98	57.3
Plans for	28	80.0	97	71.3	126	73.7
Evaluates	17	48.6	44	32.4	61	35.7

Fundraising Activities

Table 14 displays the participants' levels of involvement in chapter fundraising activities, based upon their respondent type. Overall, 4 (2.3%) of the chapter presidents and chapter officers attended fundraising activities. The total respondents who helped to implement or oversee the fundraising activities was 111(64.9%). Those respondents who planned for the fundraising activities accounted for 100 (58.5%). Likewise, 49 (28.7%) of

the participants in the study said they helped evaluate the fundraiser after it had taken place.

Based on the respondent type, none of the FFA chapter presidents and 4 (2.9%) of the FFA chapter officers attended fundraising activities. Twenty-three (65.7%) of the chapter presidents, and 88 (64.7%) of the chapter officers helped to direct or manage the fundraising activities through implementation. When questioned whether respondents plan for their chapter's fundraising activities, 22 (62.9%) of the chapter presidents and 78 (57.4%) of the chapter officers said they did assist in planning. Thirteen (37.1%) of the chapter presidents and 36 (26.5%) of the chapter officers indicated that they have contributed in the evaluation and recommendation for change of FFA fundraising activities.

Table 14

Comparison of Involvement in FFA Fundraising

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Totals (N=171)	
Fundraising Activities	n	%	n	%	n	%
Did Not Participate	0	0.0	4	2.9	4	2.3
Implements	23	65.7	79	58.9	111	64.9
Plans for	22	62.9	78	57.4	100	58.5
Evaluates	19	54.3	45	33.1	49	28.7

Chapter Community Service

Table 15 shows the respondents' levels of involvement in chapter community service projects. Of the total respondents, 14 (8.2%) replied that they did not participate

in chapter community service activities. Those that helped to direct or supervise the service activities consisted of 99 (57.9%) respondents. Before the service event took place, 102 (59.6%) of the 171 respondents assisted in planning the activity. After the completion of the service project, 47 (27.5%) of the total respondents said they assisted in the evaluation of the event.

Two (5.7%) of the 35 chapter presidents and 12 (8.8%) of the 136 chapter officers, indicated they did not participate in chapter community service activities. Of those that helped to supervise or implement the service activities, 22 (62.9%) were chapter presidents and 77 (56.5%) were chapter officers. The respondents who planned the activity consisted of 23 (65.7%) chapter presidents and 79 (58.1%) other officers. The evaluation and recommendation for change of the event, was reported by 15 (42.9%) of the 35 chapter presidents, and only 32 (23.5%) of the 136 other officers.

Table 15

Comparison of Involvement in Chapter Community Service

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Totals (N=171)	
Community Service	n	%	n	%	n	%
Did Not Participate	2	5.7	12	8.8	14	8.2
Implements	22	62.9	77	56.6	99	57.9
Plans for	23	65.7	79	58.1	102	59.6
Evaluates	15	42.9	32	23.5	47	27.5

FFA Week

The respondents involvement in FFA Week is displayed on Table 16. Overall, 10 (5.8%) of the 171 respondents reported they did not participate in chapter FFA Week

activities. Observed independently, 3 (8.6 %) chapter presidents, and 7 (5.1%) other officers have not participated in this activity in the past. When asked whether the respondents implemented or directed their chapter's FFA Week, a total of 94 (55.0%) replied that they had. Twenty-three (65.7%) of the chapter presidents, and 71 (52.2%) of the other officers contended that they had assisted in the implementation of the event.

Planning for FFA Week was conducted by 123 (71.9%) of the 171 total respondents. The chapter presidents which helped to plan for the event accounted for 25 (71.4%) of the entire 35. While similarly, 98 (72.1%) of the other chapter officers asserted that they too, assisted in planning for the event. FFA Week was evaluated and changes were recommended for by 56 (32.7%) of the respondents within the study. Fifteen (42.8%) of the chapter presidents and 41 (30.1%) of the chapter officers claimed to be evaluators of this event.

Table 16

Comparison of Involvement in FFA Week

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Totals (N=171)	
FFA Week	n	%	n	%	n	%
Did Not Participate	3	8.6	7	5.1	10	5.8
Implements	23	65.7	71	52.2	94	55.0
Plans for	25	71.4	98	72.1	123	71.9
Evaluates	15	42.9	41	30.1	56	32.7

Yearly Calendar of Events

Table 17 shows the respondents' involvement by type in their chapter's yearly calendar of activities. Taken as a whole, approximately 10% of the respondents did not

participate in their chapters yearly calendar of events. Those respondents that stated they carried-out or implemented the activities placed on the yearly calendar of events accounted for 53.2% or 91 individuals. Whereas, 100 (58.5%) of the total respondents claimed they have helped in the planning of the yearly calendar of events, and only 57 (33.3%) responded they evaluated the events after their completion.

When broken down by respondent type, 3 (8.6%) of the 35 chapter presidents and 16 (11.8%) of the 136 chapter officers said they did not participate in the events under the yearly calendar. Twenty-three (65.7%) chapter presidents and 68 (50.0%) of the other officers have assisted in the administration or implementation of the activities within the chapter's yearly calendar. Chapter presidents that reported they planned for the yearly calendar of events accounted for 21 (60.0%), while 79 (58.1%) of the chapter officers stated likewise. Lastly, 14 (40.0%) of the chapter presidents and 43 (31.6%) of the other officers asserted that they have evaluated the total calendar of events, therefore making recommendations towards change.

Table 17

Comparison of Involvement in the Yearly Calendar of Events

	Chapter Presidents (N=35)		Chapter Officers (N=136)		Totals (N=171)	
Yearly Calendar of Events	n	%	n	%	n	%
Did Not Participate	3	8.6	16	11.8	19	11.1
Implements	23	65.7	68	50.0	91	53.2
Plans for	21	60.0	79	58.1	100	58.5
Evaluates	14	40.0	43	31.6	57	33.3

Total Involvement Score

For all respondents, the mean involvement score was calculated at 23.98. The median and mode scores were both tabulated at 24, and the standard deviation of the mean was 8.89. The chapter presidents held a slightly higher mean of 26.43, and a median and mode of 26. The standard deviation for the chapter president's scores was 9.07. The chapter officers had a reported mean of 23.35, a median score of 23, with the mode score being 24. All values listed within the means, medians, and modes above lie within the moderate involvement range. The standard deviation for the chapter officers was 8.77. Table 18 shows the central tendencies for the respondents involvement scores according to their type.

Table 18

Central Tendency for Leadership Involvement Scores

Respondent Type	Mean	Std. Dev.	Range
President	26.43	9.07	32.0
Officer	23.35	8.77	35.0
Total	23.98	8.89	35.0

There were respondents in all four of the leadership involvement categories who ranged from none to minimal involvement all the way to high involvement. The frequencies and percentages of respondents involvement can be found on Table 19. Overall, there were 11(6.4%) of the 171 respondents whose scores fell in the 0 to 10, or none to minimal involvement range. Fifty-five (32.2%) respondents scored between 11 and 20, placing them within the slight involvement category, and 66 (38.6%) respondents scored between the values of 21 and 30, positioning them within the moderate

involvement range. In the high involvement range of 31 to 40, there were 39 (22.8%) respondents.

The chapter presidents and chapter officers within the population also had respondents located within all four involvement categories. Within the 0 to 10 range of none to minimal involvement, there were 2 (5.7%) chapter presidents and 9 (6.6%) chapter officers. There were 9 (25.7%) chapter presidents and 46 (33.8%) chapter officers with slight involvement scores ranging from 11 to 20. The moderate involvement category with values ranging from 21 to 30 remained high, as it contained 12 (34.3%) chapter presidents and 54 (39.7%) chapter officers. Finally, the high involvement level of scores ranging from 31 to 40, included 12 (34.3%) chapter presidents and 27 (19.9%) chapter officers.

Table 19

Leadership Involvement Scores by Respondent Type

	0 – 10 None to Minimal		11 – 20 Slight		21 – 30 Moderate		31-40 High	
Respondent Type	n	%	n	%	n	%	n	%
President	2	5.7	9	25.7	12	34.3	12	34.3
Officer	9	6.6	46	33.8	54	39.7	27	19.9
Total	11	6.4	55	32.2	66	38.6	39	22.8

Objective 3: Describe the FFA Chapter Officers' According to Their Perceptions of the Leadership Skills They Feel They Have Gained as a Result of Their FFA Leadership Experience.

This objective's main purpose was to examine the perceptions of leadership gain as a result of leadership experiences in the FFA by chapter presidents and the other chapter officers. The null hypothesis directing this objective stated: there is no difference between FFA chapter presidents and FFA chapter officers perceptions of leadership skill development as a result of their experience in the FFA. The data acquired from the Youth Leadership/Life Skills Development Scale (YLLSDS), or Part II of the survey was analyzed to address objective number three. All 171 respondents replied to this portion of the study. Frequencies, percentages, and various measures of central tendency were determined for chapter presidents, chapter officers, and all respondents.

There were 35 chapter presidents, and 136 chapter officers who responded to this portion of the survey. Of these, 1 (2.9%) of the presidents, and 4 (2.9%) chapter officers accumulated a total leadership/life skill gain score in the 0 to 30, or none to slight development range, as a result of their experience in the FFA. Six (17.1%) chapter presidents, and 44 (32.4%) chapter officers recorded scores between 31 and 60, translating to moderate leadership development. Finally, 28 (80.0%) chapter presidents, and 88 (64.7%) other officers attained scores ranging from 61 to 90, placing them in the high leadership development category. Table 20 and Figure 3 shows the frequencies and percentages of the total respondents leadership/like skill scores.

