

AN ANALYSIS OF SELECTED FACTORS ASSOCIATED WITH
PARTICIPATION OF OKLAHOMA FFA CHAPTERS
IN THE FFA PROFICIENCY
AWARD PROGRAM

By

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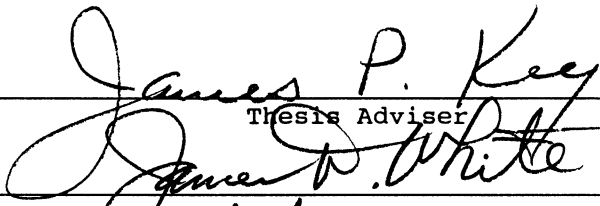
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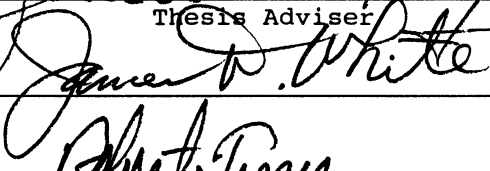
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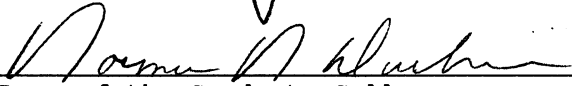
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Thesis Approved:



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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	2
Purpose of the Study	2
Objectives of the Study.	2
Scope of the Study	3
Assumptions.	3
Definitions.	4
II. REVIEW OF LITERATURE.	5
Introduction	5
Benefits	5
Areas.	6
Simulations Games.	6
Need for Recognition	7
Competition.	8
Chapter Characteristics.	9
Summary.	11
III. DESIGN AND CONDUCT OF THE STUDY	12
Study Population	13
Development of the Instrument.	15
Analysis of Data	16
IV. FINDINGS.	17
Identification of Similar Characteristics of Chapters that have Successful Members in the State PAP.	18
Identification of Similar Characteristics of Chapter Advisers	28
Preparation and Philosophy of Applications	31
Application Preparation	31
Philosophy of Application Preparation	37
Level of Participation in Competitive Events . . .	45
V. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.	48
Summary of Findings.	49
Chapter Characteristics	59
Chapter Advisors.	52

Chapter	Page
Application Preparation	52
Philosophy.	54
Competitive Events.	56
Conclusions.	58
Chapter Characteristics	58
Chapter Advisers.	59
Application Preparation.	60
Philosophy.	61
Competitive Events.	62
Recommendations.	64
Chapter Characteristics	64
Chapter Advisers.	65
Application Preparation.	65
Philosophy.	67
Competitive Events.	68
Further Recommendations.	69
BIBLIOGRAPHY	70
APPENDIXES	72
APPENDIX A - QUESTIONNAIRE.	73
APPENDIX B - COMMENTS	80

LIST OF FIGURES

Figure	Page
1. Number of State Applications Submitted in Last Three Years.	20
2. Number of Winners That Placed in Same Area But in Different Years.	20
3. Number of Chapter's State Winners That Have Won Regional or National in Last Three Years	22
4. Number of State and American FFA Degree Recipients in Last Three Years	22
5. One Teacher in Charge of Proficiency Awards Program. . .	23
6. Is the PAP Preparation Completed During Class.	23
7. Does the Chapter Own A Camera.	25
8. Who Pays for Film and Film Processing.	26
9. Does Your Chapter Own a Typewriter	26
10. Does Your Chapter Own a Computer	27
11. What is the Grade Point Average of Your Winners.	27
12. As FFA Member Did You Participate in State Proficiency Award Program.	29
13. Did You Receive State or American FFA Degree	29
14. Number of Proficiency Award Winners That Won Regional or National Awards	30
15. Did Your Administrator Encourage Participation in Award Program.	30
16. Grade Students Began Preparing for State Proficiency Award (High Group Only).	32
17. Grade Students Began Preparing for State Proficiency Award (Low Group Only)	32

Figure	Page
18. Who Prepares the First Draft of the Application.	33
19. After First Draft, Who Prepares Final Applications	35
20. How Much Time Does the Student Spend on Preparing Actual Application	35
21. How Important is Financial Compensation That Is Given to the Winners	36
22. What Is the Most Important Factor in Determining Success of Application	36
23. Do You Feel Applications are Judged Fairly	38
24. Do the Figures that Appear on the Application Also Appear in the Record Book.	40
25. Should Systems be Setup to Check Accuracy of Figures in Application	40
26. Is Studfents Family Name a Factor in Determining Success of Application	41
27. Can Your Winners Prove Ownership of Production Areas Stated in Application.	41
28. Should Top Three Applicants Go Before Panel of Judges to Determine Winner.	43
29. Most Important to the Success of the Applications.	44
30. Would You Apply for More Awards in Area if Judges Were Known in Advance	44
31. Number of Public Speaking Contestants Chapter Has Had in Last Three Years.	46
32. Number of Judging Teams Prepared for State Contest	46

