SELECTED OKLAHOMA AGRICULTURAL TEACHERS' ATTITUDES TOWARD FFA PROFICIENCY AWARDS

By

MARTIN R. ADAMS

Bachelor of Science in Agriculture

Panhandle State University

Goodwell, Oklahoma

1982

Submitted to the faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1994

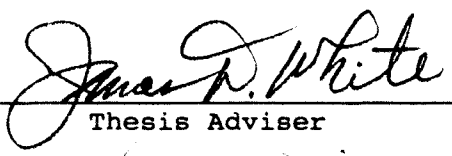
OKLAHOMA STATE UNIVERSITY

SELECTED OKLAHOMA AGRICULTURAL TEACHERS'

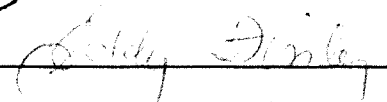
ATTITUDES TOWARD FFA PROFICIENCY

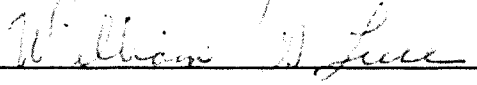
AWARDS

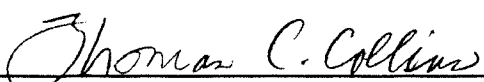
Thesis Approved:



Thesis Adviser







Dean of Graduate College

ACKNOWLEDGMENTS

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

Sincere appreciation is expressed to Dr. James White, my major adviser, for his advice and encouragement throughout this study. A special thanks to committee members, Dr. Eddie Finley and Dr. Bill Luce, for their guidance and understanding.

The writer wishes to express his sincere appreciation for the advice and encouragement given by the staff members of the Department of Agricultural Education, Oklahoma State University.

Sincere appreciation is expressed to the teachers of Agricultural Education who participated in this study.

A special expression of love, thanks, and gratitude is expressed to the author's family, Nikki, Casey, and Abenie, for their unending love, support, and patience throughout the author's studies. To them this work is dedicated.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

FIGURE

CHAPTER I

INTRODUCTION

Oklahoma has been regarded as a leading state in quality FFA programs. Agricultural education teachers have been dedicated to maintaining a total program concept. There are many opportunities for FFA members. They learn to compete, develop skills and attain career goals. Supervised Agriculture Experience (SAE) provides agricultural students an opportunity to further their career objectives and personal development. One such part of SAE is the FFA's proficiency awards program. The proficiency award program allows FFA members to compare and compete with SAEs, along with being recognized on a local, state, and national level. Incentives for FFA members in proficiency areas include cash, medals, and media coverage. A European trip is given to each of the national winners in 29 proficiency awards areas. The Oklahoma FFA Association is very competitive on the national level. The main problem is concerned with the percentage of FFA chapters (40%) that apply for proficiency awards on the state level. Additionally there are less than two percent (2%) of FFA members applying for the twenty nine (29) proficiency awards at the state level.

Statement of the Problem

Less than two percent of Oklahoma's FFA membership participates in the 29 proficiency award areas at the state level each year. Why? There are probably many factors involved, but in reality, the answer is unknown. However, observation of applications and the programs which they represent seems to indicate that many of the same chapters appear to have applicants at the state level year after year. One-the-other hand, many chapters are conspicuous by their lack of involvement and participation among their members in an activity which has the potential to not only encourage, but provide an opportunity for the development of life as well as occupational skills.

The findings of this study should provide state staff and agricultural educators insight and direction in their efforts to provide both pre-service and in-service education concerning the criteria and format for completing FFA proficiency applications and competing at the state level.

Rationale

Some Oklahoma agriculture teachers have students apply for proficiency awards on a regular basis while over fifty percent of the teachers never have students apply, therefore there is a need to know the attitudes of agriculture teachers toward the FFA proficiency award program. Kotrlik (1987) found in a similar study that less than 15% of the teachers in Louisiana had students apply

for these awards. Research should be conducted to determine the perceptions agricultural teachers have about FFA proficiency awards.

Purpose of the Study

The purpose of this study was to determine the attitudes of selected agricultural education instructors in Oklahoma toward the FFA proficiency award program.

Objectives of the Study

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

1. To determine if selected factors were indicators of teachers encouraging students to apply or not to apply for FFA proficiency awards.

2. To determine if there were differences in attitudes held among Oklahoma teachers toward FFA proficiency awards by district.

3. To determine if differences existed in attitudes toward FFA proficiency awards among teachers with students applying for state awards in the last three years and those teachers not applying for state awards in the last three years.

Scope of the Study

The scope of this study included a stratified random sample of 440 teachers which were representative of 360 programs during the 1993-94 school year representing all five Oklahoma FFA/Supervisory Districts.

Assumptions of the Study

1. Agricultural education teachers have an understanding of the FFA proficiency award program.

2. It was assumed that the responses to the questionnaire reflected actual attitudes of the respondents.

3. The instrument used was adequate in determining the attitudes of agricultural teachers towards FFA proficiency awards.

Definition of Terms

These terms are defined as used in this study:

Supervised Agricultural Experience (SAE) - related learning experiences carried on outside the classroom but are related to the in-class instruction. It is designed to develop knowledge and skills in agriculture and also to prepare students for a career in agriculture.

Agricultural Education (Ag. Ed). - a secondary school program that offers courses designed to aid students in training for a career in agribusiness and production agriculture.

Agricultural Education Teacher - a person who has received a degree from a college or university with an approved teacher education program in agricultural education. This person is also state certified and employed by a local school district. The individual is responsible for directing programs in a secondary school environment.

FFA - a national organization of, by, and for students enrolled in Secondary Agriculture Education programs. It is an educational,

non-profit organization designed to develop agriculture leadership, cooperation, and citizenship.

FFA Proficiency Awards - members who excel with their SAE programs can be recognized through the proficiency award program. These awards encourage members to develop specialized skills that they may apply toward a career objective.

FFA/Supervisory Districts - geographical locations of Oklahoma divided into five areas on the basis of FFA chapters. These district winners compete for the state title.

CHAPTER II

REVIEW OF LITERATURE

The review of literature was conducted to better acquaint the author with areas related to and affecting the proficiency award program. The review was divided into four major areas and a summary to facilitate clarity and organization. The areas of concern were: (1) Historic Review (FFA and SAE), (2) FFA Awards Program and Agricultural Careers, (3) Leadership and Personal Development, (4) Summary. The information was helpful in determining methodology and other aspects that would reflect the attitudes of agricultural education teachers towards FFA proficiency awards. This material is presented under topical headings for ease of organization.

Historic Review (FFA and SAE)

Tenny (1977) stated that the FFA is a unique, vigorous organization of, by, and for students who are enrolled in vocational agriculture to prepare for careers in agriculture and agribusiness. Since FFA's adoption in 1928, educators continue to build on the premises of creating a future for agriculture. He also expressed these similar thoughts:

> The FFA provided youth interested in agriculture opportunities to work together on programs which were of mutual interest. As they studied the importance of agriculture they began to develop a genuine pride for their rich rural heritage. They also started to utilize the sound training in leadership they were receiving in FFA by participating successfully in varied school activities (p. 153).

These ideas became the foundation for involving more than just classroom instruction in public schools, thereby creating the need of supervised agricultural experience (SAE) on an universal basis. The Smith-Hughes Act established the enactment of SAEs. It stated: "schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year" (p. 3). Each and every FFA member is provided an opportunity to have a SAE. The FFA manual (1992) state this foundation, the youth organization has provided its members opportunities to further develop agricultural skills and develop agricultural leadership, cooperation, and citizenship. FFA members can have relationships with the organization and chapter's SAE opportunities. Carter and Townsend (1983) formulated these results for the FFA on the chapter, state, and national level and found that the FFA should continue to stress the personal development objectives outlined in its aims and purposes by promoting activities which enable all students to participate and by offering activities with requirements that do not restrict participation. Much concern has been expressed by agricultural professionals over reduced emphasis of the SAE in agricultural education programs. Cole and Herren (1986) reported these findings about SAE's:

> The most important factors in determining an understanding of the importance of SAE appear to be those of an informal nature such as FFA awards programs, the teacher's own high school SAE and peer relationships with other vocational agriculture teachers (p. 42).

The FFA awards program continues to strengthen the motivation of student's SAEs. Cole and Herren (1986) also recommended that the FFA award programs should continue to be closely related to SAE programs and thus continue to strengthen teachers' understanding of SAE.

FFA Awards Program and Agricultural Careers

The awards program has been an integral part of the FFA since its conception in 1928. The positive recognition of students who utilize skills learned in the classroom encourages the students to achieve higher goals, both personally and professionally (Balfe, 1989). Education guides the students into career choices. Agricultural teachers can then build upon those career choices. Tenney (1977) stated that FFA proficiency awards recognize members for achievement toward their occupational goal and are an incentive to excel in agriculture and agribusiness. Proficiency awards should stimulate interest in instruction and agriculture occupations. Herren (1987) said proficiency awards have been used for many years as a means of recognizing vocational agriculture students who have developed outstanding supervised experience programs. Our instruction base is developed for career orientation in production agriculture, agribusiness and other related areas. Boggs and Yokum (1991) remarked, "be proud we are an agricultural

youth program, experiment with new options on pre-enrollment schedules, believe there is strength in diversity, and use the National Proficiency Award Program as the basic parameter for SAE guidance" (p. 9). Remember that not all students can fit any one area of agriculture or related areas, but teachers can produce a desire in students that will create an interest in agriculture. They went on to say that these new students can and will make a contribution to the future of agriculture and the FFA, but they probably do not have a strong tie, if any tie at all, to traditional production agriculture. The proficiency award program can be separated easily into production agriculture topics and non-production topics.

The Agricultural Proficiency Award Handbook (National FFA Organization, 1990) listed these items as benefits of the proficiency award program:

1. Make intelligent career choices
2. Provide realistic and basic education in agriculture
3. Develop the knowledge, skills, and abilities required to enter some type of agricultural occupation.
4. Complements broad educational objectives of the public school system by making practical application of academic subjects
5. Develops self-confidence and encourages FFA members to take on added responsibilities
6. Promotes active FFA membership
7. Teaches FFA members to make and follow through with plans that will effect their future (p. 6).

Kotrlik (1987) stated many agricultural educators continue to support the proficiency awards program for its educational value. The values teachers place on related awards and recognition can be contributed to the teacher's attitude and importance placed on those

items. Kotrlik (1987) concluded that teachers who had students apply were more likely to perceive that proficiency awards:

(a) help students to learn skills
(b) motivate students
(c) result in favorable local publicity
(d) provide opportunity for recognition of student achievement
(e) result in improved self concept for the student (p. 31).

Hoover and Houser (1991) said one way to introduce potential agriculture students to the diverse and dynamic field of agriculture is to actively expose and involve them in an agricultural experience prior to graduation from high school. If attitudes of teachers towards the proficiency awards are positive in nature then more students participate in that aspect of their SAEs. Boggs and Yokum (1991) said we must rededicate ourselves to the commitment of serving all students. We must also be willing to expand our attitudes about acceptable SAEs so that we can help all students make intelligent and productive career decisions.