Table 20

Leadership/Life Skill Development Scores of Chapter Presidents and Other Officers

	0 – 30 No to Slight		31 – 60 Moderate		61 – 90 High	
Respondent Type	n	%	n	%	n	%
President (n=35)	1	2.9	6	17.1	28	80.0
Officer (n=136)	4	2.9	44	32.4	88	64.7
Total (N=171)	5	2.9	50	29.2	116	67.8

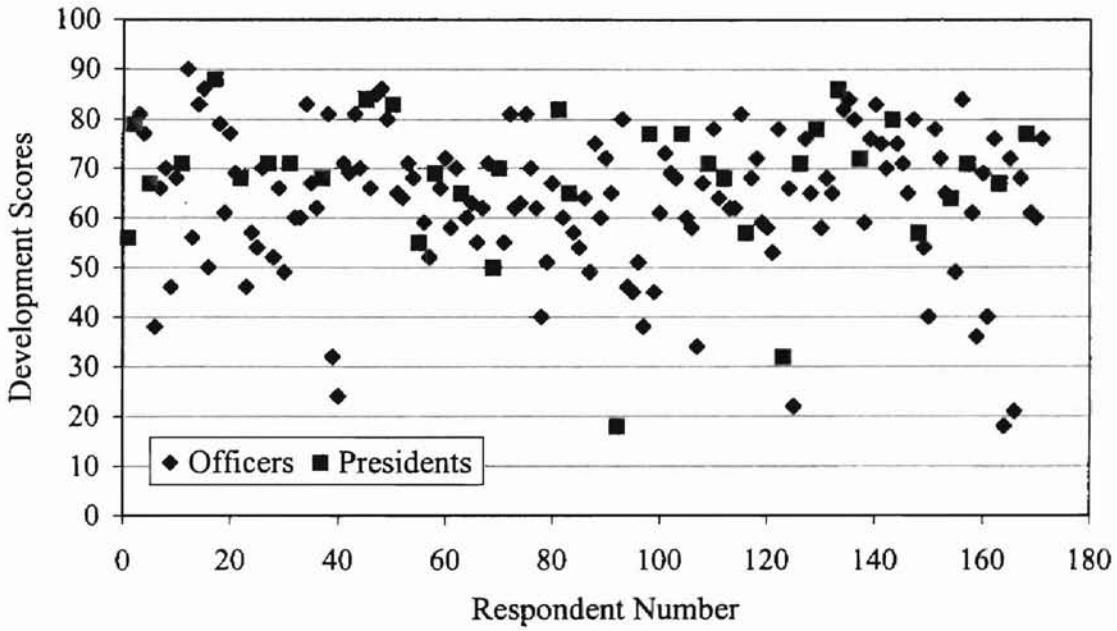

Figure 3. Scatterplot of chapter presidents' and other officers' YLLSDS scores.

Descriptive statistics for the total respondents leadership/like skills development is shown on Table 21. There was a total of 171 FFA chapter presidents and chapter officers. The total scores had a range of 72, with 18 as the minimum value and 90 as the maximum value. The overall mean was determined as 64.60, and the median as 67.00. Standard error of the mean was established as 1.10, while the standard deviation was 14.34.

The mean of the chapter presidents' scores was 68.14, while the median was 71.00. Both the mean and median scores fall within the high leadership development category. Standard error of the mean was determined at 2.39, and the standard deviation as 14.14. The mean for the chapter officers scores was 63.69, while the median remained at an even 65.00. The mean and median for the chapter officers, although slightly lower, still remained in the high leadership development category. The standard error of the mean was 1.23, and the standard deviation was 14.31.

Table 21

Central Tendency for Chapter Presidents and Other Officers Leadership/Life Skill Gain

	Mean	Std. Error	Std. Dev.	Range
Respondent Type				
President (n=35)	68.14	2.39	14.14	70
Officer (n=136)	63.69	1.23	14.31	72
Total (N=171)	64.60	1.10	14.34	72

Objective 4: Determine the FFA chapter presidents' perceived levels of leadership behavior exhibited in five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart).

Objective four looked at the chapter president's perceptions of their exhibited leadership behaviors. Scores for all of thirty items were looked at, as well as, grouped scores for the five leadership practices exemplified by Kouzes and Posner (2001). The findings reported will aid in defining this objective. All 171 respondents replied to this portion of the survey.

The following sections are broken down by the five practices of exemplary leadership: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Each of the five constructs contain six scaled questions. The scale for each question ranges from 1 to 10, therefore, each of the five leadership practices may have a total score of 6 through 60. The items on the scale are almost never, rarely, seldom, once in a while, occasionally, sometimes, fairly, usually often, very frequently, and almost always.

Within all thirty items under all five leadership practices, there were 3 responses for almost never, 13 for rarely, and 19 for seldom among the chapter presidents. Once in a while was recorded 29 times, occasionally was asserted 72 times, and sometimes was marked 69 times. There were 157 responses for fairly often, 224 for usually often, 264 for very frequently, and 191 for almost always. Table 22 displays the frequencies of responses by chapter presidents for each of the ten scale items. The totals for all responses, and totals for each of the five categories of leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) are given.

Table 22

Frequencies of President Responses in the Five Leadership Practices (N=35)

	Challenge	Inspire	Enable	Model	Encourage	Total
Almost Never	1	1	0	0	1	3
Rarely	4	6	0	1	2	13
Seldom	6	7	0	2	4	19
Once in a While	8	8	2	6	5	29
Occasionally	18	16	8	12	18	72
Sometimes	27	12	12	7	11	69
Fairly Often	28	42	29	29	29	157
Usually Often	46	42	45	48	43	224
Very Frequently	43	46	61	52	62	264
Almost Always	29	21	53	53	35	191

*Note: Each practice accounts for six questions.

Challenging the Process

The 35 chapter presidents possessed a median score of 46, and a mean score of 44.34 for the practice labeled Challenging the Process. The standard deviation of the mean was 8.89. Table 23 shows the central tendencies of the six individual questions within the construct, Challenging the Process. The median score of the chapter presidents for the statement, *I seek out challenging opportunities that will test my own skills and abilities* was 7.00 (fairly often), while the mean was 7.14. The phrase, *I challenge people to try new and innovative approaches to their work,* possessed a median score of 8.00 (usually often) and a mean of 7.51 by the chapter presidents. The next statement, *I search outside the formal boundaries of the organization for innovative ways to improve what*

we do, exhibited a median of 7.00 (fairly often), and a mean of 6.89. The median score of 8.00 (usually often), and the mean of 6.77 was determined for, *I ask what can we learn when things do not go as expected.* The median response was 8.00 (usually often) and the mean was 8.06 for the expression, *I experiment and take risks in my work even when there is a chance of failure.* Lastly, the median response was 9.00 (very frequently) and the mean was 7.97 for the statement, *I take the initiative to overcome obstacles even when outcomes are uncertain.*

Table 23

Central Tendencies for Chapter President Responses on Challenging the Process (N=35)

	Mean	Standard Deviation
Seek Challenges	7.14	1.80
Challenge Others Work	7.51	1.69
Search Outside Boundaries	6.89	2.19
Ask What Can We Learn	6.77	2.46
Experiment/ Take Risks	8.06	1.71
Overcome Obstacles	7.97	1.89
Total	44.34	8.89

Inspiring a Shared Vision

The median score for the six questions combined in Inspiring a Shared Vision was 45.00, while the mean was 43.60. The standard deviation was 9.65. The means and standard deviations for each of the six constituents of the practice, Inspiring a Shared Vision are shown on Table 24. The first statement, *I talk about future trends that will influence how our work gets done,* contained a median score of 8.00 (usually often), and a mean of 7.26. The median score of 7.00 (fairly often), and mean of 6.71was determined

for, *I describe a compelling image of what our future could be like.* The statement, *I appeal to others to share in my dream of future possibilities,* possessed a median of 7.00 (fairly often), and a mean of 7.03. *I show others how it is in their long-term interests to work together toward a common vision* had a median of 7.00 (fairly often), and a mean of 7.09. The median of 9.00 (very frequently), and the mean of 8.11was reported for the phrase, *I am contagiously enthusiastic and positive about future possibilities.* Finally, the statement, *I speak with genuine conviction about the higher meaning and purpose of our work,* had a median score of 8.00 (usually often), and a mean of 7.40.

Table 24

Central Tendencies for Chapter President Responses on Inspiring a Shared Vision (N=35)

	Mean	Standard Deviation
Talk About Future Trends	7.26	1.93
Describe Image of Future	6.71	1.99
Others Share Dream	7.03	2.11
Work to Common Vision	7.09	1.87
Enthusiastic Future	8.11	1.55
Speak With Conviction	7.40	2.44
Total	43.60	9.65

Enabling Others to Act

The practice termed, Enabling Others to Act, held a median score of 50.00, and a mean score of 50.34 by the chapter presidents. The standard deviation from the mean was 4.46. The first statement of the practice, *I develop cooperative relationships with the people I work with,* exhibited a median score of 9.00 (very frequently), and a mean of

9.06. *I actively listen to diverse points of view* contained a median of 8.00 (usually often), and a mean of 7.91. The statement, *I treat others with dignity and respect* possessed a median of 10.00 (almost always), and a mean of 9.11. The median score of 8.00 (usually often), and mean of 7.80 was reported for, *I support the decisions that people make on their own.* The phrase, *I give others freedom and choice in making decisions about issues that affect them,* held a median score of 9.00 (very frequently), and a mean of 8.43. The final statement, *I take an active role in helping people learn and develop in their work,* exhibited a median of 8.00 (usually often), and a mean of 8.03. A summary of these central tendencies is shown on Table 25.

Table 25

Central Tendencies for Chapter President Responses on Enabling Others to Act (N=35)

	Mean	Standard Deviation
Cooperative Relationships	9.06	0.97
Actively Listen	7.91	1.48
Respect Others	9.11	1.39
Support Others Decisions	7.80	1.37
Give Freedom in Decisions	8.43	1.07
Help Others Learn	8.03	1.62
Total	50.34	4.46

Modeling the Way

The chapter presidents accumulated a median of 50.00, and a mean of 49.11 for the leadership practice, Modeling the Way. The standard deviation for the president's scores in this practice was 6.82. The means and standard deviations for each of the six

statements within Modeling the Way are displayed in Table 26. The first statement, *I set a personal example of what I expect from others,* contained a median score of 9.00 (very frequently), and a mean of 8.51. The next phrase, *I spend time and energy on making certain that people's actions are consistent with the values and standards that have been agreed on,* possessed a median score of 8.00 (usually often), and a mean of 7.54 among the chapter presidents. The median score of 10.00 (almost always), and the mean of 9.17 was reported for, *I follow through on the promises and commitments that I make.* While, the median for the statement, *I am clear with others about what it means to do one's best,* was 8.00 (usually often) and the mean was 7.97. *I take an active part in making certain that achievable goals, concrete plans, and measurable milestones are set for the projects and programs we work on*, exhibited a median score of 8.00 (usually often), and a mean of 7.80. Lastly, the expression, *I make progress toward goals one step at a time,* had a median of 9.00 (very frequently), and a mean score of 8.11.