LIST OF TABLES

Table	Page
I. Selected Characteristics of FFA Chapters Participating in the Proficiency Award Program in Selected States.	14
II. Distribution of Winners by Type of Residence.	19
III. Characteristics of Chapters	50
IV. Characteristics of Chapter Advisors	51

CHAPTER I

INTRODUCTION

There are numerous opportunities to increase leadership ability, develop skills, and gain recognition for members of the FFA. The FFA is an avenue for students in Agricultural Education to learn about a chosen occupation, increase communication skills, and be rewarded for their efforts. The incentive for members to set goals and work toward these goals is provided through the Proficiency Award Program (PAP).

All FFA award programs are designed to allow members to compete on the local, state, regional, and national levels. If a member wins the local award, they are entitled to compete at the state level. If the member is successful at the state level, the application is then submitted for regional, and finally national consideration.

The Oklahoma FFA Association has been recognized as a leader in all forms of competition for which its members are eligible. Oklahoma FFA members, advisors and state staff can look back with pride on a long list of national winners in judging contests, speech contests, Star Awards, and the Proficiency Award Program.

Within the Oklahoma FFA Association, competition is at its highest level. The main stumbling block for an Oklahoma FFA member to enter regional and national competition in their Proficiency

Award Program area is that of winning the state competition.

This study was undertaken due to the fact that a small percentage of the state's chapters have members that are placing in the top three winners at the state Proficiency Award Program. It is perceived that these chapters have certain identifiable characteristics. Due to the interest of Agricultural Education instructors, teacher educators, State Agriculture Education staff, and the author, this study was undertaken.

Statement of the Problem

A small number of Oklahoma FFA chapters have had a high success rate of placing their members in different state Proficiency Award areas, as compared to the rest of the state's chapters. Therefore, the question was presented as to the possibilities these chapters have certain characteristics in common that allows their members to be very successful at the state competition.

Purpose of the Study

The major purpose of this study was to analyze selected characteristics of Oklahoma FFA chapters that have had state Proficiency Award Program winners for the years 1988, 1989, and 1990.

Objectives of the Study

The objectives of this study were to:

1. Identify Oklahoma FFA chapters whose members were State Proficiency Award winners in the years 1988, 1989, and 1990.

2. Identify similar factors and characteristics of FFA chapters that have members that were winners in the Oklahoma Proficiency Award Program.

3. Identify characteristics of FFA advisors that have students that were winners in the Proficiency Award Program.

4. Analyze the procedures that are used to prepare applications.

5. Identify different philosophical means of preparation of the application.

6. Determine the kinds and amount of participation in other FFA competitive events.

Scope of the Study

The scope of this study encompassed all the Oklahoma FFA chapters that have had members that placed in the top three placings in the Proficiency Award Program for the years 1988, 1989, and 1990.

Assumptions

The following conditions were assumed during this study.

1. That the chapters selected for this study were representative of those that compete in the Proficiency Award Program.

2. That agricultural education instructors reported accurate information relating to their chapter's participation in the Proficiency Award Program.

3. That the instruments used were adequate in determining the involvement in the Proficiency Award Program.

Definitions

As used in this study, the following terms were defined.

Competition: The opportunity for members to compare their achievements in relation to their previous achievements, a standard of excellence, and/or in relation to other members.

FFA: An organization of, by, and for students enrolled in Agricultural Education programs.

Proficiency Awards Program (PAP): Members who excel in their Supervised Agriculture Experience can be recognized through the Proficiency Awards Program (PAP). These awards encourage members to develop specialized skills they will apply toward a future career.

Supervised Agriculture Experience (SAE): A primary "learning by doing" tool in agriculture education. Through these individual programs, members receive hands-on training in goal setting, planning, and record keeping.

Winners: Members that placed in the top three places in the state Proficiency Awards Program.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purposes of the Proficiency Award Program (PAP) are to stimulate interest in the instructional program and agriculture occupation and to recognize members at the local, state, regional, and national levels for exceptional accomplishments in their progress toward a specific occupational objective. The Proficiency Award Program has been used for many years as a means of recognizing FFA members who have developed outstanding SAEs. It has also been used by Agricultural Education instructors to motivate their students to develop an SAE in which the students will take pride. The awards program was established in 1944 (Bender and Taylor, 1974) and has continued to grow into a major part of many chapters' activities.