Agriculture teachers are the key to student's understanding of proficiency awards and how they relate to the student's SAE. Herren (1987) reported that:

> The winners in the agribusiness area of the proficiency awards on a regional and national level were more likely to be employed in the area of their proficiency award, and were more likely to have begun their agricultural operation after they began their vocational agriculture program (p. 59).

Balfe (1989) stated much of the students success as a proficiency finalist has been attributed to the assistance of their advisors. Balfe (1989) also concluded that ninety of the national finalists indicated that the award area they were receiving

recognition in was related to their career interest. The agricultural teachers need to continue to motivate traditional and non-traditional students in the areas of SAE, proficiency awards, and personal development. Hoover and Houser (1991) said that agricultural educators and those involved in agriculture, at all levels, must make a concerted effort to increase the agricultural literacy base of all students before they make critical career decisions.

Leadership and Personal Development

There is a close relationship between classroom instruction, FFA leadership activities, and supervised agricultural experience. Boggs and Yokum (1991) said the FFA, which is an integral part of each of the other program elements, has the unique characteristic of binding them together. It often serves as the catalyst to advance the student more rapidly toward the intended objective. The objective of agriculture teacher is to develop the "total person" concept. Brannon, Holly, and Key (1989) stated that leadership development has long been claimed as a goal and product of the vocational agriculture program. As a student becomes more involved in the FFA program, the intent on developing the total person becomes more apparent. Newcomb and Ricketts (1984) said that students entering the world of work must be not only technically competent, they must also possess leadership and personal development abilities. Cole and Durfee (1989) concluded that eighty-eight percent of the community leaders who were enrolled in

vocational agriculture were involved with the FFA and the leadership activities of FFA. Activeness in FFA becomes very important with regards to having a better understanding of the whole program. Newcomb and Ricketts (1984) recommended:

> Since activeness in the FFA was associated with leadership and personal development abilities, the FFA should be used as a vehicle to strengthen the availability of opportunities for students in vocational agriculture. Students should be encouraged to participate in as many activities as possible (p. 58).

Do agriculture teachers think about what they teach and emphasize? Christiansen and White (1978) asked, does a tendency exist for teachers to teach and encourage their students to participate in activities in which they themselves are most interested? Our strength lies in the diversity of our students. Teachers will continue to facilitate the process by which the student becomes involved. Brannon, Holly, and Key (1989) recommended that agriculture educators continue to publicize the fact that the FFA program provides benefits to people in many and varied walks of life and its particular importance in the development of community leadership. Remember, what is being taught will directly and indirectly benefit people. Cole and Durfee (1989) said that leadership development gained through vocational agriculture is used by its recipients all of their lives.

Summary

The FFA proficiency award program is an invaluable asset to agricultural education. Students can relate to their own

experiences in the SAE program and through these experiences will develop career choices. The agriculture teacher enhances these experiences with his/her enthusiasm and instruction in agriculture. Students' overall participation in FFA programs were significantly related to attaining higher personal development skills.

Drake (1982) said we have been adding responsibilities and new roles to the agricultural teacher's job since the Smith-Hughes Act, but in all that time we have backed off on very few expectations. The agriculture teachers are dedicated students themselves to agriculture and the FFA program. Teachers can help organize and facilitate the educational process of students by creating a desire to do better. The FFA proficiency award program is one such tool to provide a strong SAE and to better generate personal development skills. Learning by doing is the standard by which agricultural education is based. FFA proficiency award programs are a vital part of the total program, especially with regards to SAE and agriculture career choices.

CHAPTER III

METHODOLOGY

INTRODUCTION

The general purpose of this study was to analyze the attitudes of agriculture teachers towards selected factors of proficiency awards. This chapter was to describe the methods and procedures used in conducting this study. To secure data which would supply information relative to the purpose and objectives of the study, a population was specified, a sample selected, and an instrument was developed for data collection. Procedures were identified to facilitate collection and analysis of the data. Data were collected during the early Fall of 1993.

The Study Population

The population relative to this study consisted of 360 Oklahoma agricultural programs during the 1993-94 school year. This population was defined by reviewing the 1993 Agricultural Education Teacher & Staff Directory (Figure 1).

The Study Sample

Krejcie and Morgan's (1970) table for determining sample size S (186) was used to choose a random sample from a given finite population of N (36) with a specified .95 confidence interval and a

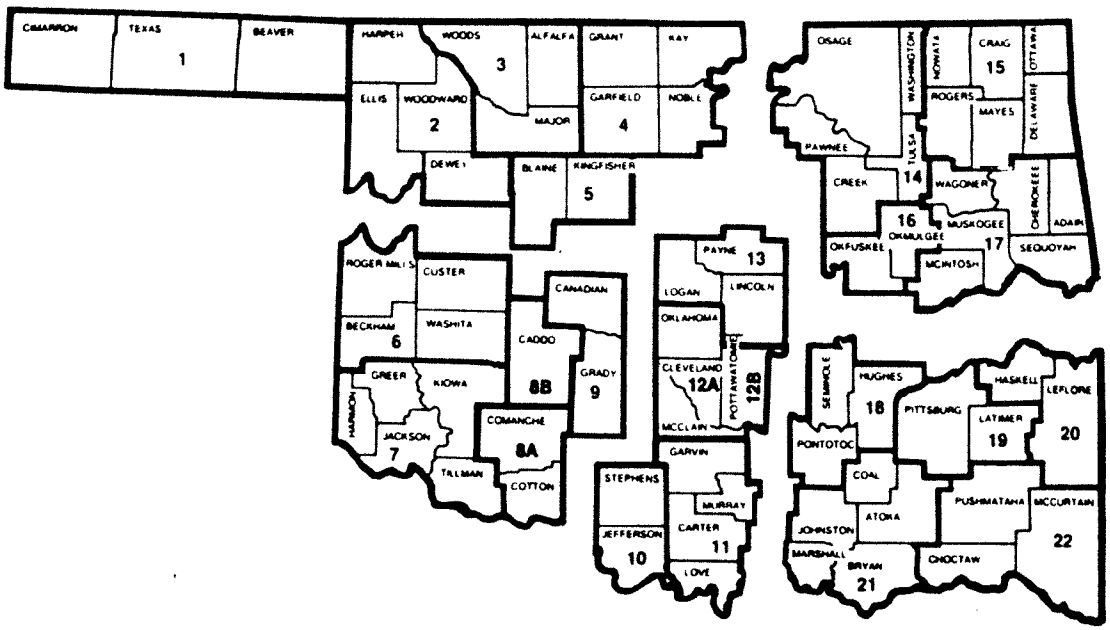


Figure 1. Location of Agricultural Education FFA Supervisory/ Districts Included in the Study

.05 level of probability. Krejcie and Morgan's (1970) formula for determining the sample is presented as follows:

$$S = \frac{X^2 NP(1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}$$, in which

S = required sample size

N = the given population size

P = population proportion that for table construction has been assumed to be .50, as this magnitude yields the maximum possible sample size required

d = the degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of a sample proportion p about the population proportion P—the value for d being .05 in the calculations for entries in the table, a quantity equal to $\pm$ 1.96 σ_p

X^2 = table value of chi square for one degree of freedom relative to the desired level of confidence, which was 3.841 for the .95 confidence level represented by entries in the table

Following selection of the 186 teachers as chapter representatives, the chapters were divided into two groups: (a) Group One - those chapters with FFA members which had applied for proficiency awards at the state level in the last three years (1991, 1992, and 1993) and (b) Group Two - those chapters which did not have members applying for proficiency awards in the last three years (1991, 1992, and 1993).

Since Oklahoma's five FFA/Supervisory Districts were not equal in number of FFA Chapters it was determined that a stratified proportional random sample was the most appropriate for this study. After determining the sample size S (1986), each of the five districts were stratified on a proportional basis as illustrated in the following distribution: Northeast District-31; Southwest

District-37; Central District-36; Northeast District-41; and Southeast District-41 (Table 1).

Institutional Review Board

Federal regulations and Oklahoma State University policy require approval of all research studies that involve human subjects before investigators can begin their research. This study was granted permission to continue and was assigned the following IRB number: AG-93-026 (Appendix A).

Development of the Instrument

The most effective means of collecting the data was a mailed questionnaire (Appendix C) because of the wide geographical distribution of the agricultural education departments involved. A collection of selected factors used in Kotrlik's (1987) study provided an extensive list of possible variables that participants in the Louisiana study distinguished as important. The questionnaire was reviewed by the author's graduate committee, agriculture graduate students, and teacher educators in the department. Feedback regarding the questionnaire was utilized and revisions were made accordingly. The author field tested the applicability of the questionnaire. A pilot study was conducted using the survey instrument. Ten agricultural education teachers were selected randomly from a list of teachers not selected for the study. Helpful questions and comments were produced by the

TABLE I

DISTRIBUTION OF FFA CHAPTERS PARTICIPATING IN THE STUDY BY FFA DISTRICTS

District	Population N	Sample n	Chapter Representatives Completing Questionnaire	Percent %
Northwest	58	31	27	87
Southwest	71	37	27	73
Central	70	36	33	92
Northeast	81	41	35	85
Southeast	80	41	25	61
Total	360	186	147	79

* Percentages reflected a portion of the survey instruments returned for specific FFA/Supervisory Districts and were not intended to sum to 100.00 percent.

Agricultural Education teachers cooperating in the pilot test. The author could then make appropriate revisions in the questionnaire.

The questions were designed to accomplish the intent of the study. Types of responses solicited included force-responses illustrating a mutually exclusive category list (Orlich, 1978). Quantitative information was derived by using a "Likert-type" scale. Major topics included teacher characteristics, leadership involvement, SAE quality and factors influencing FFA member participation in the proficiency awards program at the state level.

Collection of Data

According to Kerlinger (1986), "Survey research is probably best adapted to obtaining personal and social facts, beliefs and attitudes. Survey research has an advantage of wide scope: a great deal of information can be obtained from a large population" (p. 386-387). The cover letter was designed to maximize credibility through the use of letterhead and signatures of the State FFA Executive Secretary and research study adviser plus a timely follow-up for non-returned surveys, postage paid return envelopes, and the promise of strict participant confidentiality. The questionnaire was mailed July 10, 1993, under the letter head of the Department of Agricultural Education in the Division of Agriculture at Oklahoma State University, with a cover letter (Appendix B) explaining the study's educational significance and importance of their participation. Each questionnaire was registered with a code designating whether the individuals had students applying in the

last three years or not applying in the last three years and the subject number to aid in logging and analysis of returned questionnaires. Each letter was personally signed.