Table 26

Central Tendencies for Chapter President Responses on Modeling the Way (N=35)

	Mean	Standard Deviation
Set Example	8.51	1.44
Actions Follow Values	7.54	2.05
Uphold Promises	9.17	1.12
Clarify How to Do Your Best	7.97	1.76
Actively Set Goals	7.80	1.75
Take One Goal at a Time	8.11	1.53
Total	49.11	6.82

Encouraging the Heart

The leadership practice of Encouraging the Heart received a median value of 49.00, and a mean value of 47.09 from the FFA chapter presidents. The standard deviation among the scores for this construct was 8.25. The first of six statements that constitutes for the practice, Encouraging the Heart, states, *I praise people for a job well done*. The median score for this phrase was 9.00 (very frequently), and the mean was 8.74. *I make it a point to let people know about my confidence in their abilities*, possessed a median of 9.00 (very frequently), and a mean of 7.83. The median value of 8.00 (usually often), and mean of 7.86 was reported for the statement, *I make sure that people are creatively rewarded for their contributions to the success of our projects*. The median for, *I publicly recognizes people who exemplify commitment to shared values*, was also 8.00 (usually often), while the mean score was7.06. The expression, *I find ways to celebrate accomplishments with my team,* had a median of 8.00 (usually often), and a mean of 7.37. The concluding statement, *I give the members of the team lots of appreciation and support for their contributions,* exhibited a median score of8.00 (usually often), and a mean of 8.23. Table 27 displays a summary of the central tendencies of the individual statements within the practice, Encouraging the Heart.

Table 27

Central Tendencies for Chapter President Responses on Encouraging the Heart (N=35)

	Mean	Standard Deviation
Praises People	8.74	1.40
Shows Confidence in Others	7.83	1.98
Creatively Rewards Others	7.86	1.59
Publicly Recognizes Others	7.06	2.21
Celebrates Accomplishment	7.37	1.99
Supports Team Members	8.23	1.57
Total	47.09	8.25

Objective 5: Determine the FFA chapter officers' observations of their president's levels of leadership behavior exhibited in five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart).

The fourth objective investigated the presidents' perceptions of their leadership behavior based upon the five exemplary leadership practices. The fifth objective extends from that, as it is examining the chapter officers' perceptions of the behaviors exhibited by their chapter presidents. This objective questions, how do the officer's view the leadership behaviors of their president. One hundred thirty-four officers responded to all statements on the Observer Leadership Practices Inventory. The LPI for the observer follows the same scales and scoring as the one used by the chapter presidents.

The frequency of responses to the ten scaled items by the chapter officers is shown below on Table 28. The response almost never was checked 427 times by the chapter officers, in the chapter president's demonstration of the five leadership practices.

Rarely was marked a total of 256 times, within all thirty categories, and seldom a total of 216 times. Once in a while was reported 263 times, occasionally 372 times, and sometimes was given as a response 447 times. The reaction of fairly was recorded 473 times, usually often 565 times, very frequently 503 times, and almost always was checked 561 times by chapter officers.

Table 28

Frequencies of Officer Responses in the Five Leadership Practices (N=136)

	Challenge	Inspire	Enable	Model	Encourage	Total
Almost Never	101	110	62	67	87	427
Rarely	63	52	45	44	52	256
Seldom	40	48	32	50	46	216
Once in a While	70	58	39	50	46	263
Occasionally	81	85	69	70	67	372
Sometimes	103	88	91	81	84	447
Fairly Often	90	97	78	103	105	473
Usually Often	107	98	120	118	122	565
Very Frequently	84	84	120	120	95	503
Almost Always	77	94	165	113	112	561

*Note: Each practice accounts for six questions.

Challenging the Process

Overall, the chapter officers reached a median score of 36.00, and a mean of 34.28 from their responses to the six statements composing the practice of Challenging the Process. The standard deviation of the mean was 14.76. The first statement, *The chapter president seeks out challenging opportunities that test his or her skills and*

abilities, exhibited a median score of 6.00 (sometimes), and a mean of 5.63. The median value for, *The chapter president challenges people to try out new and innovative approaches to their work,* was also 6.00 (sometimes), while the mean was 5.51. *The chapter president searches outside the formal boundaries of the organization for innovative ways to improve what we do,* contained a median of 6.00 (sometimes), and a mean value of 5.51 as well. The statement, *The chapter president asks "What can we learn?" when things do not go as expected,* received a median of 5.00 (occasionally), and a mean of 4.96 from the chapter officers. The median score of 7.00 (fairly often), and the mean of 6.43 was reported for the phrase, *The chapter president experiments and takes risks in his or her work even when there is a chance of failure.* The concluding statement, *The chapter president makes progress toward goals one step at a time,* received a median of 6.50 (sometimes/fairly often), and a mean of 6.23 by the chapter officers. Table 29 shows a summary of the central tendencies for the practice of Challenging the Process.

Table 29

Central Tendencies for Chapter Officer Responses on Challenging the Process (N=136)

	Mean	Standard Deviation
Seek Challenges	5.63	2.92
Challenge Others Work	5.51	3.01
Search Outside Boundaries	5.51	2.86
Ask What Can We Learn	4.96	2.88
Experiment/ Take Risks	6.43	2.76
Overcome Obstacles	6.23	2.54
Total	34.28	14.76

Inspiring a Shared Vision

The chapter officer responses to the practice, Inspiring a Shared Vision; obtained a median of 36.00, a mean 34.56, and a standard deviation of 15.37. The central tendencies for each of the six statements defining this practice is displayed in Table 30. The statement, *The chapter president talks about future trends that will influence how our work gets done*, contained a median of 6.00 (sometimes), and a mean value of 5.54. The next phrase, *The chapter president describes a compelling image of what our future could be like*, exhibited a median of 5.00 (occasionally), and a mean of 5.35. The median of 6.00 (sometimes), and mean of 5.67 was recorded for, *The chapter president appeals to others to share in his or her dream of future possibilities*. The median of the statement, *The chapter president shows others how it is in their long-term interests to work together toward a common vision*, was reported as 6.00 (sometimes), while the mean was 5.74. *The chapter president is contagiously enthusiastic and positive about future possibilities*, exhibited a median value of 7.00 (fairly often), and a mean value of 6.53. Lastly the phrase, *The chapter president speaks with genuine conviction about the higher meaning and purpose of our work*, possessed a median of 6.00 (sometimes) and a mean of 5.83.

Table 30

Central Tendencies for Chapter Officer Responses on Inspiring a Shared Vision (N=136)

	Mean	Standard Deviation
Talk About Future Trends	5.54	2.84
Describe Image of Future	5.35	2.97
Others Share Dream	5.67	2.97
Work to Common Vision	5.74	2.89
Enthusiastic Future	6.53	3.04
Speak With Conviction	5.83	2.86
Total	34.56	15.37

Enabling Others to Act

The median value for the practice entitled, Enabling Others to Act, was reported as 43.50, while the mean was 40.40. The standard deviation was 14.28 for the chapter officers responses under this practice. The central tendencies located on Table 31 provide a summary of the means and standard deviations for each statement within the practice. The initial phrase, *The chapter president develops cooperative relationships with the people he or she works with*, exhibited a median of 8.00 (usually often), and a mean value of 6.94. The reported median for, *The chapter president actively listens to diverse points of view*, was 7.00 (fairly often), while the mean was 6.74. The median of 8.00 (usually often), and the mean of 7.32 was recorded for, *The chapter president treats others with dignity and respect*. The statement, *The chapter president supports the decisions that people make on their own*, possessed a median of 7.00 (fairly often), and a mean score of 6.48. *The chapter president gives others freedom and choice in making decisions about*

issues that affect them, exhibited a median value of 8.00 (usually often), and a mean of 7.07. Finally, the expression, *The chapter president takes an active role in helping people learn and develop in their work*, held a median of 6.00 (sometimes), and a mean of 5.82.

Table 31

Central Tendencies for Chapter Officer Responses on Enabling Others to Act (N=136)

	Mean	Standard Deviation
Cooperative Relationships	6.94	2.97
Actively Listen	6.74	2.80
Respect Others	7.32	2.88
Support Others Decisions	6.48	2.56
Give Freedom in Decisions	7.07	2.66
Help Others Learn	5.82	2.99
Total	40.40	14.26

Modeling the Way

The chapter presidents' responses to the six statements defining, Modeling the Way, elicited a median value of 42.00, and a mean of 38.38. The standard deviation for the scores in this practice was 14.57. The first statement, *The chapter president sets a personal example of what he or she expects from others*, exhibited a median of 7.00 (fairly often), and a mean of 6.48. The next phrase, *The chapter president spends time and energy on making certain that people's actions are consistent with the values and standards that have been agreed on*, contained a median of 6.00 (sometimes), and a mean of 5.68. *The chapter president follows through on the promises and commitments that he or she makes*, possessed a median of 8.00 (usually often), and a mean of 7.18. The

median value of 7.00 (fairly often), and the mean of 6.31was reported for the officers' responses to the expression, *The chapter president is clear with others about what it means to do one's best.* The median for, *The chapter president takes an active part in making certain that achievable goals, concrete plans, and measurable milestones are set for the projects and programs we work on*, was 7.00 (fairly often), while the mean was reported as 6.31. The concluding statement, *The chapter president makes progress toward goals one step at a time,* held a median of 7.00 (fairly often), and a mean of 6.39. Table 32 shows the central tendencies derived from the six statements that comprise the practice, Modeling the Way.