Benefits

The benefits of the Proficiency Award Program, as listed in the Agricultural Proficiency Award Handbook (National FFA Organization, 1990) included:

1. Make intelligent career choices;
2. Provide a realistic and basic education in agriculture;
3. Begin to 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 affect their future (p. 6).

Areas

The areas of the Proficiency Award Program, as listed in the FFA manual (National FFA Organization, 1990 Manual).

Agricultural Electrification	Home and/or Farmstead Improvement
Agricultural Mechanics	Horse Proficiency
Agricultural Processing	Nursery Operations
Agricultural Sales and/or Services	Oil Crop Production
Beef Production	Outdoor Recreation
Cereal Grain Production	Placement in Agricultural Production
Dairy Production	Poultry Production
Diversified Crop Production	Soil & Water Management
Diversified Livestock Production	Specialty Animal Production
Diversified Sheep Production	Specialty Crop Production
Feed Grain Production	Swine Crop Production
Fiber Crop Production	Turf and Landscape Management
Floriculture	Wildlife Management
Forest Management	
Forage Production	
Fruit and/or Vegetable Production	

(pp. 40-41).

Simulation Games

There are 29 areas in which members may compete in the development of specialized skills and abilities in an agricultural career. These proficiency awards are based primarily upon the individual's Supervised Agriculture Experience (SAE) and their career objectives (National FFA Organization, 1990). Therefore, it can be resolved that the agriculture teacher can use the Proficiency

Award Program for activities that will prepare students to meet their career objectives. It can furthermore be concluded that the program offers individual competition and can be used as a simulation game.

There has been some research in simulation games. The following are results of such research.

Zaltman (1968) found that teenagers who played the consumer game did better than adults, and there was no significant difference in learning associated with family background. He also found that the more the student participated, the more he learned.

Farran (1968) discovered that for under-achievers, there was greater achievement with simulation games based upon individual competition rather than group competition. There is also evidence that games induce individual skills and traits that were not obtained through conventional teaching methods, e.g. decision-making.

Anderson (1970) disclosed that students were able to perform decision making skills better via the simulation game method. He also found that students learned factual information from the simulation games as effectively as the control group students.

Need for Recognition

All students have some desire to be recognized by their peers, teachers, and other adults. Thomason's (1950) conclusions on these needs were:

A boy between the ages of 14-20 has many things on his mind. The normal boy wants to be active, he likes glamour, he wants praise. He likes to be cheered for carrying the ball, hitting a home run, or making a goal. If not kept busy, you may find him at the teen-age hang-outs, pool halls, or honkeytonks. If a community program of vocational agriculture is to be successful, it must be as interesting to the students as the activities mentioned above. Here is where a very active FFA chapter comes in. I doubt that any program of vocational agriculture will be very successful without a good active FFA chapter (p. 8).

Competition

Competition has been a large part of the overall Agricultural Education program since before the FFA was organized. Competition has been used by Agriculture Education instructors to motivate their chapters in the Chapter Award Program, in various judging and speech contests, and in the Proficiency Award Program.

Much has been said about the determinant effects of competition in education. Dunlap (1976, p. 128) stated, "Teachers rightly used competition 'to encourage the children in particular activities and achievements.'" He also said that, ". . . at least some students are unable to work hard unless there is a challenge, often expressed through such rivalry, a kind of emulation that makes healthy competition such an attractive and inspiring experience."

Prvulovich (1982) stated,

We all, especially your youngsters, stand to gain immeasurably more when competition, in most cases, hand in hand with cooperation, is allowed to take its course. Therefore it could be claimed with some justification that it would be irresponsible to reject competition because of undesirable misuses and abuses of it (p. 86).

Or as Black (1986, p. 124) so aptly said, "If two fellas never argue it jus means one of em's doin all the thinkin."

Chapter Characteristics

Although very little research has been conducted in the area of chapter characteristics, some has been conducted on characteristics of national winners of award areas and of attitudes of the teachers toward the award program that could be compared to chapter characteristics.