Analysis of Data

Information obtained from the teachers' responses provided the data concerning their attitudes and a comparison of the teachers involved in the FFA's proficiency awards programs and those not involved. The survey contained statements requiring answers on interval scale and a five-point "Likert-type" scale. The questionnaire was administered to both group of Agricultural Education teachers: (a) Group One - those teachers with students which had applied for state proficiency awards in the last three years and (b) Group Two - those who had not had students applying in the last three years.

Numerical values were assigned and real limits established in order to determine differences in levels of agreement and dispersion among the selected teachers' responses. A numerical value was allocated to the levels of agreement as follows: "Strongly Agree" = 5; "Agree" = 4; "Undecided" = 3; "Disagree" = 2; and "Strongly Disagree" = 1. Real limits and categories of agreement are illustrated in Table II.

Frequency distributions, percentages, means and standard deviations were the descriptive statistics used to describe the findings and results of the study. The data were analyzed and

statistics calculated via utilization of the SAS System (1989), IBM model 3090 main frame by the Oklahoma State University Computer Center.

TABLE II

REAL LIMITS AND CATEGORIES OF AGREEMENT ARRANGED IN A "LIKERT-TYPE" SCALE

Range of Values	Category of Agreement
4.50 and Greater	Strongly Agree
3.50 - 4.49	Agree
2.50 - 3.49	Undecided
1.50 - 2.49	Disagree
1.00 - 1.49	Strongly Disagree

CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to determine attitudes of Oklahoma agriculture education teachers toward the FFA proficiency award program.

In order to accomplish the purpose of the study, the following specific objectives were set forth.

1. To determine if selected factors were indicators of teachers encouraging students to apply or not to apply for FFA proficiency awards.

2. To determine if there were differences in attitudes held among Oklahoma agriculture teachers toward FFA proficiency awards by district.

3. To determine if differences existed in attitudes toward proficiency awards among teachers with students applying in the last three years and those without students applying in the last three years.

Findings of the Study

The findings of the study were obtained from the instrument developed and administered in the Summer of 1993. Information

compiled from the survey was divided into the following sections, providing an organized approach to the analysis of the data.

1. A comparison of factors indicating whether teachers encouraged students to apply for proficiency awards or not.

2. A comparison of attitude differences held among agriculture teachers by FFA supervisory districts.

3. A comparison of attitude differences held among agriculture teachers that applied for proficiency awards in the last three years and those not applying in the last three years.

Figure 1 (Chapter III) represents a graphic illustration of the five FFA supervisory districts within the State of Oklahoma.

Population

As shown in Chapter III, Table I shows the distribution of 186 out of the 362 Agricultural Education departments in the state that participated in this study. Revealing a range of 61 percent participation in the Southeast District to 92 percent in the Central District. Table I also shows the Northwest District had the fewest chapters represented with 31, the Northeast and Southeast Districts have the most representatives with 41 chapters.

A total of 186 chapters were corresponded with and 147 returned the survey instrument, consisting of 79 percent participation from all districts. A target population was found in each district of the state. Random selections were used to find the samples for each group. A stratified proportional random sampling was taken using an alpha level of .05 of the population proportion. The total chapters

of the state is 360 chapters and thus 187 chapters was the proportion needed for the study. There was additional dividing of the districts to receive the proportion needed of those chapters having proficiency applicants in the last three years and those not participating in the last three years. Stratified sampling was used to obtain a greater degree of representation from known homogeneous subsets of the population.

Demographic Findings

Table III revealed that the Northwest District had the most chapters with applicants based on the total number of chapters in the district (18 out of 31). The Southeast District had the lowest number of chapters participating in the proficiency award program (14). It was further revealed in Table III that 79 (42 percent) of the chapters had applicants and 107 (58 percent) did not have applicants in the last three years.

These totals were taken from a stratified sample of total FFA chapters in Oklahoma. The Southeast District had the most chapters without proficiency applications in the last three years (27). Noting the Northwest District had the fewest chapters not participating in the proficiency program (13).

TABLE III

DISTRIBUTION OF FFA CHAPTERS HAVING PROFICIENCY AWARD APPLICANTS AND THOSE NOT HAVING APPLICANTS IN THE LAST THREE YEARS

District	Population N	Chapters With Applicants	Chapters Without Applicants
Northwest	31	18	13
Southwest	37	18	19
Central	36	14	22
Northeast	41	15	26
Southeast	41	14	27
Total	186	79	107

Selected Characteristics of the Teachers'

Combined Oklahoma Districts

Table IV contains the sum totals of every FFA district with regard to teaching experience, tenure at the present school and average age of Agricultural Education instructors.

The Northwest and Southwest Districts had the youngest teachers participating in the survey with an average age of 36 years. It is noteworthy that the Northwest District was the smallest population in the study but had the most chapters applying for proficiency awards (Table III).

The Central and Northeast Districts had the oldest mean average age of 39 years. The Northeast District also exhibited the most years teaching by a district with 15 years. This district also taught at their present school the longest with 12 years of experience. The Southwest District also had the least teaching experience (12 years) and tenure at present school with eight years of experience.

Characteristics of the Teachers Applying

for Proficiency Awards in the Last

Three Years

Table V reveals when compared to Table IV that as the average age declines in the Northwest and Northeast Districts an increase of proficiency applications were sent in to the state office.

Table V conjects that the Southwest, Central, and Southeast Districts had the opposite effect. As the age and years of teaching

TABLE IV

A DISTRIBUTION OF THE TEACHERS' AVERAGE AGE, TEACHING EXPERIENCE AND TENURE IN PRESENT SCHOOL BY DISTRICT

District	Age	Years Teaching	Years at Present School
Northwest	36	12	9
Southwest	36	12	8
Central	39	13	9
Northeast	39	15	12
Southeast	38	14	11
Mean Response ($\bar{X}$)	37	13	10

TABLE V

A DISTRIBUTION OF THE TEACHERS' AVERAGE AGE, TEACHING EXPERIENCE AND TENURE IN PRESENT SCHOOL OF AGRICULTURAL EDUCATION INSTRUCTORS APPLYING FOR PROFICIENCY AWARDS THE LAST THREE YEARS BY DISTRICT

District	Age	Years Teaching	Years at Present School
Northwest	34	11	9
Southwest	38	14	8
Central	41	15	11
Northeast	36	13	11
Southeast	39	16	12
Mean Response ($\bar{X}$)	38	14	10

increased these districts increased the proficiency applications turned into the state department.

The cumulative average age, 38 years; teaching experience, 14; and tenure at the present school, 10 was higher than the total average of all districts revealed in Table V. The Southeast District teachers are the more mature district applying for proficiency awards with an average age of 39 years, 16 years teaching experience, and 12 years tenure in present school.

Characteristics of the Teachers Not Applying for Proficiency Awards in the Last Three Years

Table V reflects that as the age increased in the Northwest and Northeast Districts the lack of applications continued. The years of teaching experience also increased dramatically over the group in Table V. The Northeast District had the oldest average age of 40, teaching experience of 16 years and tenure at present school of 13 years.

The Southwest, Central, and Southeast Districts failed to turn in proficiency applications as their average age, years of teaching and years at present school declined.

Remarkably, the tenure at the present school for both groups in Table V and Table VI were the same. Only differences in average age and total years teaching were different. These teachers in the Central District showed the least tenure at present school with seven years.

TABLE VI

A DISTRIBUTION OF THE TEACHERS' AVERAGE AGE, TEACHING EXPERIENCE AND TENURE IN PRESENT SCHOOL OF AGRICULTURAL EDUCATION INSTRUCTORS NOT APPLYING FOR PROFICIENCY AWARDS THE LAST THREE YEARS BY DISTRICT

District	Age	Years Teaching	Years at Present School
Northwest	36	14	9
Southwest	34	10	9
Central	38	10	7
Northeast	40	16	13
Southeast	36	13	10
Mean Response ($\bar{X}$)	37	13	10

Instructor's Involvement in State Proficiency Program as an FFA Member

Table VII reveals that the Southwest District has the most instructors that participated as an FFA member with 23 percent. The Central District responded with the smallest percent of ten. The total percent of participation by all respondents was 84 percent not participating as FFA members and only 16 percent involved in the state proficiency award program as FFA members.

Absolute Values and Categories of Agreement

A scale for interpreting mean responses concerning factors relative to agreement regarding teacher's attitudes toward the state proficiency award program was developed. The following ranges of values and categories of agreement are indicated in Chapter III.

Teachers' Attitude Toward Time Management

Table VIII compares the sum total of all districts with regards to teachers' time management with proficiency awards. All five FFA districts agree that they have time to help students fill out applications. The Northwest District had the highest average with 4.19. The five districts were undecided if class time should be

TABLE VII

DISTRIBUTION BY DISTRICT OF AGRICULTURAL EDUCATION INSTRUCTORS PARTICIPATING IN THE STATE PROFICIENCY PROGRAM AS AN FFA MEMBER

District	No	Percent	Yes	Percent	Total	
	f	%	f	%	N	%
Northwest	22	85	4	15	26	100
Southwest	20	77	6	23	26	100
Central	28	90	3	10	31	100
Northeast	28	80	7	20	25	100
Southeast	21	88	3	12	24	100
Total	119	84	23	16	142	100

TABLE VIII

A SUMMARY OF TEACHERS' ATTITUDES WITHIN THEIR RESPECTIVE DISTRICTS TOWARD PROFICIENCY AWARDS BY FACTORS RELATING TO TIME MANAGEMENT

Time Management Factors	DISTRICTS																
	Northwest			Southwest			Central			Northeast			Southeast			Overall Mean	Descriptor
	N	$\bar{X}$	S	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD		
Time to help students fill out application	26	4.19	.56	28	4.10	.78	32	4.09	.77	35	3.85	.73	25	4.08	.75	4.05	Agree
Class time should be used	26	3.23	1.24	27	3.29	1.13	32	3.21	1.00	35	3.05	1.16	25	3.00	1.15	3.15	Undecided
Proficiency awards are a waste of teacher's time	25	1.68	.80	28	1.64	.67	32	1.75	.62	35	2.08	.78	26	1.73	.82	1.79	Disagree
Teacher does not know how to fill out application	25	1.88	1.88	28	2.00	1.05	31	2.32	1.07	35	2.54	1.06	24	1.87	.67	2.15	Disagree

used to fill out proficiency awards. Asked if proficiency awards were a waste of the agricultural education instructor's time a profound disagree was revealed. The Southwest District had the strongest degree of disagreement with a 1.64.

Three districts strongly disagreed with the statement that the teacher did not know how to fill out the proficiency award application. These districts were the Southwest, Central, and Northeast. Surprisingly the Northwest and Southeast Districts only disagreed with the question of knowing how to fill out proficiency applications.

Attitudes of Agricultural Education Teachers Applying and Not Applying for Proficiency Awards in the Last Three Years. Table IX compares each district with teachers in Group 1: Applied for the Proficiency Award in the Last Three Years and Group 2: Not Applying for Proficiency Awards in the Last Three Years.