Table 32

Central Tendencies for Chapter Officer Responses on Modeling the Way (N=136)

	Mean	Standard Deviation
Set Example	6.48	2.88
Actions Follow Values	5.68	2.79
Uphold Promises	7.18	2.50
Clarify How to Do Your Best	6.31	2.82
Actively Set Goals	6.31	2.96
Take One Goal at a Time	6.39	2.74
Total	38.38	14.57

Encouraging the Heart

The practice, Encouraging the Heart, contained an overall median of 41.00, a mean of 37.07, and a standard deviation of 15.23 from the chapter officers responses to six statements. Each phrase and it's corresponding mean and standard deviation are

shown on Table 33. The first statement, *The chapter president praises people for a job well done*, held a median of 7.00 (fairly often), and a mean of 6.51. The next expression, *The chapter president makes it a point to let people know about his or her confidence in their abilities*, possessed a median of 7.00 (fairly often), and a mean of 6.05. *The chapter president makes sure that people are creatively rewarded for their contributions to the success of our projects*, elicited a median of 7.00 (fairly often), and a mean value of 5.99. The median value of 6.50 (sometimes/fairly often), and the mean of 5.82 was reported for the phrase, *The chapter president publicly recognizes people who exemplify commitment to shared values*. The median for, *The chapter president finds ways to celebrate accomplishments with his or her team*, was recorded as 6.00 (sometimes), with a mean of 6.10. Lastly, *The chapter president gives the members of the team lots of appreciation and support for their contributions*, exhibited a median score of 7.00 (fairly often), and a mean of 6.57.

Table 33

Central Tendencies for Chapter Officer Responses on Encouraging the Heart (N=136)

	Mean	Standard Deviation
Praises People	6.51	2.96
Shows Confidence in Others	6.05	3.14
Creatively Rewards Others	5.99	2.66
Publicly Recognizes Others	5.82	2.85
Celebrates Accomplishment	6.10	2.87
Supports Team Members	6.57	2.91
Total	37.03	15.23

Objective 6: Examine the relationship between the FFA chapter presidents' perception of their leadership behavior exhibited among the five leadership practices with the behaviors observed by their officer team.

The following findings were established from data collection and analysis procedures to describe the sixth objective, and to address the fourth null hypothesis. The null hypothesis guiding this objective states: there is no relationship between the FFA chapter presidents' perceptions of their leadership behavior exhibited among the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) and the behaviors observed by their corresponding officer team.

Descriptions of data from the Leadership Practices Inventory was provided for the purpose of defining objectives four and five. Table 34 and Figure 4 shows the comparison of chapter president and chapter officer mean values for each of the five practices. A two-tailed independent sample t-test was also performed at the .05 alpha level to compare the mean score, therefore testing the relationship between chapter presidents and chapter officers perceptions on each of the five exemplary leadership practices. Each of the five practices, as well as the responses within them, are examined below.

Table 34

Observed Differences Between Groups in the Five Leadership Practices (N=171)

Leadership Practice	Chapter Presidents (Mean)	Other Officers (Mean)	*t*-Ratio
Challenging the Process	44.34	34.28	5.122*
Inspiring a Shared Vision	43.60	34.56	4.298*
Enabling Others to Act	50.34	40.40	6.918*
Modeling the Way	49.11	38.38	6.315*
Encouraging the Heart	47.09	37.07	5.250*

*Note – significant at the 0.05 alpha level

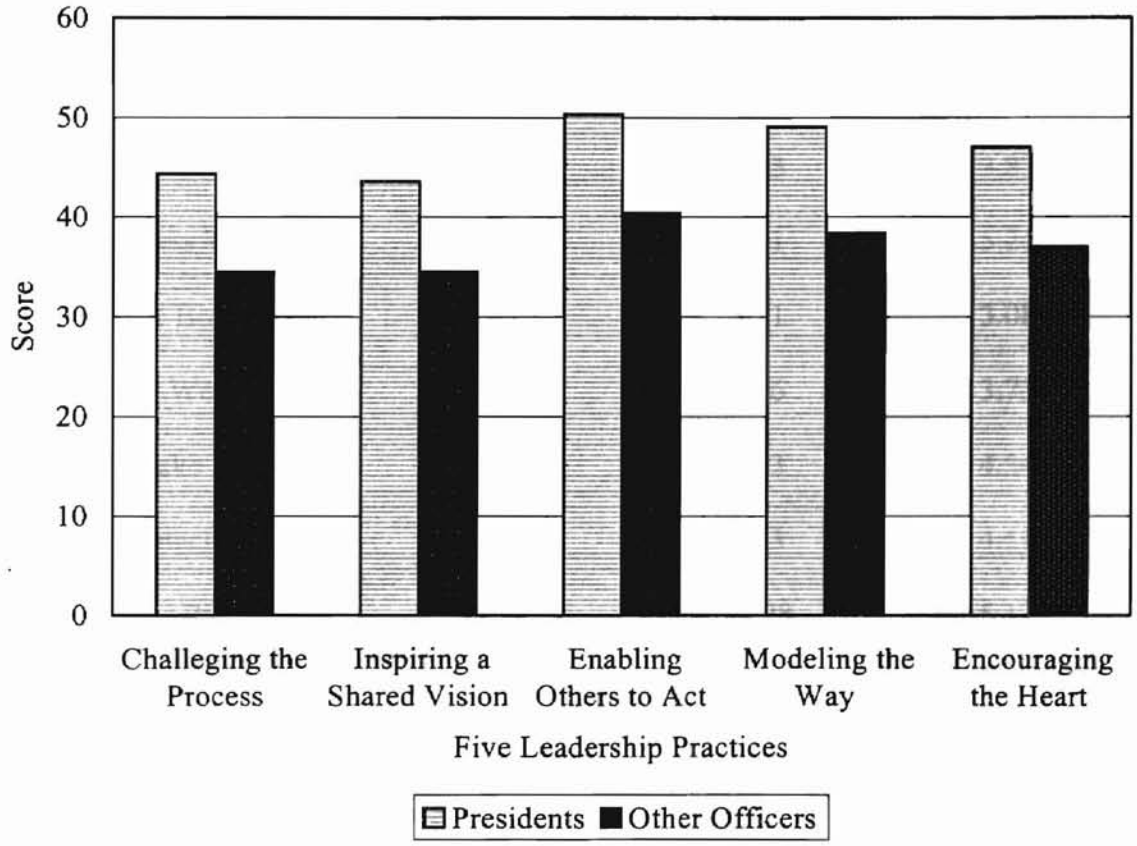

Figure 4. Bar chart of the mean scores of the five leadership practices.

Challenging the Process

Data in Table 35 displays a *t*-ratio of 5.122 for the practice of Challenging the Process, when equal variances were not assumed. There were 88.442 degrees of freedom, as well as a two-tailed significance of .000, leading to a noticeable difference between the perceptions of the chapter officers and the chapter presidents that took part in the study. Data for each of the six statements constituting for Challenging the Process all exhibit likewise significance levels, all below the alpha of 0.05.

Table 35

Observed Differences Between Groups for Challenging the Process (n1=35, n2=136)

	Chapter Presidents (Mean)	Other Officers (Mean)	*t*-Ratio
Leadership Practice			
Seek Challenges	7.14	5.63	3.832*
Challenge Others Work	7.51	5.51	5.217*
Search Outside Boundaries	6.89	5.51	3.084*
Ask What Can We Learn	6.77	4.96	3.736*
Experiment/ Take Risks	8.06	6.43	4.340*
Overcome Obstacles	7.97	6.23	4.516*
Challenging the Process	44.34	34.28	5.122*

*Note – significant at the 0.05 alpha level

Inspiring a Shared Vision

Data in Table 36 shows a *t*-ratio for the practice of Inspiring a Shared Vision as 4.298, with 84.442 degrees of freedom. The two-tailed significance was also .000 for this practice, assuming variances were not equal. The six statements that comprise the

practice, Inspiring a Shared Vision, also showed visible differences between the two groups within the study.

Table 36

Observed Differences Between Groups for Inspiring a Shared Vision (n1=136, n2=35)

	Chapter Presidents (Mean)	Other Officers (Mean)	*t*-Ratio
Leadership Practice			
Talk About Future Trends	7.26	5.54	4.214*
Describe Image of Future	7.61	5.32	3.222*
Others Share Dream	7.03	5.66	3.105*
Work to Common Vision	7.09	5.72	3.363*
Enthusiastic Future	8.11	6.50	4.293*
Speak With Conviction	7.40	5.83	3.271*
Inspiring a Shared Vision	43.60	34.56	4.298*

*Note – significant at the 0.05 alpha level

Enabling Others to Act

Data in Table 37 shows the *t*-ratio of 6.918 for the practice, Enabling Others to Act. There were 163.657 degrees of freedom, and a two-tailed significance level of .000 for this practice. The assumption remains that variances were not equal. The data for all six statements under, Enabling Others to Act, is also represented on the table below. Again, a notable difference was found for this practice of exemplary leadership.

Table 37

Observed Differences Between Groups for Enabling Others to Act (n1=136, n2=35)

	Chapter Presidents (Mean)	Other Officers (Mean)	*t*-Ratio
Leadership Practice			
Cooperative Relationships	9.06	6.94	6.984*
Actively Listen	7.91	6.74	3.378*
Respect Others	9.11	7.32	5.256*
Support Others Decisions	7.80	6.48	4.150*
Give Freedom in Decisions	8.43	7.07	4.666*
Help Others Learn	8.03	5.82	5.898*
Enabling Others To Act	50.34	40.40	6.918*

*Note – significant at the 0.05 alpha level

Modeling the Way

The practice, Modeling the Way, possessed a *t*-ratio of 6.315, with 119.933 degrees of freedom. A two-tailed significance level of .000 was also determined with unequal variances assumed. Table 38 displays the data regarding the independent t-test for the practice, Modeling the Way. Data is also represented on the table for each of the six statements within the practice. Again, noticeable differences are exhibited between the chapter presidents and the chapter officers within the study.

Table 38

Observed Differences Between Groups for Modeling the Way (n1=136, n2=35)

	Chapter Presidents (Mean)	Other Officers (Mean)	*t*-Ratio
Leadership Practice			
Set Example	8.51	6.48	5.868*
Actions Follow Values	7.54	5.68	4.415*
Uphold Promises	9.17	7.18	6.946*
Clarify How to Do Your Best	7.97	6.31	4.342*
Actively Set Goals	7.80	6.31	3.834*
Take One Goal at a Time	8.11	6.39	4.936*
Modeling The Way	49.11	38.38	6.315*

*Note – significant at the 0.05 alpha level

Encouraging the Heart

Data in Table 39 displays a t-ratio of 5.250 for the final leadership practice, Encouraging the Heart. There were 100.624 degrees of freedom indicated for this practice, and a two-tailed significance of .000. This is assuming that variances are not equal. The six statements within the final leadership practice are also represented on the table below, showing differences between both groups in the study.