Balfe (1989), in her survey of 116 finalists at the 1988 national convention, concluded that most of the finalists rate their advisors at 85.1 percent excellent, while only 3.5 percent rated their advisors as fair. However, Herron (1987) in a similar study, is contradictory on this matter by stating,

The vocational agriculture teachers and vocational agriculture programs appear to be instrumental in instigating less than half the winners programs and most felt that they would still be conducting the operation even if they had chosen not to enroll in a vocational program (p. 51).

Both studies agreed that the large majority of the winners were employed in the area in which they had won their awards.

It has been concluded that only a small number of chapters participate in the Proficiency Award Program. Kotrlik (1986) found that only 15 percent of Louisiana chapters applied for these awards in 1985. Over a three year period (1988-1990) in Oklahoma, only 95 chapters out of a total of 372 chapters applied. Over the same period, in Wisconsin 97 chapters out of 267 applied. While in Ohio 87

78 out of 355 departments applied.

It seems that although there is not much participation at the state level in the Proficiency Award Program that all of the chapters in Oklahoma use the program at the local level. Shell (1982) reported that chapters within the state had 129.6 percent participation in the awards program (over 100 percent due to students applying for more than one award area).

In analyzing the data, Shell (1982, p. 45) concluded, "FFA members had three times more participation in the Proficiency Award areas than the next highest area. All five of the state's supervisory districts exceeded 100.0 percent participation."

One reason teachers do not apply for Proficiency Awards was explained by Drake (1982). He maintained that it is a fantasy to believe that teachers of agriculture can or are they willing to carry out the many expectations held for their position. In their study of contests, White and Christiansen (1978) reported that teaching interests of vocational agriculture teachers were correlated with over half the contests that their students entered.

Much has been stated about agriculture education changing directions and attracting more students that live in an urban setting. Balfe (1989) however, found that over 83 percent of the participants at the 1988 national convention grew up on farms. Her study also revealed that 87 percent of the finalists get A's, and 11.4 percent get B's in their agriculture classes.

Summary

In summary, it can be concluded that:

1. There are many benefits of the Proficiency Award Program.
2. The 29 areas of participation cover the majority of occupational areas in which a student of Agriculture Education may be interested.
3. That simulation games enhance the decision making process and increase true learning.
4. That recognition is desired by most students.
5. That individual competition has many benefits.
6. That the role agriculture teachers play in the implementation of the Proficiency Award Program is indefinite.
7. That a small number of chapters participate in the state Proficiency Award Program but a vast majority utilize the Proficiency Award Program on the local level.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The means and processes used in conducting this study were dictated by the central purpose of the study; to analyze characteristics of FFA chapters that have had winners in the Proficiency Award Program for the years 1988-1990. The objectives of this study provided guidance in the examination of the topic. The objectives were to:

1. Identify Oklahoma FFA chapters whose members were State Proficiency Award winners in the years 1988, 1989, and 1990.
2. Identify similar factors and characteristics of FFA chapters that have members that were winners in the Oklahoma Proficiency Award Program.
3. Identify characteristics of FFA advisors that have students that were winners in the Proficiency Award Program.
4. Analyze the procedures that are used to prepare applications.
5. Identify different philosophical means of preparation of the application.
6. Determine the kinds and amount of participation in other FFA competitive events.

In order to gather and analyze data it was necessary to accomplish the following tasks:

1. Determine the population
2. Develop the instrument
3. Develop the method for data collection
4. Select methods of data analysis

Study Population

An analysis of similar characteristics of FFA chapters with PAP "winners" is the central theme of this study. The study was therefore conducted on a state-wide basis. Records were obtained from the Oklahoma Department of Vocational and Technical Education to determine the chapters having State PAP "winners" during the years 1988 to 1990. From these records it was determined that 92 chapters in the state had "winners" in the PAP for this period of time.

The data established that 75 (81.5 percent) chapters had three winners or less while 17 (18.5 percent) chapters had four or more winners. Arbitrarily it was determined the low group included those chapters with three winners or less, while the high group was identified as those chapters with four or more State PAP winners.