The most difference in the Northwest District was found in the statement that class time should be used to fill out proficiency awards as Group 2 was undecided and Group 1 agreed with this statement.

All the districts in Group 1, except the Northeast District, strongly disagree that proficiency awards were a waste of an agricultural education teacher's time. The five districts in Group 2 disagreed that the proficiency award program was a waste of time.

It was interesting to note that the Southeast District's Group 1 strongly agreed (4.50) that they had time to help students fill out applications.

TABLE IX

A SUMMARY OF TEACHERS' ATTITUDES WITHIN THEIR RESPECTIVE DISTRICTS AND GROUPS TOWARD APPLYING AND NOT APPLYING FOR PROFICIENCY AWARDS BY FACTORS RELATIVE TO TIME MANAGEMENT

Time Management Factors		DISTRICTS Northwest			Southwest			Central			Northeast			Southeast			Overall Mean	Descriptor
		N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD		
Time to help students fill out applications	Group 1	15	4.33	.61	13	4.38	.65	12	4.41	.66	12	3.91	.66	10	4.50	.52	4.30	Agree
	Group 2	11	4.00	.44	15	3.86	.83	20	3.90	.78	23	3.82	.77	15	3.88	.77	3.88	Agree
Class time should be used	Group 1	15	3.53	1.12	12	3.33	1.15	12	3.58	.90	12	2.00	1.12	10	3.50	1.26	3.19	Undecided
	Group 2	11	2.81	1.31	15	3.26	1.16	20	3.00	1.02	23	3.08	1.20	15	2.66	.97	2.98	Undecided
Proficiency awards are a waste of teacher's time	Group 1	15	1.46	.63	13	1.38	.50	12	1.33	.49	12	2.00	.60	10	1.40	.69	1.51	Disagree
	Group 2	10	2.00	.94	15	1.86	.74	20	2.00	.56	23	2.13	.86	16	1.93	.85	1.99	Disagree
Teacher does not know how to fill out application	Group 1	14	1.71	.61	13	1.38	.50	12	2.16	1.26	12	2.41	.99	9	1.55	.52	1.84	Disagree
	Group 2	11	2.09	1.04	15	2.53	1.12	19	2.42	.96	23	2.60	1.11	15	2.06	.70	2.38	Disagree

Motivation and Achievement Affect

on Teachers' Attitude

Table X summarizes motivation and achievement attitudes by all FFA districts. Only the Northeast District was undecided if winning awards was an indicator of student achievement. All the other districts were completely in agreement that winning awards were an indicator of student achievement. All FFA districts agree that FFA awards motivate students and winning awards results in favorable local publicity.

FFA districts continue to agree that proficiency awards contribute to leadership and personal development. It was recorded that all five FFA districts agreed that proficiency awards help students learn skills.

These five districts unanimously disagree that there was no proficiency awards available for skills their students have.

Motivation and Achievement Affect on Teachers' Attitudes by Applying and Not Applying for Proficiency Awards. Table XI compares each district groups' motivation and achievement values. Both groups agree that FFA awards motivate students, result in favorable local publicity and proficiency awards contribute to leadership and personal development. Only the Southeast District's Group 1 strongly agreed FFA awards motivate students and winning awards results in favorable local publicity.

The Northwest Group 2 and the Northeast Group 1 were the only districts undecided if proficiency awards helped students learn

TABLE X

A SUMMARY OF TEACHERS' ATTITUDES WITHIN THEIR RESPECTIVE DISTRICTS TOWARD PROFICIENCY AWARDS BY FACTORS RELATIVE TO MOTIVATION AND ACHIEVEMENT

Motivation and Achievement Factors	DISTRICTS															Overall Mean	Descriptor
	Northwest			Southwest			Central			Northeast			Southeast				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD		
Winning award is an indicator of student achievement	26	3.53	1.24	27	3.70	1.23	32	3.93	1.21	35	3.22	1.21	25	3.84	2.04	3.62	Agree
FFA awards motivate students	25	4.20	.57	28	4.25	.84	32	4.37	.77	34	4.05	.77	26	4.30	.78	4.22	Agree
Wining awards results in favorable local publicity	26	4.38	.69	28	4.64	.48	32	4.46	.53	35	4.34	.53	25	4.44	.50	4.47	Agree
Contribuitonms to leadership and personal development	26	3.88	.99	28	4.07	.93	32	4.00	.85	35	3.71	.85	26	4.03	.72	3.95	Agree
Helps student learn skills	26	3.61	1.13	28	3.96	1.07	32	3.78	.91	35	3.54	.91	26	3.84	.78	3.76	Agree
Not available for skills my students have	26	2.07	.68	28	2.24	.75	32	2.37	.74	35	2.45	.74	26	2.03	.34	2.26	Agree

TABLE XI

A SUMMARY OF TEACHERS' ATTITUDES WITH THEIR RESPECTIVE DISTRICTS AND GROUPS TOWARD APPLYING AND NOT APPLYING FOR PROFICIENCY AWARDS BY DISTRICT FACTORS RELATING TO MOTIVATION AND ACHIEVEMENT

Motivation and Achievement Factors		DISTRICTS Northwest			Southwest			Central			Northeast			Southeast			Overall Mean	Descriptor
		N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD		
Winning awards is an indicator of student achievement	Group 1	15	4.00	1.06	12	4.00	.85	12	3.91	1.08	12	3.16	1.17	10	4.20	.42	3.84	Agree
	Group 2	11	2.90	1.22	15	3.46	1.45	20	3.95	.99	23	3.26	1.06	16	3.65	1.25	3.48	Undecided
FFA awards motivate students	Group 1	14	4.28	.53	13	4.46	.66	12	4.33	.49	12	3.75	.86	10	4.60	.88	4.27	Agree
	Group 2	11	4.09	.51	15	4.06	.96	20	4.40	.50	22	4.22	.68	16	4.12	.66	4.19	Agree
Winning awards result in favorable local publicity	Group 1	15	4.60	.50	13	4.84	.37	12	4.66	.49	12	4.33	.65	10	4.60	.51	4.60	Str Agree
	Group 2	11	4.09	.83	15	4.46	.51	20	4.35	.48	23	4.34	.48	15	4.33	.48	4.32	Agree
Contributes to leadership and personal development	Group 1	15	4.13	1.06	13	4.23	.83	12	4.00	.85	12	3.66	.88	10	4.20	.42	4.04	Agree
	Group 2	11	3.54	.82	15	3.93	1.03	20	4.00	.72	23	3.73	.86	16	3.93	.85	3.84	Agree
Helps students learn skills	Group 1	15	3.86	1.18	13	4.23	.83	12	4.16	.57	12	3.25	1.05	10	3.70	.94	3.85	Agree
	Group 2	11	3.27	1.00	15	3.73	1.22	20	3.55	.75	23	3.69	1.82	16	3.93	.68	3.65	Agree
Not available for skills my students have	Group 1	15	2.26	.70	13	1.76	.59	12	2.00	.85	12	2.41	.51	10	2.00	.00	2.09	Disagree
	Group 2	11	1.81	.60	15	2.46	.74	20	2.60	.88	23	2.47	.84	16	2.00	.44	2.32	Disagree

skills. All the other districts' groups agree that their students learn proficiency skills.

In the area of proficiency awards available for skills the FFA students possess only Group 2 in the Central District was undecided. Each group in the other districts clearly disagree with the statement that there are not enough proficiency award areas for their students.

Teacher Perceptions Toward Proficiency Awards

Table XII gives a summary of attitudes toward agricultural education teachers' perceptions of proficiency awards. Asked if their students SAE's were not good enough to compete on the state level only the Central and Northwest Districts were undecided. The Northeast, Southwest, and Southeast Districts clearly disagreed with this statement. All districts were undecided in their attitude that proficiency awards were not judged fairly and impartially. This same attitude of undecided concludes to the statement that proficiency awards were too complicated for students to fill out. There was a value range of 2.57 to 3.38 for these two questions. The mean of 2.16 for a value of disagree by all FFA districts was found with the question "Winning proficiency awards is not important to me."

TABLE XII

A SUMMARY OF TEACHERS' ATTITUDES WITHIN THEIR RESPECTIVE DISTRICTS AND GROUPS TOWARD APPLYING AND NOT APPLYING BY FACTORS RELATIVE TO TEACHER PERCETIONS

Teacher Percetion Factors	DISTRICTS Northwest			Southwest			Central			Northeast			Southeast			Overall	
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	Mean	Descriptor
SAE Projects are not good enough to compete on state level	26	2.50	.92	27	2.14	1.09	32	2.59	1.04	35	2.24	1.03	26	2.42	1.00	2.37	Disagree
Proficiency awards are not judged fairly and impartially	26	2.96	1.31	28	2.82	1.02	32	2.59	1.07	35	3.31	1.18	26	2.69	.92	2.88	Undecided
Having students apply for proficiency awards is not part of my job	26	1.69	.61	28	1.71	.71	32	1.78	.60	35	1.82	.51	26	1.84	.73	1.77	Disagree
Wining proficiency awards is not important to me	26	2.11	1.03	28	2.10	.95	32	2.12	1.00	35	2.37	.97	25	2.08	1.03	2.16	Disagree
Proficiency awards are too complicated to fill out for students	26	2.57	1.13	28	2.67	1.05	32	3.09	1.22	34	3.38	1.18	16	3.00	1.16	2.96	Undecided

Teacher Perceptions Toward Proficiency Awards by Teachers Applying and Not Applying for Proficiency Awards in the Last Three Years. Table XIII shows that the Central, Northeast and Southeast Districts' Group 2 agree that their students' SAE's were not good enough to compete on the state level. All other groups disagree with this question.

Only the Northeast Group 1 agreed that proficiency awards were judged unfairly and impartially. They had a mean of X = 3.66. The Northeast and Central Districts' Group 1 strongly disagreed that having students apply for proficiency awards was not part of their job. It is interesting to note that all the districts' Group 1 disagreed that winning proficiency awards were not important to them. Only the Southwest District Group 1 disagreed that the proficiency award application was too complicated for students. They had a mean of X = 1.84).

Teachers' Attitude Toward Related State FFA Requirements

Table XIV reflects teachers' attitudes about certain areas of proficiency awards. All the FFA districts disagree with the statement that proficiency awards should be required for the Superior Chapter Award on the state level. These districts also disagree with the statement that proficiency awards should be required before receiving the State FFA Degree.

The strongest feeling toward any question was that of proficiency applications corresponding with the SAE record book.