Table 39

Observed Differences Between Groups for Encouraging the Heart (n1=136, n2=35)

	Chapter Presidents (Mean)	Other Officers (Mean)	*t*-Ratio
Leadership Practice			
Praises People	8.74	6.51	6.418*
Shows Confidence in Others	7.83	6.05	4.138*
Creatively Rewards Others	7.86	5.99	5.286*
Publicly Recognizes Others	7.06	5.82	2.781*
Celebrates Accomplishment	7.37	6.10	3.064*
Supports Team Members	8.23	6.57	4.538*
Encouraging the Heart	47.09	37.07	5.250*

*Note – significant at the 0.05 alpha level

Objective 7: Examine the relationship between the perceived leadership skills gained by the FFA chapter presidents and officers and their perceived levels of leadership involvement.

The final objective of the study was to determine if any relationship existed between the total life skill score and the leadership involvement score for both chapter presidents and officers combined. The findings displayed below address this objective and it's subsequent hypothesis: there is no difference among FFA chapter presidents and FFA chapter officers leadership skill development according to their levels of activeness in FFA chapter activities.

Table 40 shows the Pearson correlation between total leadership involvement scores and total life-skill perception scores as 0.328. This exhibits a low, positive

relationship. However, as the critical value for an 0.01 alpha level with 169 degrees of freedom is 0.2540, this is significant at the two-tailed alpha level of 0.01. The confidence level set for this study was 95%.

Table 40

Pearson Correlation Between Leadership Involvement and Life Skill Gain (N=171)

	Leadership Involvement	Life Skill Gain
Leadership Involvement	1.000	0.328*
Life Skill Gain	0.328*	1.000

* Note: significant at the 0.01 alpha level (2-tailed)

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this chapter is to review and summarize the findings of the study. Based upon the analysis of data presented in the previous chapter, conclusions, implications, and recommendations are organized and displayed.

Summary

Purpose of the Study

The purpose of this study was to determine the level of involvement of Oklahoma FFA chapter presidents and officers in chapter leadership activities, to identify the perceptions of their leadership skill development, and to determine the specific leadership behaviors exhibited by the chapter president.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were generated:

1. Profile the FFA chapter officers by their age, gender, years in FFA, SAE experience, and participation in other youth organizations.
2. Describe the FFA chapter officers' levels of involvement in specified chapter leadership building activities.

3. Describe the FFA chapter officers' leadership skills gain as a result of the FFA experience.
4. Describe the FFA chapter presidents' perceived levels of leadership behavior exhibited in five leadership practices, as described by Kouzes and Posner (1987).
5. Describe the FFA chapter officers' observations of their president's levels of leadership behavior exhibited in five leadership practices.
6. Examine the relationship between the FFA chapter presidents' perception of their leadership behavior with the behaviors observed by their officer team.
7. Examine the relationship between the perceived leadership skills gained by the FFA chapter presidents and officers and their perceived levels of leadership involvement.

Hypotheses

Constructed upon the purpose and objectives for the study, five null hypotheses were formulated. The hypotheses are:

Ho1= There is no difference in demographics between FFA chapter presidents and FFA chapter officers. (This hypothesis was used to direct objective one.)

Ho2 = There is no difference between FFA chapter presidents and FFA chapter officers levels of activeness in chapter leadership building activities. (This hypothesis was used to direct objective two.)

Ho3 = There is no difference between FFA chapter presidents and FFA chapter officers perceptions of leadership skill development as a result of their experience in the FFA. (This hypothesis was used to direct objective three.)

Ho4 = There was no difference shown among the five leadership behaviors exhibited by the FFA chapter presidents. (This hypothesis was used to direct objective four.)

Ho5 = There was no difference shown among the five leadership behaviors observed by the FFA chapter officers. (This hypothesis was used to direct objective five.)

Ho6 = There is no relationship between the FFA chapter presidents' perceptions of their leadership behavior exhibited among the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) and the behaviors observed by their corresponding officer team. (This hypothesis was used to direct objective six.)

Ho7 = There is no difference among FFA chapter presidents and FFA chapter officers leadership skill development according to their levels of activeness in FFA chapter activities. (This hypothesis was used to direct objective seven.)

Scope of the Study

The scope of this study included all chapter officer teams from the 2001-2002 school year in the Northeast Agricultural Education District of Oklahoma. A census of FFA chapters from the designated district was obtained through the 2002 Agricultural Education Teacher and Staff Directory.

Summary of Methods and Procedures

Quantitative data were gathered using a four-part instrument covering leadership behavior, involvement, leadership/life skill gain, and demographics. Descriptive statistics were used in the data analysis to explain and review observations from the research. Measures of central tendency were determined to compare groups (Kerlinger, 1986), while inferential statistics were utilized to organize and understand the relationships between the two groups in the population.

Major Findings and Conclusions of the Study

Summary of Findings for Objective and Hypothesis One

The first objective profiled the FFA chapter officers by their age, gender, years in FFA, SAE experience, and participation in other youth organizations. This objective was coupled with the first hypothesis, there is no difference in demographics between FFA chapter presidents and FFA chapter officers. Personal characteristics of chapter presidents and the chapter officers were summarized on Table 41.

Table 41

Profile of Chapter Presidents and Officers in the Northeast District (N=171)

	Chapter Presidents (n=35)	Chapter Officers (n=136)
Age	18 Years Old (45.7%)	17 Years Old (35.6%)
Gender	Female (51.4%)	Female (58.5%)
Years in FFA	4 Years (45.7%)	3 Years (40.0%)
SAE Experience	Yes (88.6%)	Yes (88.1%)
4-H Involvement	Yes (65.7%)	Yes (64.4%)

Pearson's Chi Square was performed to test the null. Respondent age, determined at 23.617 with 5 degrees of freedom, and years of membership, with 22.447 and 4 degrees of freedom exhibited noticeable differences between the chapter presidents and chapter officers. As only two of the five variables recorded some differences, the null hypothesis failed to be rejected.

Conclusions for Objective and Hypothesis One

The following conclusions were formulated based upon the analysis and interpretation of the findings:

1. Presidents and other officers were more alike than they were different. Chapter presidents, however, were on average one year older and had one more year of

membership in the FFA than did the chapter officers. The extra year of experience by the chapter president would be typically expected.

2. Over half of the chapter presidents and officers are female. This indicates a large percentage of females holding an officer position, as Oklahoma has only 31% females (K. Boggs, personal communication, June 24, 2002), and nationally 35% of the general FFA membership is comprised of females (National FFA Organization, 2002).
3. A significant number of presidents and other officers did not fulfill a minimum requirement in agricultural education by not holding a Supervised Agricultural Experience Projects.

Summary of Findings for Objective and Hypothesis Two

Objective two determined the FFA chapter officers' levels of activeness in specified chapter leadership building activities. The null hypothesis guiding this objective stated: there is no difference between FFA chapter presidents and FFA chapter officers levels of activeness or involvement in chapter leadership building activities. Table 42 summarizes overall involvement of chapter presidents and officers in all eight leadership activities, while Table 43 depicts the respondents total involvement scores.

Table 42

Comparison of Involvement Scores in Eight Leadership Activities

	Chapter Presidents (n=35)			Chapter Officers (n=136)		
	Imp. %	Plan %	Evaluate %	Imp. %	Plan %	Evaluate %
Chapter Meetings	54.3	71.4	54.3	58.9	68.1	33.1
Committee Meetings	54.3	58.3	22.9	50.0	50.7	25.7
Social Activities	60.0	71.4	42.9	59.6	70.6	25.0
Chapter Banquet	62.9	80.0	48.6	55.9	71.3	32.4
Fundraising	65.7	62.9	54.3	58.9	57.4	33.1
Community Service	62.9	65.7	42.9	56.6	58.1	23.5
FFA Week	65.7	71.4	42.9	52.2	72.1	30.1
Yearly Calendar	65.7	60.0	40.0	50.0	58.1	31.6

*Note: Table does not include percentage of those with no participation in activity.

Table 43

Comparison of Leadership Involvement Scores

	Chapter Presidents (n=35)	Chapter Officers (n=136)	Total (N=171)
Involvement Score (Mean)	26.43 (Moderate)	23.35 (Moderate)	23.98 (Moderate)

There was a noticeable difference between the chapter presidents and chapter officers in the area of evaluation. Although nearly two-thirds of the presidents planned and implemented chapter activities, less than one-half evaluated these activities. As there were no other major differences, the null hypothesis failed to be rejected.

Conclusions for Objective and Hypothesis Two

The following conclusions were formulated based upon the analysis and interpretation of the findings:

1. While highly involved in the participation of chapter activities, chapter presidents and other officers were not highly involved in implementation, planning, and evaluation of their activities.
2. Chapter officers planned for, implemented, and evaluated activities even less than did the chapter presidents.
3. The findings of this study showed chapter presidents and officers planned slightly more than they implemented, and implemented much more than they evaluated. This contradicts Dormody and Seevers (1994) findings through their tri-state study of general FFA membership that more members implemented than planned by a 2:1 ratio, and planned more than evaluated.
4. Although presidents more frequently evaluated chapter activities, overall both presidents and other officers had similar leadership involvement in chapter level activities.

Summary of Findings for Objective and Hypothesis Three

The third objective described the FFA chapter officers' according to their perceptions of the leadership skills they feel they have gained as a result of their FFA experience. The null hypothesis: there is no difference between FFA chapter presidents and FFA chapter officers perceptions of leadership skill development as a result of their

experience in the FFA, was used to direct objective three. The major finding among the respondents for this objective showed both the majority of chapter presidents and officers perceived themselves as gaining high leadership/life skills development as a result of their experiences in the FFA. Although, presidents did achieve an overall higher mean and median score on their leadership/life skills inventory, there were not any notable differences between the two groups, therefore the null hypothesis failed to be rejected.