Since there was a low level of participation (92 of 372 chapters or 25 percent, in Oklahoma) in the state PAP, records from other states were analyzed to determine if the population in Oklahoma was similar to other states. The states of Ohio, Alabama, and Wisconsin were examined because they are similar to Oklahoma in size of FFA membership and they represented all four regions of the National FFA organization. Table I shows the similarities between

TABLE I

SELECTED CHARACTERISTICS OF FFA CHAPTERS PARTICIPATING IN THE
PROFICIENCY AWARD PROGRAM IN SELECTED STATES

State	Statewide FFA Membership	Number FFA Chapters	Chapters Participating in PAP	Chapters with <3 Winners		Chapters with >4 Winners		Percent Winners 3 or less Low Group	Percent Winners 4 or more High Group
				#	%	#	%		
Alabama	24,018	355	78	64	82.1	14	17.9	51.5	48.5
Ohio	15,986	341	87	68	78.2	19	21.8	51.1	48.9
Wisconsin	15,469	264	97	83	85.6	14	14.4	52.5	47.5
Oklahoma	18,479	372	92	75	81.5	17	18.5	56.2	43.8
Total	73,952	1332	354	290		64			
Average	18,488	333	885	72.5	81.8	16	18.2	52.9	47.1

Oklahoma and the other three states. The findings show few differences among the four states.

Development of the Instrument

In developing the questionnaire used in this study, the investigator reviewed related literature. The investigator also considered concerns of other educators, teacher educators, state staff members, and personal concerns.

The instrument that was developed had five parts. Those five parts are:

1. Characteristics of the chapter.
2. Characteristics of the advisor.
3. Characteristics of application preparation.
4. Factors that are involved with the philosophy of the application preparation and factors to improve the program.
5. Participation in other competitive events.

The instrument was reviewed by the state supervisory staff of agricultural education, agriculture education teachers, and teacher educators of agricultural education for their approval. Interviews were conducted with these evaluators and changes were made. Deletions, and additions were made as needed.

Ninety-two instruments were mailed to selected chapters on August 9, 1990. By September 15, 1990, 58 of the questionnaires were returned. A follow-up mailing to non-respondents was conducted on September 19. By September 29 five more

questionnaires were returned. Follow-up telephone interviews were conducted to four chapters in the population. There were no differences in responses from the follow-up mailing or telephone interviews. A total of 69 responses were returned which represents 75 percent of the population.

Analysis of Data

The following characterization of the analysis procedure is included to provide an overview of the statistical treatment of the data collected. A questionnaire was developed to gather the information. To make a comparison of the characteristics of chapters that were involved in the Oklahoma Proficiency Award Program, all responses were calculated and descriptive statistics were utilized to explain the findings and results of the collected data.

CHAPTER IV

FINDINGS

The purpose of this chapter is to present and analyze the statistical data collected from the questionnaires. The purpose of this study was to analyze selected characteristics of Oklahoma FFA chapters that have had state Proficiency Award Program winners for the years 1988, 1989, and 1990. A survey of Oklahoma Agricultural Education instructors to determine these characteristics was conducted.

The objectives of the study were to:

1. Identify Oklahoma FFA chapters whose members were State Proficiency Award winners in the years 1988, 1989, and 1990.
2. Identify similar factors and characteristics of FFA chapters that have members that were winners in the Oklahoma Proficiency Award Program.
3. Identify characteristics of FFA advisers that have students that were winners in the Proficiency Award Program.
4. Analyze the procedures that are used to prepare applications.
5. Identify different philosophical means of preparation of the application.
6. Determine the kinds and amount of participation in other FFA competitive events.

A total of 69 out of 92 questionnaires were returned for a response rate of 75 percent. Seventeen chapters in the high group responded which represented a 100 percent response rate and 52 of the 75 chapters in the low group responded which represented a response rate of 69 percent. For the purpose of this chapter, analysis of the data to be presented was as follows: (1) characteristics of chapter, (2) characteristics of advisers, (3) how applications are prepared, (4) the philosophy of their preparation, and (5) level of participation in other competitive events.

Identification of Similar Characteristics of
Chapters That Have Successful Members in
the State PAP

The data in Table II indicates a greater percentage of the low group (60.86 percent) students are reported to live on a farm than the high group (44.41 percent). The high group was reported to have greater percentage living in an urban setting (22.64 percent) or on less than ten acres (33.95 percent) than the low group (12.64 percent and 26.50 percent). The range of percents were about the same for both groups.

Using a three point scale (3=Very Important; 2=Some Importance; 1=Little Importance), it was determined that both groups reported that the awards and recognition were very important to the development of the SAE. The high group gave this question a 2.7 rating while the low group gave it a 2.63 rating. Both groups only

had one respondent reporting that the awards and recognition had little importance to SAE development.