TABLE XIII

A SUMMARY OF TEACHERS' ATTITUDES WITHIN THEIR RESPECTIVE DISTRICTS AND GROUPS TOWARD APPLYING AND NOT APPLYING FOR PROFICIENCY AWARDS BY FACTORS RELATING TO TEACHER PERCEPTIONS

Teacher Perception Factors		DISTRICTS: Northwest			Southwest			Central			Northeast			Southeast			Overall Mean	Descriptor
		N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD		
SAE projects are not good enough to compete on state level	Group 1	15	2.40	.82	13	2.15	1.14	12	2.33	.98	12	2.41	.99	10	2.00	.47	2.27	Disagree
	Group 2	11	2.18	1.07	14	2.14	1.09	20	2.75	1.00	23	2.91	1.04	16	2.68	1.25	2.60	Undecided
Proficiency awards are not judged fairly and impartially	Group 1	15	2.66	1.11	13	2.84	1.34	12	2.66	1.23	12	3.66	1.07	10	2.60	1.07	2.88	Undecided
	Group 2	11	3.36	1.50	15	2.80	.67	20	2.55	.99	23	3.13	1.21	16	2.75	.85	2.89	Undecided
Having students apply for proficiency awards is not part of my job	Group 1	15	1.46	.51	13	1.53	.51	12	1.41	.51	12	1.75	.45	10	1.60	.51	1.54	Disagree
	Group 2	11	2.00	.63	15	1.86	.83	20	2.00	.56	23	1.86	.54	16	2.00	.81	1.93	Disagree
Winning proficiency awards is not important to me	Group 1	15	1.66	.61	13	1.61	.50	12	1.66	.65	12	2.25	.75	10	1.80	.91	1.78	Disagree
	Group 2	11	2.72	1.19	15	2.53	1.06	20	2.40	1.09	23	2.43	1.07	15	2.26	1.09	2.44	Disagree
Proficiency awards are too complicated to fill out for students	Group 1	15	2.60	1.29	13	1.84	.55	12	2.50	.90	12	3.25	1.35	10	3.20	1.39	2.64	Undecided
	Group 2	11	2.54	.93	15	3.40	.82	20	3.45	1.27	22	3.45	1.10	10	2.87	1.02	3.23	Undecided

TABLE XIV

A SUMMARY OF TEACHERS' ATTITUDES WITHIN THEIR RESPECTIVE DISTRICT TOWARD PROFICIENCY AWARDS BY FACTORS RELATIVE TO STATE FFA REQUIREMENTS

State FFA Requirements Factors	DISTRICTS																
	Northwest			Southwest			Central			Northeast			Southeast			Overall	Descriptor
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	Mean	
Proficiency award application should be required for superior capter	26	2.50	1.36	28	2.25	1.20	32	2.40	1.36	35	1.85	1.03	26	1.76	.81	2.14	Disagree
Due dates for proficiency award applications should be changed	26	2.96	1.18	28	2.78	1.10	32	2.81	.89	35	3.02	.89	26	2.76	.81	2.87	Undecided
Proficiency award applications should be required to receive State FFA Degree	26	1.80	1.13	28	1.71	.97	32	1.68	.78	35	1.80	1.07	26	1.57	.57	1.71	Disagree
Applications should correspond with record book	26	4.19	.98	28	4.57	.50	32	4.46	.56	35	4.17	.78	26	4.19	.56	4.31	Agree
Proficiency topics shold include more areaa of agriculture	26	3.23	1.03	28	3.28	.93	32	3.43	.87	35	3.37	.73	26	3.11	.71	3.29	Undecided
Application easier to use if on compuer disk	26	3.11	1.03	27	3.25	1.22	32	3.25	1.13	35	3.28	1.17	26	2.92	2.02	3.17	Undecided

The Southwest District strongly agreed with this statement with a 4.57 mean. All other districts agreed with this question.

All districts were undecided in their attitude toward these questions: due dates should be changed for proficiency awards, proficiency awards should include more areas and the proficiency application would be easier to use if it were on a computer disk.

Teachers' Attitude Toward Related State FFA Requirements by Those Applying and Not Applying for Proficiency Awards in the Last Three Years. Table XIV relates to the difference between Group 1 and Group 2 toward state FFA requirements. Half of the districts' groups were undecided and half disagree with the statement of requiring proficiency applications for Superior Chapter Awards.

Only Group 1 of the Southwest District disagreed that the date should be changed for proficiency award applications. All other district groups were undecided if the date should be changed.

The Southeast's Group 1 was the only group that strongly disagreed if proficiency award applications should be required for State FFA Degree. All other district groups disagree with this statement.

Asked if the proficiency application should correspond with the SAE record books, the Southwest District Group 1 and the Central District Group 2 strongly agreed. All other groups agreed that proficiency applications should correspond with the record books.

All districts' groups were undecided if proficiency award should include more areas of agriculture.

TABLE XV

A SUMMARY OF TEACHERS' ATTITUDES WITHIN THEIR RESPECTIVE DISTRICTS AND GROUPS TOWARD APPLYING AND NOT APPLYING FOR PROFICIENCY AWARDS BY FACTORS RELATIVE TO STATE FFA REQUIREMENTS

State FFA Requirement Factors		DISTRICTS Northwest N	$\bar{X}$	SD	Southwest N	$\bar{X}$	SD	Central N	$\bar{X}$	SD	Northeast N	$\bar{X}$	SD	Southeast N	$\bar{X}$	SD	Overall Mean	Descriptor
Proficiency award application should be required for superior chapter	Group 1	15	2.46	1.30	13	2.46	1.33	12	2.75	1.54	12	1.91	1.16	10	1.60	.51	2.27	Disagree
	Group 2	11	2.54	1.50	15	2.06	1.09	20	2.20	1.23	23	1.82	.98	16	1.87	.95	2.05	Disagree
Proficiency award applications date should be changed	Group 1	15	2.66	1.23	13	2.38	1.19	12	2.58	.79	12	3.00	1.04	10	2.70	.82	2.65	Undecided
	Group 2	11	3.36	1.02	15	3.13	.91	20	2.95	.94	23	3.04	.82	16	2.81	.83	3.03	Undecided
Proficiency award applications should be required to receive State FFA Degree	Group 1	15	1.66	.89	13	1.69	.94	12	1.83	.83	12	1.58	1.16	10	1.40	.51	1.64	Disagree
	Group 2	11	2.00	1.41	15	1.73	1.03	20	1.60	.75	23	1.91	.89	16	1.68	.60	1.77	Disagree
Applications should correspond with record book	Group 1	15	4.13	.83	13	4.61	.50	12	4.25	.62	12	4.00	.85	10	4.20	.54	4.24	Agree
	Group 2	11	4.27	1.19	15	4.53	.51	20	4.60	.50	23	4.26	.75	16	4.18	.50	4.37	Agree
Proficiency toics should include more areas of agriculture	Group 1	15	3.20	1.08	12	3.07	1.03	12	3.33	.77	12	3.25	.75	10	3.20	.78	3.20	Undecided
	Group 2	11	3.27	2.00	15	3.46	.83	20	3.50	.94	23	3.43	.72	16	3.06	.68	3.36	Undecided
Applications easier to use for computer disk	Group 1	15	3.33	1.04	12	3.33	1.07	12	3.25	.86	12	3.75	.96	10	3.60	.84	3.38	Undecided
	Group 2	11	2.81	.98	15	3.20	1.37	20	3.25	1.29	23	3.04	1.22	16	2.50	.89	2.98	Undecided

The Northeast District Group 1 and Southeast District Group 1 were the only groups that agreed the proficiency application would be easier to use if it were on a computer disk. All other districts' groups were undecided on this question.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a summary of the study which was conducted to determine the attitudes of agricultural education instructors in Oklahoma toward the FFA proficiency award program. Findings, conclusions, and recommendations in this chapter were based upon the analysis of this data.

Purpose of the Study

The purpose of this study was to determine the attitudes of selected Agricultural Education instructors in Oklahoma toward the FFA proficiency award program.

Objectives of the Study

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

1. Tc determine if selected factors were indicators of teachers encouraging students to apply or not to apply for FFA proficiency awards.

2. To determine if there were differences in attitudes held among Oklahoma teachers toward FFA proficiency awards by district.

3. To determine if differences existed in attitudes toward FFA proficiency awards among teachers with students applying for state awards in the last three years and those teachers not applying for state awards in the last three years.

Population of the Study

The population relating to this study consisted of all 360 agricultural education departments in the state. A total of 186 chapters were selected by using a stratified proportional random sampling method with a .95 confidence interval at the .05 alpha level.

Data were compiled from 148 (79.0 percent) of the 186 selected chapters in the state. The distribution of participating FFA chapters were proportionally selected among the five FFA/Supervisor districts.

Presentation of Data

The following sections of this chapter summarize the findings in Chapter IV, draw conclusions, and base recommendations upon those findings. The response of the population was based upon FFA proficiency participation of agricultural education teachers. Figures 1 and 2 in Chapter III and IV presented demographic data concerning the State of Oklahoma the study involved.

Tables I and II illustrated the distribution of FFA chapters participating in the study by districts and those chapters having applications in the last three years.

Tables IV-VII revealed information about the agricultural education teachers', age, teaching experience, tenure, and participation in proficiency awards as a student.

Tables VIII-XV illustrated teachers' attitudes toward proficiency awards by district and those teachers applying and not applying for proficiency awards in the last three years. A copy of the instrument used to formulate these data were included in the appendix.

Major Findings of the Study

Selected Teacher Characteristics from the Combined Oklahoma Districts

The average age for the study respondents was 37 years. This group consisted of 13 years teaching and ten years tenure at the present school. The Northwest and Southwest Districts participated with the youngest age of 36 and the Northeast and Central Districts had the oldest average age of 39 years.

Characteristics of the Teachers with Students Applying For the Proficiency Awards in the Last Three Years (Group One)

This group was somewhat older and had slightly more experience and tenure than the combined districts average. The average age was 38, with 14 years teaching experience, and ten years tenure at their present schools.

Characteristics of the Teachers with Students Not Applying for Proficiency Awards in the Last Three Years (Group Two)

Remarkedly the averages for Group Two were the same as the cumulative totals for the combined districts. They had an average age of 37 years, with 13 years teaching and ten years tenure at their schools. Teachers from the Northeast District had the highest average age of 40 years.

Instructors' Involvement in the State Proficiency Program as an FFA Member

Over 84 percent of the agricultural education teachers did not participate in the proficiency award program as an FFA member. However, 23 percent of the Southwest Districts' teachers participated.

Teachers' Attitude Toward Time Management

Teachers from all five districts agree that they have time to help students fill out proficiency applications. However, these same teachers also agreed that they did not know how to fill out the applications.

Time Management Attitudes of the Agricultural Education Teachers Applying and Not Applying for Proficiency Awards in the Last Three Years

Teachers from both groups within the five districts' disagreed with the statement that "proficiency awards were a waste of the agricultural education teacher's time." The Southeast Districts' "Group One" teachers strongly agreed they had time to help students fill out applications.

Motivation and Achievement Effect on Teachers' Attitude

Teacher respondents from five FFA districts agreed that winning awards was an indicator of student achievement. They also agree that FFA awards motivate students and result in favorable local publicity. Agreement among teacher respondents was that proficiency awards contribute to leadership and personal development.