Conclusions for Objective and Hypothesis Three

The following conclusions were formulated based upon the analysis and interpretation of the findings:

1. Most chapter presidents and other officers perceived that the FFA has been instrumental in enhancing their leadership/life skills development, as the majority attained scores in the high development range.
2. The total mean of chapter presidents and other officers within this study received a mean of 64.60. These findings support the previous research by Wigenbach and Kahler (1997) where they obtained a mean among Iowa FFA members of 62.65 through the YLLSDS developed by Seevers, Dormody, and Clason (1995).
3. The findings from this research also agree with Balschweid and Talbert (2000), as they concluded that FFA members believe that the FFA provides leadership opportunities that develop confidence and personal pride.

Summary of Findings for Objectives and Hypotheses Four and Five

Objective four worked to determine the FFA chapter presidents' perceived levels of leadership behavior exhibited in five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart). The fifth objective was to determine the other officers observations of these five behaviors as exhibited by the chapter president. Mean responses among chapter presidents and other officers for each of the five leadership practices which they feel they exhibit are shown on Table 44.

Table 44

Comparison of Mean Responses for the Five Leadership Practices

Leadership Practice	Chapter Presidents (n = 35)	Other Officers (n = 171)
Challenging the Process	44.34	34.28
Inspiring a Shared Vision	43.60	34.56
Enabling Others to Act	50.34	40.40
Modeling the Way	49.11	38.38
Encouraging the Heart	47.09	37.07

The findings for the fourth and fifth objectives are summarized below:

1. Within all five variables, chapter presidents responded most often to the ninth response, *Very Frequently,* as their perceived level of the leadership practice. Other officers most frequently reported the eighth response, *Usually Often*, as their observation president's leadership behavior.

2. Chapter presidents and other officers both agree that Enabling Others to Act, Modeling the Way, and Encouraging the Heart were the strongest leadership practices among the chapter presidents.

Conclusions for Objectives and Hypotheses Four and Five

The following conclusions were formulated based upon the analysis and interpretation of the findings:

1. Chapter presidents and officers both agreed that Enabling Others to Act was the strongest leadership behavior exhibited by the president. Enabling Others to Act is defined as the leaders ability to gain assistance from the group when completing a project or activity.
2. It was shown under objective two that although presidents partake in more evaluative activities, there was no significant difference between chapter presidents and officers overall leadership involvement scores. This strengthens the notion that the chapter president is indeed Enabling Others to Act.
3. Challenging the Process infers that leaders take risks, they look for new ideas, and do not just follow the work done by predecessors. As it was one of the lowest rated items by both presidents and other officers, it can be concluded that chapter presidents were not great risk takers, and they were less likely to pioneer new events or activities.
4. Leaders who Inspire a Shared Vision invoke their followers into the group's vision. They are also quick to act, and show progress as it

happens. This practice was also rated very low among presidents and other officers, concluding that chapter presidents were less likely to develop and share a strong common vision with their officers.

Summary of Findings for Objective and Hypothesis Six

Objective six examined the relationship between the FFA chapter presidents' perception of their leadership behavior exhibited among the five leadership practices with the behaviors observed by their officer team. The null hypothesis: there is no relationship between the FFA chapter presidents' perceptions of their leadership behavior exhibited among the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) and the behaviors observed by their corresponding officer team, was used to guide the objective.

A two-tailed independent t-test was used at the 0.05 alpha level to compare the mean score, therefore testing the relationship between the presidents self-perceptions and the officers observations of the presidents use of the five leadership practices. Table 45 shows a summary of t-ratios for each group within the study.

Table 45

Observed Differences Between Groups in the Five Leadership Practices (N=171)

Leadership Practice	Chapter Presidents (Mean)	Other Officers (Mean)	*t*-Ratio
Challenging the Process	44.34	34.28	5.122*
Inspiring a Shared Vision	43.60	34.56	4.298*
Enabling Others to Act	50.34	40.40	6.918*
Modeling the Way	49.11	38.38	6.315*
Encouraging the Heart	47.09	37.07	5.250*

*Note – significant at the 0.05 alpha level

As there were noticeable differences observed between the chapter presidents' ratings and those of the chapter officers through a comparison means via *t*-test, the null hypothesis was rejected. The major findings within the sixth objective of the study illustrated that the chapter presidents' perceptions of their demonstrated leadership behaviors was higher than those observations by their chapter officers. This remains consistent with Bass and Yammarino's (1989) findings that in most surveys leaders tend to give themselves inflated ratings in contrast to their associates observation of their performance.

Conclusions for Objective and Hypothesis Six

The following conclusions were formulated based upon the analysis and interpretation of the findings:

1. Although both groups identified the same three behaviors as the strongest exhibited, chapter presidents viewed their leadership behaviors as much higher than the other officers observed them to be.
2. Presidents held inflated self-perceptions among all 30 areas of the 5 leadership practices.

Summary of Findings for Objective and Hypothesis Seven

The final objective examined the relationship between the perceived leadership skills gained by the FFA chapter presidents and officers and their perceived levels of leadership involvement. The null hypothesis directing this objective stated: there is no difference among FFA chapter presidents and FFA chapter officers leadership skill development according to their levels of activeness in FFA chapter activities. Pearson's moment product correlation was determined at 0.328, exhibiting a significant, yet low positive correlation between leadership involvement scores and perceived leadership/life skill gain.

Conclusions for Objective and Hypothesis Seven

The following conclusions were formulated based upon the analysis and interpretation of the findings:

1. Chapter presidents and other officers with higher leadership involvement scores tended to have higher leadership/ life skill gain scores.
2. These findings agree with previous research conducted by Dormody and Seevers (1994).

Recommendations

The following recommendations for FFA leadership development within the population of the study were drawn from the conclusions and the analysis of data:

1. As participation was identified as the most abundant involvement level among both chapter presidents and other officers, it is recommended that chapter advisors provide more opportunities for chapter officer teams to implement, plan for, and to evaluate chapter activities. A chapter-level system to encourage the practice of these skills by officers and members should be developed.
2. Chapter presidents and officers should periodically evaluate each others performance and provide feedback.
3. All officers should be encouraged to participate in leadership training activities that emphasize successful leadership behaviors, visioning, initiating innovation, risk-taking, and collaboration, as weaknesses were exhibited in the areas of Challenging the Process and Inspiring a Shared Vision.
4. Chapter advisors should encourage the chapter president to take risks, to develop new activities from those of previous years.
5. Advisors should coordinate team building activities and officer retreats to allow members the opportunity to learn how to work together, aiming to minimize discrepancies related to their performance.
6. To encourage the evaluation process, advisors should require all officers to keep a record of the duties they perform and activities they assist. These

records could include procedures used in planning and implementation, as well as future recommendations, and could be passed on from year to year.

7. Advisors should gather the officer team and/or committee members collectively at the conclusion of each chapter activity to discuss the strengths and weaknesses, and to make recommendations for change.

Recommendations for Further Research

Based upon the author's knowledge and experience gained through conducting this study, the following are recommendations for further study:

1. Additional research should be conducted using both quantitative and qualitative methods to further investigate the leadership behaviors utilized by chapter presidents and chapter officers.
2. Research using leader-follower perceptions and observations, rather than only self-perceptions on leadership behavior should be conducted on a larger scale, through a state-wide or greater investigation.
3. A longitudinal study should be conducted with this, or another group to measure the perceptions of long-term leadership/life skill development from experience in the FFA.
4. The involvement levels of presidents, officers, and all members in chapter level activities should be examined within a greater scope.
5. A similar study should be conducted incorporating members as well as officers, to evaluate all officers leadership performance.

6. Relationships between participation in leadership training, leadership involvement, and leadership skill gain should be investigated.

Discussion and Implications

Several questions regarding leadership development through agricultural education and the FFA have been raised as a result of this research project. The first query stems from the demographic representation of presidents and officers. There were predominantly more females within the study holding leadership roles than there were male, while overall, there are more male members currently enrolled in the FFA. Are females being over-represented among chapter leadership roles? What accounts for this female dominance? Other studies by Wigenbach and Kahler (1997) and Dormody and Seevers (1994) have also found that the female gender is related to leadership development. Maturation theories may help to explain the assertiveness of females in taking leadership roles, while there is still much that remains unknown.

The second inquiry raised from the demographic findings involves the presidents and officers participation in Supervised Agricultural Experience (SAE). The chapter presidents and officers within the study were supposed to be among the most active members in their local FFA chapter. While these officers were leaders and role models for the general membership, a significant number of them were not fulfilling a minimum agricultural education requirement of having an SAE. If an FFA chapter has a large percentage of officers without SAE projects, then what motivation do the rest of the members have to conduct their own SAE?

The findings for the second objective showed that chapter presidents and other officers did not implement activities as much as they planned for them, while evaluation these activities occurred even less. Many chapter presidents and officers within the study did not carry out activities such as regular chapter meetings, social activities, community service, and many more. The chapter presidents and other officers were not totally involved in leading their local chapter. If these officers are not assisting in the integral developing, directing, and reshaping of their chapter activities, then who is leading the chapter?

Finally, the fourth, fifth, and sixth objectives helped examine leadership practices used among chapter presidents. One of the lowest perceived and observed behavior by chapter presidents was that of Challenging the Process. This inferred that the presidents did not take many risks, they also did not influence the development of new chapter level programs and activities. Are these presidents simply following what was done in the past? Are they doing what they are told to do, not creating new things to do? If this is so, then advisors should encourage chapter presidents and other officers to not only continue what worked in the past, but to create new activities for the general membership each year.

Through this research a great deal was learned about the leadership used within the local FFA chapter. Many new questions were raised as well. These questions will provide more outlets for future investigation, as much still remains a mystery about local chapter leadership.