TABLE II
DISTRIBUTION OF WINNERS BY TYPE OF RESIDENCE

Type of Residence	N	<u>HIGH GROUP</u>		N	<u>LOW GROUP</u>	
		Percent Winners	Range of Percentage		Percent of Winners	Range of Percentage
Farm	17	44.41	10 - 100	34	60.86	5 - 100
Urban	8	22.14	10 - 85	15	13.14	5 - 87
<10 acres	13	33.45	10 - 100	21	26.00	5 - 100
Total		<u>100.00</u>			<u>100.00</u>	

N=Number of Chapters

As indicated in Figure 1, both groups submitted about the same number of total applications (311 high group and 386 low group). That is, a 49.61 percent of the applications were submitted for the high group and 50.39 percent for the low group. The high group average however was 18.29 applications or 10.56 more applications per chapter submitted than the low group.

Repeat winners in the PAP is an area that could have an effect on the number of winners a chapter could produce. As indicated in Figure 2, the high group had 55 applications from previous

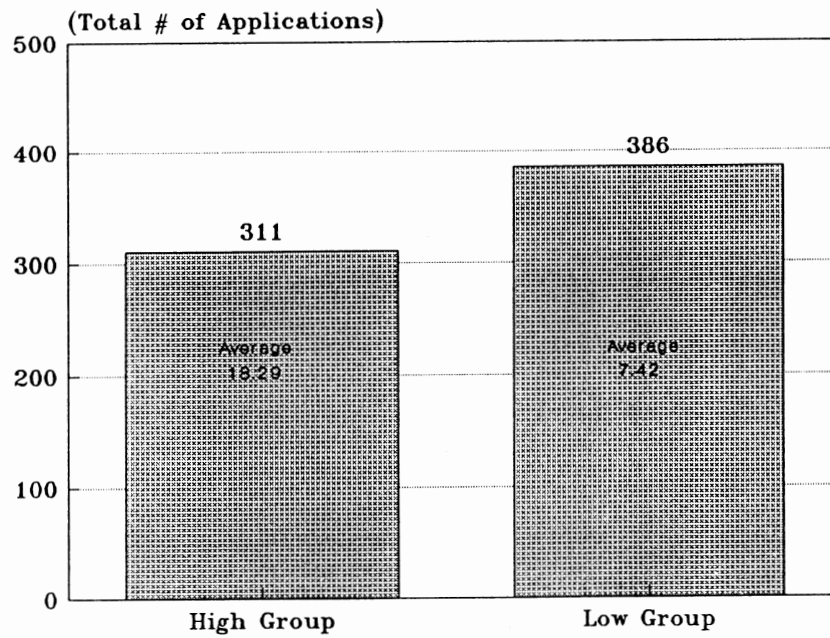


Figure 1. Number of State Applications Submitted in Last Three Years

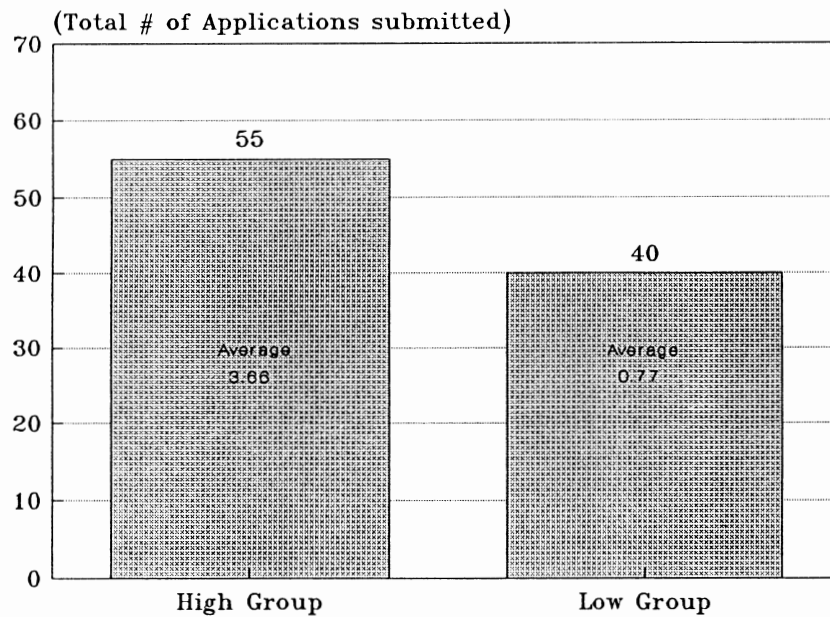


Figure 2. Number of Winners that Placed in Same Area but in Different Years

winner, while the low group had 40. These figures represent an average of 3.66 repeat winners for the high group and an average of .77 for the low group. The ranges represented are high group, one to nine and low group, one to six respectively.