Motivation and Achievement Effect on Teachers' Attitudes by Those Applying for Proficiency Awards

Only teacher respondents from the Southeast District "Group One" strongly agreed that FFA awards motivate students and winning awards results in favorable local publicity. Teacher respondents

from the Northwest "Group Two" and Northeast District "Group One" were undecided if proficiency awards helped students learn skills.

Teacher Perceptions Towards Proficiency Awards

Teacher respondents from each district were undecided if proficiency awards were judged fairly and impartially. These teacher respondents were also undecided if proficiency awards were too complicated for students to fill out.

Teacher Perceptions Towards Proficiency Awards by Teachers Applying and Not Applying for Proficiency Awards in the Last Three Years

Differences between teacher respondents in the districts were reflected concerning the question of "if students' SAE's were good enough to compete on the state level." Teacher respondents from three of the five districts agreed and teacher respondents from two districts disagreed on this statement. Only teacher respondents from the Northeast "Group One" agreed that "proficiency awards were judged unfairly and impartially." Teacher respondents from other districts were undecided concerning this statement.

Teachers' Attitude Toward Related
State FFA Requirements

Teacher respondents from FFA districts disagreed that application for proficiency awards should be required for recognition as a "Superior Chapter." The strongest feeling toward any question was "proficiency awards should correspond with the SAE record book." Teacher respondents were undecided if the due date should be changed for proficiency awards and if the application would be easier to use if it were on a computer disk.

Teachers' Attitudes Toward Related State
FFA Requirements by Those Applying and
Not Applying for Proficiency Awards
in the Last Three Years

Teacher respondents from the Southeast District "Group One" strongly disagreed "that proficiency award applications should be required for the State FFA Degree, while teachers representing all other groups in the districts just "disagreed" with the statement. Teacher respondents from the Southwest "Group One" and the Central "Group Two" "strongly agreed" and teachers representing all other district's groups "agreed" that "the proficiency award application should correspond with the SAE record book." Only teachers within Group One of the Southeast and Northeast Districts agreed that the proficiency applications would be easier to use if they were on a computer disk.

Conclusions

The interpretation and inspection of the major findings prompted the formulation of the following conclusions.

1. Teachers having students which apply for proficiency awards appear to be older and more experienced teachers.

2. As a while it appeared that teachers in Oklahoma did not see the merit of participation in the FFA's proficiency award as students.

3. It appears that Agricultural Education teachers have the necessary time to instruct students as to how they should properly complete proficiency award applications.

4. Typically Agricultural Education teacher respondents agreed that wining FFA proficiency awards was an indicator of student achievement.

5. As a while the teacher respondents were equally undecided concerning whether or not applications were judged fairly and impartially.

6. Typically teacher respondents which did not have students applying for proficiency awards perceived that their students' SAEs were not good enough to compete on the state level.

7. It was apparent from the teachers' responses that they did not want having students applying for proficiency awards to be part of the criteria for receiving the Superior Chapter Award.

8. It was evident that the Agricultural Education teacher respondents believed SAE record books should correspond with state proficiency award applications.

9. It was apparent that the typical respondent was not sure that having the proficiency application on a computer disk would make applications for the award easier.

10. It appears as a result of the findings that the study respondents encouraged students to apply for proficiency awards if they perceived that awards motivated students and resulted in favorable local publicity.

Recommendations

The following recommendations were judgments based on the findings and conclusions resulting from the study.

1. It is recommended that Agricultural Education teachers allow all students class time to keep accurate SAE records and that classroom instruction be provided concerning the completion of FFA proficiency award applications for recognition at the local, state, regional, and national levels.

2. Agricultural Education teachers seem to perceive that proficiency awards and recognition to be important to the development and personal growth of FFA members. Therefore, it was recommended that teaching the process of completing applications for awards and recognition should be a part of the agriculture curriculum.

3. Agricultural Education teachers should be provided in-service workshops to assist students in improving the quality of developing proficiency award aplications as well as keeping up-to-date concerning SAE as integral part of the total Agricultural

Education program and how students can expand and improve the quality of SAEs in order to compete at the state level.

4. As a result of the major findings and conclusions, the proficiency award application should correspond with the applicant's SAE record book.

5. It is recommended that the top three finalists in each of the 29 proficiency award areas continue to be interviewed to determine the state winner in that specific area.

Further Recommendations and Research

The author recommends additional study by educators to further investigate the proficiency award program.

1. Further study should be directed toward finding incentives to encourage Agricultural Education teachers to have their students apply for FFA proficiency awards at the state level.

2. To determine factors that exists between teachers having students which apply for proficiency awards and those applying for other state awards.

3. To determine the benefits derived from the proficiency award program as perceived by students, parents, and school administrators.

4. To more accurately determine the factors contributing to the perception of many teachers that proficiency awards are/or are not judged fairly and impartially.

5. It is the opinion of the author that Agricultural Education teachers be allowed to judge proficiency awards on a rotating basis.

6. When revising FFA proficiency award applications for renewal, it is recommended that the National staff and their respective state committee members consider simplifying the application and also consider using 3x5 photos.

7. The OVATA teachers should recommend the development of a Proficiency Award Handbook for students and teachers.

8. It is recommended that state winning proficiency applications continue to be displayed at the State FFA Convention, FFA Alumni Camp and COLT Conference.

9. Considering the time spent on proficiency applications, it is recommended that the monetary value of the awards or scholarships be available for the top three applicants.

10. Teacher educators and district supervisors should strongly encourage all Agricultural Education teachers to have their student participate in the FFA's proficiency award program.

BIBLIOGRAPHY

Balfe, K. (1989). Agricultural proficiency program. The Agricultural Education Magazine, 62(4), 20-21.

Boggs, K. and Yokum, J. (1991). SAE selection process: Surrounded by choices. The Agricultural Education Magazine, 64(6), 9-10.

Brannon, T., Holley, C. W., and Key, J. P. (1989). Impact of vocational agriculture/FFA on community leadership. Journal of AATEA, 30(3), 37-45.

Carter, R. and Townsend, C. (1983). The relationship of participation in FFA activities and leadership, citizenship, and cooperation. Journal of AATEA, 24(1), 20-25.

Cole, L. and Durfee, R. (1989). Impact of leadership development in vocational agriculture. The Agricultural Education Magazine, 62(5), 18-19.

Cole, L. and Herren, R. (1986). Factors associated with developing an understanding of SOEP as perceived by Oregon vocational agriculture teachers. Journal of AATEA, 27(2), 40-43.

Cristiansen, J. E. and White, I. (1978). FFA contests-viewed by principals, parents, FFA members and teachers. The Agricultural Education Magazine, 50(8), 188-189.

Drake, W. E. (1982). Agricultural education fantasies, facts, and futures: A reexamination. Journal of AATEA, 23(2), 2-14.

Herren, R. (1987). Factors associated with the SOEP and care er objectives of the 1984 regional and national proficiency award winners. Journal of AATEA, 28(2), 51-60.

Hoover, T. S. and Houser, M. L. (1991). Participant perceptions about agricultural careers. Journal of NACTA, 35(2), 14-18.

Kerlinger, F. N. (1986). Foundations of Behavioral Research (3rd ed.). New York, NY: Holt, Rinehart, and Winston.

Krejcie, R. V. and Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 607-610.

Kotrlik, J. W. (1987). Attitudes held toward FFA proficiency awards. Journal of AATEA, 28(2), 25-32.

Krejcie, R. V. and Morgan, D. W. (1970). Determinig sample size for research activities. Educatioanl and Psychological Measurement, 30, 607-610.

National FFA Organization. (1990). Agriculture Proficiency Aw ard Handbook. Alexandria, VA: FFA Supply Service.

National FFA Organization. (1992). Official FFA Manual. Alexandria, VA: FFA Supply Service.

Newcomb, L. H. and Ricketts, S. C. (1984). Leadership and personal development abilities possessed by high school seniors who are members in superior and non-superior FFA chapters, and by seniors who were never enrolled in vocational agriculture. Journal of AATEA, 25(2), 51-59.

Oklahoma Department of Vocational and Technical Education. 1993 Agricultural Education Teacher & Staff Directory. Stillwater, OK: State Department of Vocational and Technical Education, 1993.

Orlich, D. C. (1978). Designing Sensible Surveys. Pleasantville, NY: Redgrave Publishing Company.

Smith-Hughes Act 1917. Public Law 347. 64th Congress.

Tenney, A. (1977). The FFA at Fifty. Alexandria, VA: FFA Supply Service.

APPENDIXES

APPENDIX A

IRB APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Date: 06-25-93 **IRB#:** AG-93-026

Proposal Title: OKLAHOMA AGRICULTURE TEACHERS' ATTITUDES TOWARDS FFA PROFICIENCY AWARDS

Principal Investigator(s): James White, Martin Adams

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: Marvin L. Tibby **Date:** June 28, 1993
Chair of Institutional Review Board

APPENDIX B

COVER LETTERS

Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078-0484
448 AGRICULTURAL HALL
405-744-5129
FAX: 405-744-9693

July 10, 1993

Oklahoma has been a leader in Agricultural Education and our programs continue to produce outstanding young people in both production agriculture and agribusiness. Discussion has taken place recently concerning why some teachers emphasize that students apply for state proficiency awards and other teachers do not.

The purpose of this study to is to assess the attitudes of agriculture teachers like yourself regarding FFA proficiency awards. This information will assist all of us in developing a better understanding of the attitudes teachers have toward FFA proficiency awards, therefore potentially increasing the number of state proficiency applicants.

You may be assured that responses will be kept in complete confidence. This questionnaire has an identification number for survey purposes only. Data in the study will be shown only in the aggregate.

I would be most appreciative if you would complete the enclosed questionnaire and return it at your earliest convenience.

Thank you for your assistance in making this a truly representative study of Oklahoma Agricultural teachers' attitudes toward state proficiency awards.

Sincerely,

Martin R. Adams
Agricultural Education Instructor
Hooker, OK

James D. White
Professor & Thesis Adviser

Kent Boggs
State Executive Secretary
Oklahoma FFA Association

cc: Eddie Smith

Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078-0484
448 AGRICULTURAL HALL
405-744-5129
FAX: 405-744-9693

Dear Colleague in Agricultural Education:

On July 10 a questionnaire seeking your perceptions of teacher attitudes toward FFA proficiency awards was mailed. If you have already completed and returned it, please accept my sincere thanks. If not, please do so today. Your views are extremely important in making this statewide study truly representative of Oklahoma ag teachers.

If, by chance, you did not receive the questionnaire or it is misplaced, please call me at 405/652-2217 and I will be happy to send another.