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APPENDICES

APPENDIX A

INSTITUTIONAL REVIEW BOARD

Oklahoma State University
Institutional Review Board

Protocol Expires: 3/31/03

Date: Monday, April 01, 2002 IRB Application No AG0232

Proposal Title: THE INVOLVEMENT OF FFA CHAPTER PRESIDENTS IN CHAPTER LEADERSHIP ACTIVITIES AND THE PERCEPTIONS WHICH THEY POSSESS CONCERNING THEIR LEADERSHIP BEHAVIOR AND LEADERSHIP/LIFE SKILLS DEVELOPMENT

Principal Investigator(s):

Javonne Soos
448 Ag Hall
Stillwater, OK 74078

William G. Weeks
448 Ag Hall
Stillwater, OK 74078

Reviewed and Processed as: Expedited (Spec Pop)

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson

Carol Olson, Chair
Institutional Review Board

APPENDIX B

LPI CONSENT TO USE FORM

KOUZES POSNER INTERNATIONAL

15419 Banyan Lane
Monte Sereno, California 95030
Phone/FAX: (408) 354-9170

April 10, 2002

Jovonne Soos
448 Agriculture Hall
Oklahoma State University
Stillwater, Oklahoma 74075

Dear Jovonne:

Thank you for your facsimile (dated 2 April) requesting permission to use the Leadership Practices Inventory (LPI) in your research project. We are willing to allow you to reproduce the instrument as outlined in your letter, at no charge, with the following understandings:

(1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
(2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement be included on all copies of the instrument: "Copyright © 1997 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
(3) That one of **all** papers, reports, articles, and the like which make use of the LPI data be sent promptly to our attention; and,
(4) That you agree to allow us to include an abstract of your research and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) _____ Date: _____

APPENDIX C

INFORMATIONAL LETTER FOR TEACHERS

OKLAHOMA STATE UNIVERSITY

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agricultural Hall
Stillwater, Oklahoma 74078-6031
405-744-8036; Fax: 405-744-5176

April 1, 2002

Dear Agricultural Instructor:

Your FFA chapter officers have been selected to participate in a study conducted through Oklahoma State University that will help to identify the development of leadership behaviors. We will also look at overall leadership involvement and leadership skills development by these individuals.

The study will be conducted at the **Oklahoma State FFA Convention** on **Tuesday, April 30, 2002**. It will occur in **Room D** at **5:00 p.m.**, and should take fifteen minutes to complete, as not to compromise your convention time.

Please be assured that the responses generated will be strictly **confidential**. The participation of your officers is strictly **voluntary**, and **no harmful effects** will be caused through their participation in this study. The data will be number coded, so that it will not be traced back to the individuals enabling **privacy to be protected**.

We know your chapter will be very busy during the state convention. Your participation is important, as the information gathered through this study will be used to suggest improvements in leadership training, activities offered, and individual skills development. To further reward your officers, a **free gift** will be offered at the time of their participation.

Enclosed in this packet are five consent forms. One for the chapter president, and four for the chapter officers. Each must be signed by each participant's parent or guardian. These must be turned in prior to administration of the survey, either by mail, or handed in directly at the convention. **Please contact me by phone or e-mail to let us know how many officers you will have participating in the study.** Thank you very much for your cooperation!

Respectfully Yours,

Javonne Soos
Research Assistant
(405)744-2972
javonne@okstate.edu

Dr. Bill Weeks
Professor
(405)744-5129
agedwgw@okstate.edu

APPENDIX D

PARENTAL CONSENT FORM

OKLAHOMA STATE UNIVERSITY

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agricultural Hall
Stillwater, Oklahoma 74078-6031
405-744-8036; Fax: 405-744-5176

April 1, 2002

Dear Parent/Legal Guardian,

We are conducting a study through Oklahoma State University that will help to identify the development of leadership behaviors among FFA chapter presidents and officer teams. We will also be looking at overall leadership involvement and leadership skills development by these individuals. Your son/daughter will participate by evaluating his/her own leadership behaviors, and by allowing the fellow chapter officers to evaluate him/her as well.

It gives us great pleasure to invite your son/daughter to participate in this important study. The survey will be conducted at the **Oklahoma State FFA Convention** on **Tuesday, April 30, 2002**. It will occur in Room D, and should take fifteen minutes to complete.

Please be assured that the responses generated will be strictly **confidential**. The participation of your son/daughter is strictly **voluntary**, and **no harmful effects** will be caused through their participation in this study. The data will be number coded, so that it will not be traced back to the individuals enabling **privacy to be protected**.

** IN ORDER FOR YOUR SON/DAUGHTER TO PARTICIPATE WE ASK YOUR COOPERATION AND CONSENT. PLEASE COMPLETE AND SIGN THE FORM BELOW.

I understand that participation by my child is voluntary and that he/she will not be penalized if he or she does not choose to participate. I also understand that my child is free to withdraw from participation in this project at any time without penalty. I have read and fully understand the consent form provided to me. I sign it freely, allowing my son/daughter to participate.

I, _____, hereby give my permission and authorization for
(Parent/Guardian)
_____, to participate in the study, and be evaluated by his/her
(Son/Daughter)
fellow chapter officers, as directed by Javonne Soos, and assistants of her choosing conducted at the

State FFA Convention.

Date: _____ Time: _____ (a.m./p.m.)

_____
Name (Printed) Signature

Thank you for your cooperation! If you have any further questions or concerns, please do not hesitate to contact us.

Sincerely,

Javonne Soos
Research Assistant
(405)744-2972
javonne@okstate.edu

Dr. Bill Weeks
Professor
(405)744-8138
agedwgw@okstate.edu

Sharon Bacher
IRB Executive Secretary
203 Whitehurst Hall
(405)744-570

APPENDIX E

CHAPTER PRESIDENT SURVEY PACKET

Part I:

LEADERSHIP PRACTICE INVENTORY – INDIVIDUAL CONTRIBUTOR [LPI-IC]

CHAPTER PRESIDENT

INSTRUCTIONS

This instrument has been designed for leaders who are not mangers. On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then look at the rating scale and decide *how frequently this you engage in the behavior* described.

Here's the rating scale that you will be using:

1 = Almost Never	6 = Sometimes
2 = Rarely	7 = Fairly Often
3 = Seldom	8 = Usually
4 = Once in a While	9 = Very Frequently
5 = Occasionally	10 = Almost Always

In selecting each response, please be realistic about the extent to which you, the chapter president, *actually* engages in the behavior. Do *not* answer in terms of how you would like to see yourself or in terms of what you think should be doing. Answer in terms of how you *typically* behave – on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank to the left of the statement.

Go To Next Page →

LEADERSHIP PRACTICE INVENTORY – INDIVIDUAL CONTRIBUTOR [LPI-IC]

CHAPTER PRESIDENT

To what extent do you typically engage in the following behaviors?
Choose the number that best applies to each statement and record it in the blank to the left of the statement.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly	Usually Often	Very Frequently	Almost Always

_____ 1. I seek out challenging opportunities that test my own skills and abilities.

_____ 2. I talk about future trends that will influence how our work gets done.

_____ 3. I develop cooperative relationships with the people I work with.

_____ 4. I set a personal example of what I expect from others.

_____ 5. I praise people for a job well done.

_____ 6. I challenge people to try out new and innovative approaches to their work.

_____ 7. I describe a compelling image of what our future could be like.

_____ 8. I actively listen to diverse points of view.

_____ 9. I spend time and energy on making certain that people's actions are consistent with the values and standards that have been agreed on.

_____ 10. I make it a point to let people know about my confidence in their abilities.

_____ 11. I search outside the formal boundaries of the organization for innovative ways to improve what we do.

_____ 12. I appeal to others to share in my dream of future possibilities.

_____ 13. I treat others with dignity and respect.

_____ 14. I follow through on the promises and commitments that I make.

_____ 15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

Go To Next Page →

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly	Usually, Often	Very Frequently	Almost Always

_____ 16. I ask "What can we learn?" when things do not go as expected.

_____ 17. I show others how it is in their long-term interests to work together toward a common vision.

_____ 18. I support the decisions that people make on their own.

_____ 19. I am clear with others about what it means to do one's best.

_____ 20. I publicly recognizes people who exemplify commitment to shared values.

_____ 21. I experiment and takes risks in my work even when there is a chance of failure.

_____ 22. I am contagiously enthusiastic and positive about future possibilities.

_____ 23. I give others freedom and choice in making decisions about issues that affect them.

_____ 24. I take an active part in making certain that achievable goals, concrete plans, and measurable milestones are set for the projects and programs we work on.

_____ 25. I find ways to celebrate accomplishments with his or her team.

_____ 26. I take the initiative to overcome obstacles even when outcomes are uncertain.

_____ 27. I speak with genuine conviction about the higher meaning and purpose of our work.

_____ 28. I take an active role in helping people learn and develop in their work.

_____ 29. I make progress toward goals one step at a time.

_____ 30. I give the members of the team lots of appreciation and support for their contributions.

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Part II:

LEADERSHIP/LIFE SKILL GAIN

What leadership skills have you improved due to your involvement in FFA leadership roles and activities?

Instructions: Please evaluate each item by filling in the circle of the number that you feel best represents your gain for each skill. Please answer every question.

	No Gain 0	Slight Gain 1	Moderate Gain 2	A Lot of Gain 3
As a result of my experiences in FFA leadership activities:				
1. I can determine needs	○	○	○	○
2. I have a positive self-concept	○	○	○	○
3. I can express feelings	○	○	○	○
4. I can set goals	○	○	○	○
5. I can be honest with others	○	○	○	○
6. I can use information to solve problems	○	○	○	○
7. I can delegate responsibility	○	○	○	○
8. I can set priorities	○	○	○	○
9. I am sensitive to others	○	○	○	○
10. I am open-minded	○	○	○	○
11. I consider the needs of others	○	○	○	○
12. I show responsibility	○	○	○	○
13. Have a friendly personality	○	○	○	○
14. I consider input from all group members	○	○	○	○
15. I can listen effectively	○	○	○	○
16. I can select alternatives	○	○	○	○
17. I recognize the worth of others	○	○	○	○
18. I create an atmosphere of acceptance in groups	○	○	○	○
19. I can consider alternatives	○	○	○	○
20. I respect others	○	○	○	○
21. I can solve problems	○	○	○	○
22. I can handle mistakes	○	○	○	○
23. I can be tactful	○	○	○	○
24. I can be flexible	○	○	○	○
25. I get along with others	○	○	○	○
26. I can clarify my values	○	○	○	○
27. I use rational thinking	○	○	○	○
28. I am open to change	○	○	○	○
29. I have good manners	○	○	○	○
30. I trust other people	○	○	○	○

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Part III:

CHAPTER LEADERSHIP INVOLVEMENT

Instructions: Please read the following definitions for Plan, Implement, and Evaluate. Fill in the circle for each area of involvement which you have participated in, according to the listed FFA chapter activities below. Please do not leave any rows blank. If you have participated in more than one area listed, then you may have more than one circle filled in that row.