For the years 1988, 1989, and 1990 a total of 27 regional and national awards were presented to the chapters surveyed as indicated in Figure 3. This figure represented an average of 1.85 applications for the high group and 1.07 for the low group. The range was much higher for the high group of one to four of the seven chapters in the high group that reported winners.

In comparing the two groups by the number of American and State FFA degrees produced over the same period, it was found that the high group had an average of 2.67 degrees more than the low group as shown in Figure 4.

A total of 21 multiple teacher departments responded to the questionnaire. Of these, six were in the high group and 15 in the low group. They responded to the question, "Is one teacher in your department in charge of PAP." As indicated in Figure 5 the two groups had completely opposite responses. The high group had a 67 percent "no" response while the low group had a 76 percent "Yes" response. Also, the average enrollment of students for the high group was 65.89 and for the low group 51.37 students. The vast majority of both the high group and low group allowed the student to prepare the PAP application during class time. Seventy percent for the high group and 69 percent for the low group used class time as shown in Figure 6.

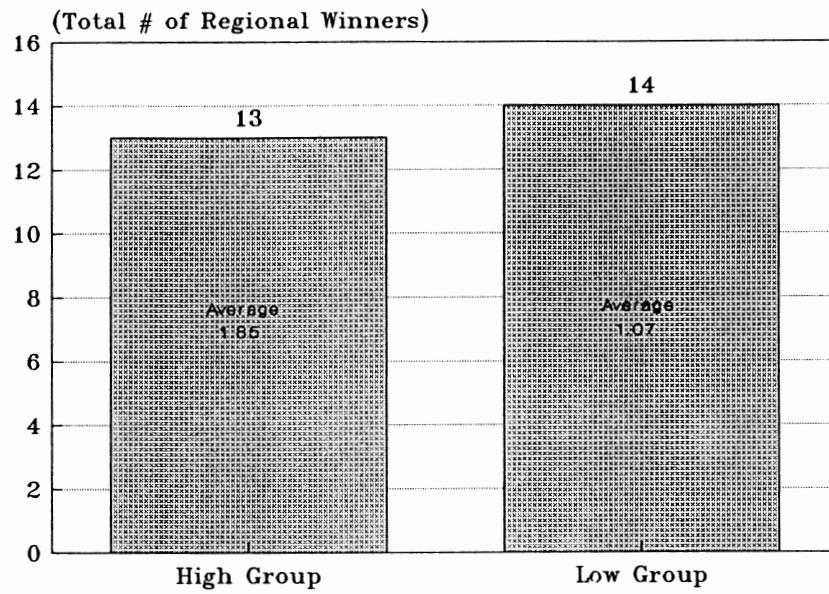


Figure 3. Number of Chapter's State Winners that Have Won Regional or National in Last Three Years