Sincerely,

Martin R. Adams

Martin R. Adams
Agricultural Education Instructor
Hooker High School
Hooker, OK

HOOKER PUBLIC SCHOOLS

Fred L. Weibling
Superintendent of Schools
Phone: 405-652-2162

James Hogg
High School Principal
Phone: 405-652-2516

P.O. Box 247
Hooker, Oklahoma 73945
FAX Number: 405-652-3118

Doug Melton
Hooker Elementary Principal
Phone: 405-652-2463

Max Wright
Adams Elementary Principal
Phone: 405-253-6360

August 17, 1993

Dear Colleagues in Agriculture Education:

About four weeks ago I mailed a survey instrument seeking your attitudes concerning FFA proficiency awards. As of today, I have not received your completed questionnaire.

I have undertaken this study because of the belief that ag teachers' attitudes and perceptions were important.

Each respondent's views and attitudes are important and useful in this study. In order for the results to be truly representative of all teachers in the state, it is essential that each person selected to participate in this study do so and return his/her questionnaire.

In the event your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation will be greatly appreciated.

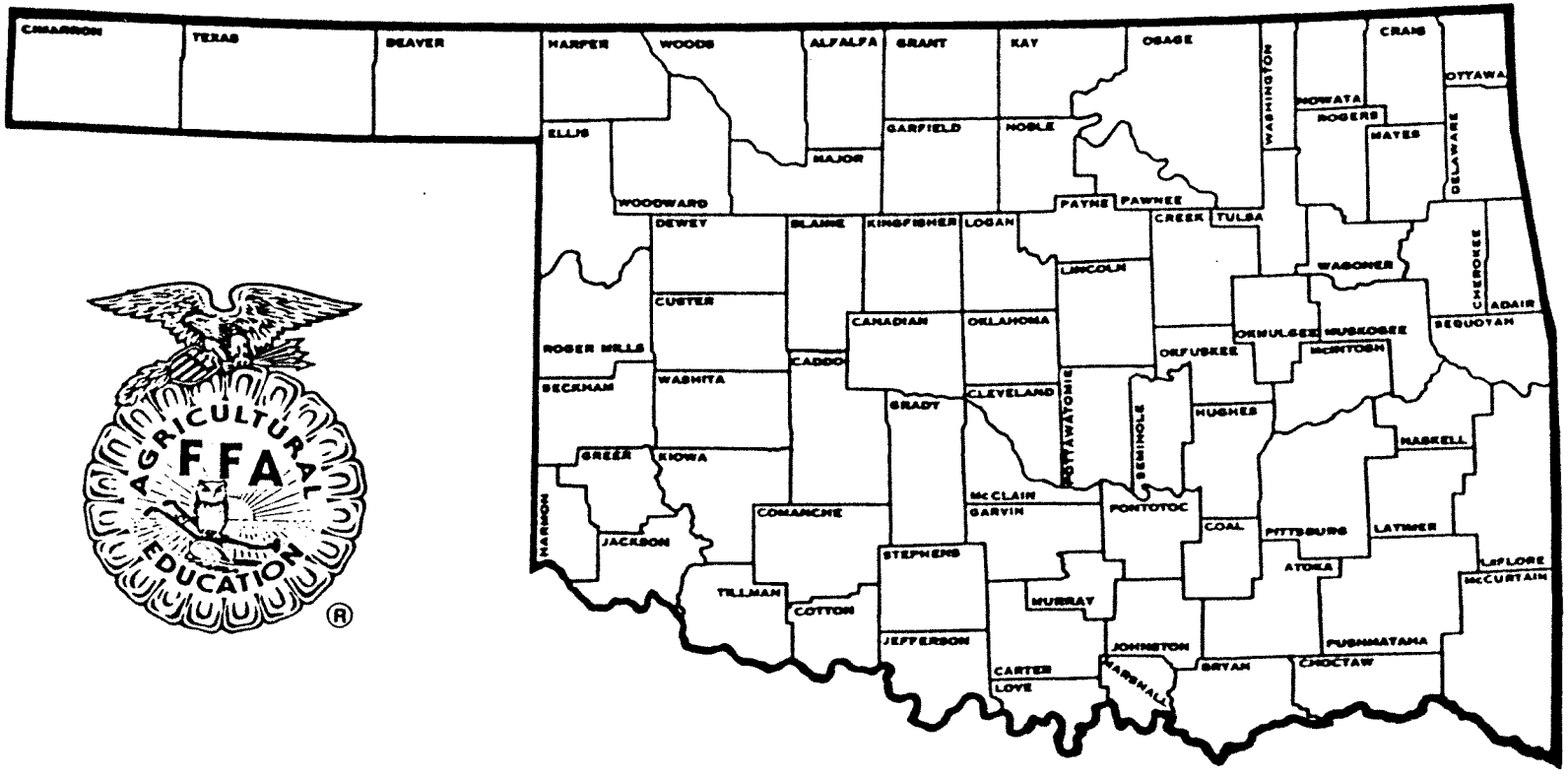
Very truly yours,

Martin R. Adams
Agricultural Education Instructor
Hooker High School
Hooker, OK

APPENDIX C

QUESTIONNAIRE

OKLAHOMA FFA PROFICIENCY AWARDS SURVEY



_____
I.D. Number (for survey use only)

FFA PROFICIENCY AWARD ATTITUDE SURVEY

The questionnaire is designed to provide a measure of your attitudes concerning aspects of FFA proficiency awards.

INSTRUCTIONS:

Please read each item carefully and place an X under the letter which most nearly indicates your true feelings. There are no right or wrong answers. When your attitude falls between choices, try to select the closer one. Please answer every item.

A. Your present age._____ years

B. Teaching experience._____Years

C. Teaching experience at the present school._____Years

D. Did you, as an FFA member, participate in the State Proficiency Award Program?_____YES _____NO

All information on this survey will be held in strict confidence and used for educational purposes only.
Thank you for your cooperation and interest in this study.

SD = Strongly disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly agree

		SD	D	U	A	SA
1.	I have time to help students fill out applications.	/	/	/	/	/
2.	Winning awards is an indicator of student achievement.	/	/	/	/	/
3.	Class time should be used to fill out proficiency applications.	/	/	/	/	/
4.	FFA awards motivate students.	/	/	/	/	/
5.	Winning awards result in favorable local publicity.	/	/	/	/	/
6.	I don't know how to fill out proficiency applications.	/	/	/	/	/
7.	The proficiency award program contributes to leadership and personal development.	/	/	/	/	/

		SD D U A SA
8.	Proficiency award applications are a waste of my time.	/___/__/__/__/___/
9.	Proficiency awards help students learn skills.	/___/__/__/__/___/
10.	My students' SAE projects are not good enough to compete against other students in the state.	/___/__/__/__/___/
11.	Proficiency awards applications are not judged fairly and impartially.	/___/__/__/__/___/
12.	Proficiency award applications are not available for agriculture/agri-business skills my students have.	/___/__/__/__/___/
13.	Winning proficiency awards is not important to me.	/___/__/__/__/___/
14.	Having students apply for proficiency awards is not a part of my job.	/___/__/__/__/___/
15.	Schools that apply for the Superior Chapter award should be required to have proficiency award applications at the state level during that year.	/___/__/__/__/___/
16.	Due dates for proficiency award applications should be changed.	/___/__/__/__/___/
17.	State FFA degree applicants should have applied for a proficiency award on the state level before receiving the degree.	/___/__/__/__/___/
18.	Proficiency award applications should correspond with the SAE record book.	/___/__/__/__/___/
19.	Proficiency award applications are too complicated to fill out for students.	/___/__/__/__/___/
20.	Proficiency award topics should include more areas of agriculture and agribusiness.	/___/__/__/__/___/
21.	The proficiency application would be easier to use if it was on a computer disk.	/___/__/__/__/___/

22. What are the primary factors encouraging you to have students apply for state proficiency awards?

23. What are the primary factors discouraging you from having students apply for state proficiency awards?

24. What suggestions would you have for improving the state proficiency awards program?

AA. Do you wish to receive a summary of the results of this study? _____YES _____NO

APPENDIX D

SUMMARY OF CHAPTERS PARTICIPATING IN THE STUDY

SUMMARY OF FFA CHAPTERS WITHIN THE NORTHWEST DISTRICT

Aline-Cleo	Drummond	Mooreland
Alva	Fairview	Morrison
Arnett	Fargo	Newkirk
Balko	Fort Supply	Okeene
Beaver	Freedom	Perry
Billings	Frontier	Ponca City
Blackwell	Garber	Pond Creek-Hunter
Boise City	Geary	Ringwood
Braman	Guymon	Seiling
Buffalo	Hardesty	Sharon-Mutual
Burlington	Helena-Goltry	Shattuck
Canton	Hennessey	Taloga
Cashion	Hooker	Texhoma
Cherokee	Jet-Nash	Tonkawa
Chisholm	Kingfisher	Vici
Cimarron	Laverne	Wakita
Covington-Douglas	Leedey	Watonga
Deer Creek-Lamont	Lamega	Waukomis
Dover	Medford	Waynoka
		Woodward

SUMMARY OF THE FFA CHAPTERS WITHIN THE SOUTHWEST DISTRICT

Alex	Eakly	Navajo
Altus	El Reno	Ninnekah
Amber-Pocasset	Eldorado	Reydon
Anadarko	Elgin	Roosevelt
Arapho	Elk City	Rush Springs
Big Pasture	Erick	Sayre
Binger	Fletcher	Sentinel
Blair	Frederick	Snyder
Boone-Apache	Geronimo	Sterling
Burns Flat	Grandfield	Sweetwater
Butler	Granite	Temple
Cache	Hammon	Thomas
Canute	Hinton	Tipton
Carnegie	Hobart	Tuttle
Carter	Hollis	Union City
Cement	Indianahoma	Verden
Chattanooga	Hydro	
Cheyenne	Lawton Eisenhower	Walters
Chickasha	Lawton MacArthur	Weatherford
Clinton	Lawton	Yukon
Cordell	Lone Wolf	
Custer	Lookeba-Sickles	
Cyril	Mangum	
Davidson	Merritt	
Dill City	Minco	
Duke	Mustang	

SUMMARY OF FFA CHAPTERS WITHIN THE CENTRAL DISTRICT

Agra	Fox	Perkins-Tryon
Asher	Glencoe	Prague
Bethel	Guthrie	Purcell
Blanchard	Harrah	Ringling
Bray	John Marshall	Ripley
Carl Albert	Jones	Ryan
Carney	Lexington	Shawnee
Central High	Lindsay	Springer
Chandler	Lone Grove	Stillwater
Choctaw	Luther	Stratford
Comanche	Macomb	Stroud
Coyle	Marietta	Sulphur
Crescent	Marlow	Tecumseh
Cushing	Maysville	Thackerville
Dale	McLoud	Turner
Davenport	Meeker	Velma-Alma
Davis	Moore	Wanette
Dibble	Mulhall-Orlando	Washington
Dickson	Newcastle	Waurika
Duncan	Noble	Wayne
Edmond	Norman	Wellston
Elmore City	Paoli	Wilson
Empire	Pauls Valley	Wynnewood
		Yale