Plan for Activity – You have participated in making decisions that affect the actual activity and the manner in which it was conducted or carried out.

Implement Activity – You were present for the activity and helped to assist with the actual management or operation of the function.

Evaluate/Recommend Change – You directed others in looking back and reflecting on the activity to recognize its' strengths and weaknesses. You highlighted the strengths, and recommended future changes to minimize the weaknesses.

	Plan for Activity	Implement Activity	Evaluate/ Recommend Change	Did Not Participate
Chapter Meetings	○	○	○	○
Committee Meetings	○	○	○	○
Chapter Social Activities	○	○	○	○
Chapter Banquet	○	○	○	○
Fundraising Activities	○	○	○	○
Chapter Community Service	○	○	○	○
FFA Week	○	○	○	○
Yearly Calendar of Activities	○	○	○	○

****Please add any additional comments regarding your chapter leadership involvement.**

_____

_____

_____

_____

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Part IV:

DEMOGRAPHICS

Instructions: Please read the following questions and then circle the response which best identifies you. Please provide a response for each question, and answer each one only once.

1. How old are you?

O 14	O 17
O 15	O 18
O 16	O 19

2. What is your gender?

O Male O Female

3. How many years have you been a member of the FFA?

O 1	O 4
O 2	O 5
O 3	

4. Do you currently have a Supervised Agricultural Experience Project?

O Yes O No

5. Were you ever a member of 4-H?

O Yes O No

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APPENDIX F

CHAPTER OFFICER SURVEY PACKET

Part I:

LEADERSHIP PRACTICE INVENTORY – INDIVIDUAL CONTRIBUTOR [LPI-IC]

CHAPTER OFFICER

INSTRUCTIONS

This instrument has been designed to assist a non-managerial leaders in assessing the extent to which he or she engages in certain leadership behaviors. You are being asked to help with this assessment of the leader of your group.

On the next two pages are thirty statements describing various leadership behaviors that may be exhibited by your FFA chapter president. Please read each statement carefully. Then look at the rating scale and decide *how frequently your president engages in the behavior* described.

Here's the rating scale that you will be using:

1 = Almost Never	6 = Sometimes
2 = Rarely	7 = Fairly Often
3 = Seldom	8 = Usually
4 = Once in a While	9 = Very Frequently
5 = Occasionally	10 = Almost Always

In selecting each response, please be realistic about the extent to which your FFA chapter president *actually* engages in the behavior. Do *not* answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave. Answer in terms of how your president *typically* behaves – on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank to the left of the statement. When you have responded to all thirty statements, turn to the response sheet to transfer your responses.

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LEADERSHIP PRACTICE INVENTORY – INDIVIDUAL CONTRIBUTOR [LPI-IC]

CHAPTER OFFICER

To what extent does your FFA chapter president typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the blank to the left of the statement.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly	Usually Often	Very Frequently	Almost Always

The Chapter President:

_____ 1. The chapter president seeks out challenging opportunities that test his or her skills and abilities.

_____ 2. The chapter president talks about future trends that will influence how our work gets done.

_____ 3. The chapter president develops cooperative relationships with the people he or she works with.

_____ 4. The chapter president sets a personal example of what he or she expects from others.

_____ 5. The chapter president praises people for a job well done.

_____ 6. The chapter president challenges people to try out new and innovative approaches to their work.

_____ 7. The chapter president describes a compelling image of what our future could be like.

_____ 8. The chapter president actively listens to diverse points of view.

_____ 9. The chapter president spends time and energy on making certain that people's actions are consistent with the values and standards that have been agreed on.

_____ 10. The chapter president makes it a point to let people know about his or her confidence in their abilities.

_____ 11. The chapter president searches outside the formal boundaries of the organization for innovative ways to improve what we do.

_____ 12. The chapter president appeals to others to share in his or her dream of future possibilities.

_____ 13. The chapter president treats others with dignity and respect.

Go To Next Page →

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly	Usually Often	Very Frequently	Almost Always

The Chapter President:

_____ 14. The chapter president follows through on the promises and commitments that he or she makes.

_____ 15. The chapter president makes sure that people are creatively rewarded for their contributions to the success of our projects.

_____ 16. The chapter president asks "What can we learn?" when things do not go as expected.

_____ 17. The chapter president shows others how it is in their long-term interests to work together toward a common vision.

_____ 18. The chapter president supports the decisions that people make on their own.

_____ 19. The chapter president is clear with others about what it means to do one's best.

_____ 20. The chapter president publicly recognizes people who exemplify commitment to shared values.

_____ 21. The chapter president experiments and takes risks in his or her work even when there is a chance of failure.

_____ 22. The chapter president is contagiously enthusiastic and positive about future possibilities.

_____ 23. The chapter president gives others freedom and choice in making decisions about issues that affect them.

_____ 24. The chapter president takes an active part in making certain that achievable goals, concrete plans, and measurable milestones are set for the projects and programs we work on.

_____ 25. The chapter president finds ways to celebrate accomplishments with his or her team.

_____ 26. The chapter president takes the initiative to overcome obstacles even when outcomes are uncertain.

_____ 27. The chapter president speaks with genuine conviction about the higher meaning and purpose of our work.

_____ 28. The chapter president takes an active role in helping people learn and develop in their work.

_____ 29. The chapter president makes progress toward goals one step at a time.

_____ 30. The chapter president gives the members of the team lots of appreciation and support for their contributions.

Go To Next Page →

Part II:

LEADERSHIP/LIFE SKILL GAIN

What leadership skills have you improved due to your involvement in FFA leadership roles and activities?

Instructions: Please evaluate each item by filling in the circle of the number that you feel best represents your gain for each skill. Please answer every question.

	No Gain 0	Slight Gain 1	Moderate Gain 2	A Lot of Gain 3
As a result of my experiences in FFA leadership activities:				
1. I can determine needs	○	○	○	○
2. I have a positive self-concept	○	○	○	○
3. I can express feelings	○	○	○	○
4. I can set goals	○	○	○	○
5. I can be honest with others	○	○	○	○
6. I can use information to solve problems	○	○	○	○
7. I can delegate responsibility	○	○	○	○
8. I can set priorities	○	○	○	○
9. I am sensitive to others	○	○	○	○
10. I am open-minded	○	○	○	○
11. I consider the needs of others	○	○	○	○
12. I show responsibility	○	○	○	○
13. Have a friendly personality	○	○	○	○
14. I consider input from all group members	○	○	○	○
15. I can listen effectively	○	○	○	○
16. I can select alternatives	○	○	○	○
17. I recognize the worth of others	○	○	○	○
18. I create an atmosphere of acceptance in groups	○	○	○	○
19. I can consider alternatives	○	○	○	○
20. I respect others	○	○	○	○
21. I can solve problems	○	○	○	○
22. I can handle mistakes	○	○	○	○
23. I can be tactful	○	○	○	○
24. I can be flexible	○	○	○	○
25. I get along with others	○	○	○	○
26. I can clarify my values	○	○	○	○
27. I use rational thinking	○	○	○	○
28. I am open to change	○	○	○	○
29. I have good manners	○	○	○	○
30. I trust other people	○	○	○	○

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Part III:

CHAPTER LEADERSHIP INVOLVEMENT

Instructions: Please read the following definitions for Plan, Implement, and Evaluate. Fill in the circle for each area of involvement which you have participated in, according to the listed FFA chapter activities below. Please do not leave any rows blank. If you have participated in more than one area listed, then you may have more than one circle filled in that row.

Plan for Activity – You have participated in making decisions that affect the actual activity and the manner in which it was conducted or carried out.

Implement Activity – You were present for the activity and helped to assist with the actual management or operation of the function.

Evaluate/Recommend Change – You directed others in looking back and reflecting on the activity to recognize its' strengths and weaknesses. You highlighted the strengths, and recommended future changes to minimize the weaknesses.

	Plan for Activity	Implement Activity	Evaluate/ Recommend Change	Did Not Participate
Chapter Meetings	○	○	○	○
Committee Meetings	○	○	○	○
Chapter Social Activities	○	○	○	○
Chapter Banquet	○	○	○	○
Fundraising Activities	○	○	○	○
Chapter Community Service	○	○	○	○
FFA Week	○	○	○	○
Yearly Calendar of Activities	○	○	○	○

****Please add any additional comments regarding your chapter leadership involvement.**

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Part IV:

DEMOGRAPHICS

Instructions: Please read the following questions and then circle the response which best identifies you. Please provide a response for each question, and answer each one only once.

1. How old are you?

O 14	O 17
O 15	O 18
O 16	O 19

2. What is your gender?

O Male O Female

3. How many years have you been a member of the FFA?

O 1	O 4
O 2	O 5
O 3	

4. Do you currently have a Supervised Agricultural Experience Project?

O Yes O No

5. Were you ever a member of 4-H?

O Yes O No

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VITA 2

Javonne Grace Soos

Candidate for the Degree of

Master of Science

Thesis: LEADERSHIP INVOLVEMENT AND BEHAVIORS EXHIBITED BY OKLAHOMA FFA CHAPTER PRESIDENTS AND OFFICERS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Wakeman, Ohio, August 18, 1979, the daughter of Louis and Janet Soos.

Education: Graduated from Firelands High School, Oberlin, Ohio in June of 1997; attended La Instituto Superirior de Agricultura, Santiago, Dominican Republic from January through February 2000; Graduated with a Bachelor of Science in Agriculture from The Ohio State University, Columbus, Ohio in June 2001, Major: Agricultural Education, Minor: Agricultural Production. Completed the Requirements for the Master of Science degree in Agriculture at Oklahoma State University August, 2002.

Professional Experience: Graduate teaching assistant for the Department of Agricultural Education, Communications, and 4-H Youth Development at Oklahoma State University, 8/01 to 6/02; Undergraduate assistant; The Ohio State University, Department of Human and Community Resource Development, 2/01 to 6/01; Tour guide for The Ohio State University Dairy Tour Program, 9/99 to 6/02. Employee for the Autumn Rose Horse Farm and Camp in Plain City, Ohio, 4/99 to 8/00.

Professional Organizations: Sigma Alpha, American Association of Agricultural Educators, and National Association of Agricultural Educators.