SUMMARY OF FFA CHAPTERS WITHIN THE NORTHEAST DISTRICT

Adair
Afton
Beggs
Bixby
Bluejacket
Boley
Boynton
Bristow
Broken Arrow
Caney Valley
Checotah
Chelsea
Chouteau
Claremore
Cleveland
Colcord
Collinsville
Copan
Coweta
Delaware
Depew
Dewey
Drumright
Eufaula
Fairland
Fort Gibson
Gans
Grove
Haskell
Inola
Jay
Jenks
Kansas
Kelleyville
Liberty
Locust Grove
Mannford
Miami
Midway
Morris
Muldrow
Muskoggee
Nowata
Oak Mission
Oilton
Okemah
Oklahoma Union
Okmulgee
Oktah
Olive
Oologah
Owasso
Paden
Pawnee
Porter
Porum
Pryor
Quapaw
Roland
Salina
Sallisaw
Sand Springs
Page H.S.
Sapulpa
Skiatook
Sperry
Stilwell
Tahlequah
Tulsa-McLain
Vian
Vinita
Wagoner
Warner
Watts
Webbers Falls
Welch
Weleetka
Westville
Wilson
Wilson
Woodland
Wyandotte

SUMMARY OF THE FFA CHAPTERS WITHIN THE SOUTHEAST DISTRICT

Achille	Grant	Rock Creek
Allen	Haileyville	Roff
Antlers	Hartshorne	Sasakwa
Atoka	Haworth	Savanna
Battiest	Heavener	Silo
Bennington	Holdenville	Smithville
Bokoshe	Howe	Soper
Boswell	Hugo	Spiro
Bowlegs	Idabel	Stigler
Broken Bow	Indianola	Stonewall
Buffalo Valley	Keota	Strother
Butner	Kingston	Stuart\
Byng	Kinita	Talihina
Caddo	Kiowa	Tishomingo
Calera	Konawa	Tupelo
Calvin	Latta	Tushka
Cameron	Leflore	Valliant
Canadian	Madill	Vanoss
Caney	McAlester	Wapanucka
Clayton	Milburn	Wetumka
Coalgate	Moss	Wewoka
Colbert	Panama	Whitesboro
Crowder	Panola	Wilburton
Durant	Poteau	Wright City
Dustin	Quinton	
Eagletown	Rattan	
Grant	Red Oak	

APPENDIX E

SUMMARY OF PARTICIPATING TEACHERS' PERCEPTIONS CONCERNING PROFICIENCY AWARDS

Primary factors encouraging students to apply for state proficiency awards.

Self-esteem	Student recognition
Student achievement	Growth of the SAE
Student accomplishment	Responsibility
Time	Student competitiveness
Publicity for student SAE	Goal setting
Desire of students	Student motivation
Quality SAE to compete	Receive money
Prestige of winning	

Primary factors discouraging students to apply for state proficiency awards.

Application too long and complicated	Hard to separate from parent's program
SAE program to small	Too much emphasis on money
Time	Judging too political
Due date wrong time of year	Dislike for 5x7 photos
Lack of interest	Lack of parental support
Applications are "doctored"	No photos
Poor record keeping	Chance of winning

Suggestions for improving the state proficiency award program.

Condense application	Look for quality - not quantity
Make students more aware	Prove student own inventory
Eliminate state staff judges	Teacher in-service
Continue interview process	Involve more teachers in the judging
Set standard for proficiency areas	Change due date
Also submit record books	Check the top 3 finalist's programs
Use 3x5 pictures on application	

APPENDIX F

STATE PROFICIENCY APPLICATION SUMMARY

Proficiency Award	Number of Applicants Each Year									
	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Agricultural Electrification	3	4	9	9	16	1	3	7	5	7
Agricultural Mechanics	14	8	9	6	5	4	10	7	6	6
Agricultural Processing	8	3	2	5	6	3	2	10	2	123
Agricultural Sales/Service	16	12	7	13	13	9	15	18	12	7
Beef Production	23	31	32	26	24	21	23	23	20	25
Cereal Grain Production	14	4	5	9	7	4	4	6	5	9
Dairy Production	5	4	5	9	3	6	6	6	9	8
Diversified Crop Production	4	2	4	5	6	6	6	9	5	9
Diversified Livestock Production	8	14	13	12	14	11	14	16	11	11
Feed Grain Production	3	1	3	2	2	1	4	3	0	2
Fiber Crop Production	1	1	1	3	4	3	3	3	1	0
Floriculture	7	8	1	3	3	2	4	4	5	2
Forage Production	4	5	2	5	4	3	8	7	3	0
Forest Management	5	1	4	4	7	1	3	6	3	5
Fruit and/or Vegetable Production	6	3	9	10	4	5	10	8	4	4
Home and/or Farmstead Improvement	18	14	9	12	19	12	13	16	14	12
Horse Proficiency	5	11	15	10	13	20	12	13	6	14
Nursery Operations	2	4	4	2	4	5	6	4	1	1
Oil Crop Production	5	8	6	7	1	4	6	5	4	0
Outdoor Recreation	14	8	7	4	5	4	6	11	5	9
Placement in Agricultural Production	13	11	13	11	10	3	13	12	13	12
Poultry Production	2	3	1	4	8	5	4	5	3	6
Sheep Production	11	10	13	18	25	17	15	19	19	23
Soil & Water Management	10	3	13	13	4	3	3	4	6	5
Specialty Animal Production	11	11	13	13	19	7	5	9	5	0
Specialty Crop Production	3	2	2	3	4	3	4	5	0	0
Swine Production	14	11	13	21	22	20	21	21	21	19
Turf & Landscape Management	5	4	6	4	5	7	6	9	5	9
Wildlife Management	5	8	6	8	13	5	7	8	5	6

APPENDIX G

PROFICIENCY ELIGIBILITY REVIEW

SEVERAL OKLAHOMA APPLICATIONS WERE DISQUALIFIED ON THE REGIONAL LEVEL IN 1989 BECAUSE OF ITEM #5. NET WORTH CANNOT BE GREATER THAN EARNINGS.

REVISED FORM

PROFICIENCY
ELIGIBILITY REVIEW

State_____

Name of Applicant _____

Award Area _____

ELIGIBILITY REQUIREMENTS

_____ **1.** **State does not meet quota for membership.**

_____ **2.** **State has awarded more than one award in the same award area.**

_____ **3.** **Applicant has applied for another award this year.**

_____ **4.** **If out of high school, applicant has been out of high school for more than one year and has not completed at least three full years of agricultural education or all of the agriculture offered in the school.**

_____ **5.** **The increase in "Net Worth" (B7, usually page 6) exceed the "Total Return to Capital, Labor, and Management" (line "Applicant's Share" from Income and Expense Summary) from the area in which recognition is being sought, plus "Total Income from all Other Sources."**

Areas that do not need to be checked are:

Agricultural Electrification
Agricultural Mechanics
Hone and/or Farmstead Improvement
Soil and Water Management
Wildlife Management

_____ **6.** **Application has not been signed by the applicant, parent or guardian, ag instructor, superintendent or principal and the State Supervisor (front page).**

Eligibility checked by _____ **Date** _____

_____ **State Called** _____ **Letter Written**

Approved by _____ **Date** _____

One copy stays with application until returned to state/one copy in state notebook
All review forms must be checked and signed by Program Specialist before being judged.

APPENDIX H

STATE PROFICIENCY AWARDS RECOMMENDATIONS AND CONCERNS

STATE PROFICIENCY AWARDS RECOMMENDATIONS AND CONCERNS

Most Agricultural Proficiency Award applications received at the State Office in the past have shown detailed, comprehensive supervised agricultural experience programs. However, many are penalized because of errors or as a result of not following instructions. You can make sure that your members' applications receive the maximum score they deserve by making a few checks before they are forwarded to the State Office.

1. Always double check that applicants are in the correct award area (i.e., refer to the Proficiency Handbook for Crop Production breakdowns). Oklahoma had two applications,, Outdoor Recreation and Specialty Crop, that were disqualified at the regional level in 1986 for being in the wrong area.

2. The application must contain no more than six photographs. Photographs should be 5X7, color, and of good quality.

3. Photographs are allowed captions with a maximum of 50 words. You should utilize the full 50 words or as close to it as possible for each photo. Rather than describing the photo, you should provide additional information about the project. Don't start every caption with "Here I am . . . "

4. Put only one picture and caption on a page.

5. Use only an FFA Award Folder. Any application received in the State Office that is not in a proper folder will be changed to the proper folder before being judged on the State level.

6. Do not use plastic folders. Enclosing each page of the application form in a plastic folder makes the application bulky and difficult to read because of the glare.

7. Neatness in the application is a must! It should be typed and contain minimal typographical errors.

8. Supplemental pages, other than those containing the photographs, should not be included.

9. Applications must be signed by the applicant, parent or guardian, Ag-Ed instructor, and superintendent or principal.

10. Much work remains to be done to improve the quality of record-keeping instruction currently being provided.

11. Applications need to be closely checked for math errors. Many students have award-wining applications, but only so many errors can be overlooked. These figures should be checked at the chapter level before being sent on for Regional competition. Both the student and instructor should read the Proficiency Award Handbook.

12. When possible, provide some form of documentation in project story to show ownership or other highly valued assets such as insurance policies or embryo transplant papers.

13. Some financial arrangements were very questionable, such s constructing buildings when no land is owned or listing land valued at thousands of dollars with no liabilities against it.

14. Unrealistic feeding costs because feed was provided by someone else but was not included as a non-case expense or as "Other Earned Income."

15. It is not very feasible that a student who owns 10% or 25% of the business has absolutely no liabilities--claims of large income with little or no expense.

16. Each year's beginning inventory was not the same as the preceding year's closing inventory.

17. The closing inventory for the last year covered by the application (page 2) was not the same value as reported for inventory on page 4 of the application.

18. The increase in the applicant's net worth <u>cannot</u> exceed the total of the following:

    -- the total applicant's share of the capital, labor, and management from the area in which recognition is being sought.

    -- total other earned income.

    -- total income other than earnings.

VITA

Martin R. Adams

Candidate for the Degree of

Master of Science

Thesis: SELECTED OKLAHOMA AGRICULTURAL TEACHERS' ATTITUDES TOWARD FFA PROFICIENCY AWARDS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Stillwater, Oklahoma, April 7, 1960 the son of R. D. and Janet Adams.

Education: Graduated from Fargo High School, Fargo, Oklahoma in May 1978; received Bachelor of Science degree in Agriculture from Panhandle State University in May 1982; completed requirements for the Master of Science degree in Agricultural Education at Oklahoma State University in May 1994.

Professional Experience: Agriculture Education Teacher at Hooker High School, Hooker, Oklahoma, from July 1982 to the present.

Professional Organizations: Member of National Vocational Agriculture Teacher Association, Oklahoma Vocational Agriculture Teacher Association, National Vocational Association, Oklahoma Vocational Association, National Education Association, and Oklahoma Education Association.