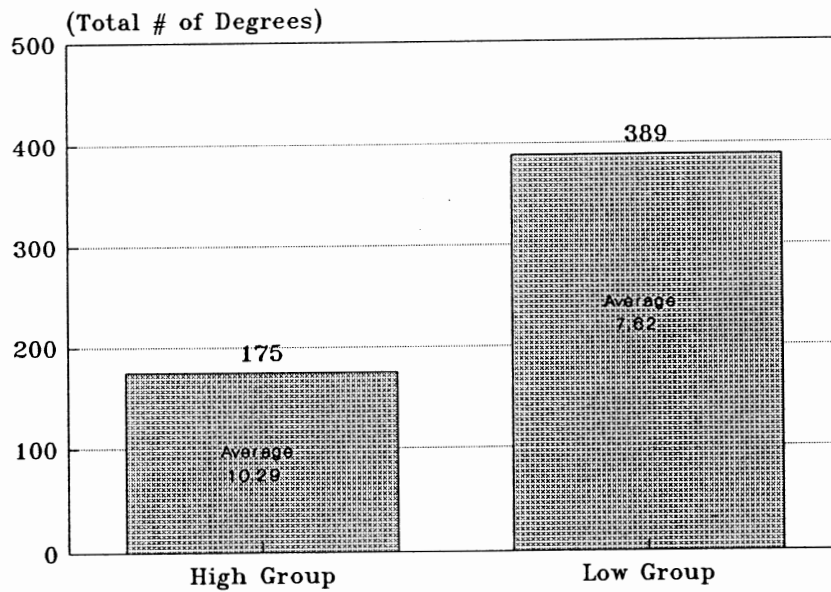


Figure 4. Number of State and American FFA Degree Recipients in Last Three Years

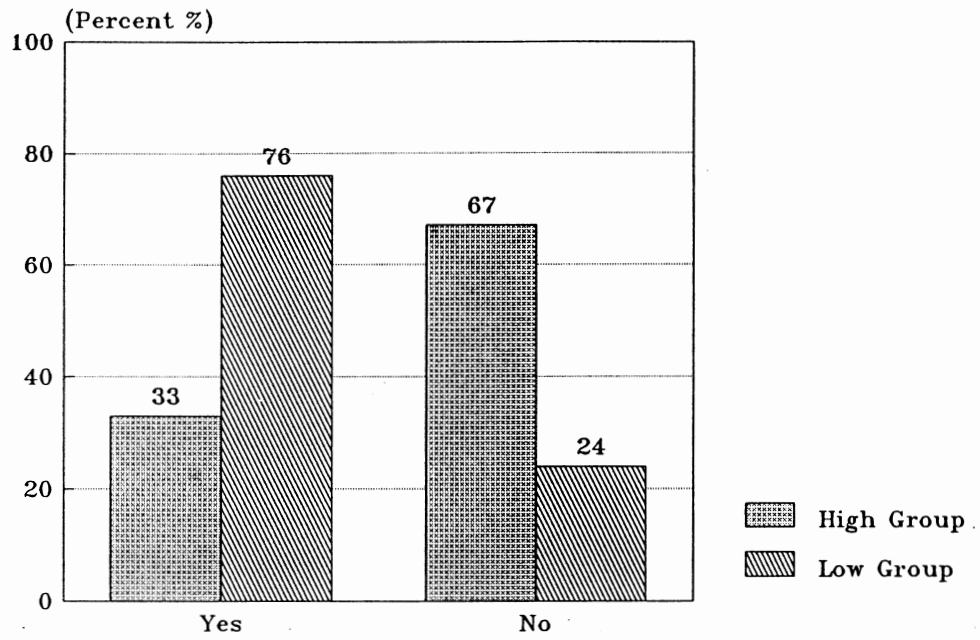


Figure 5. One Teacher in Charge of Proficiency Awards Program

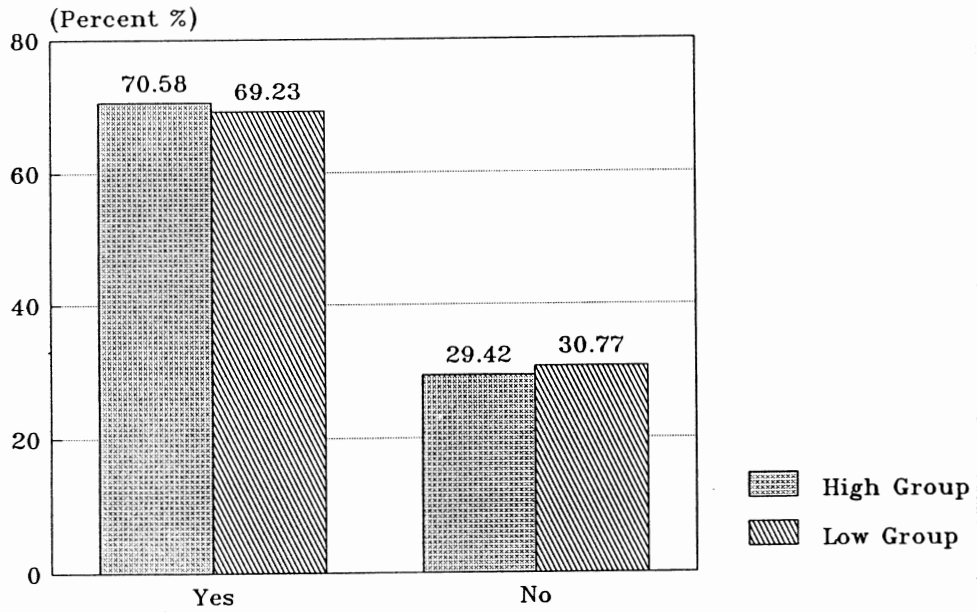


Figure 6. Is the PAP Preparation Completed During Class

Both groups responded that they maintained files of previous applications. The high group was unanimous and the low group only had a 5.77 percent response that they did not maintain files.

As indicated in Figure 7 the chapter ownership of a camera had a vast majority of positive responses. The high group had 100 percent and the low group had 96.1 percent stating that the chapter owned a camera.

Both groups responded to the question of who pays for film and processing in a similar fashion. The majority of both groups stated that the chapter pays for the film (shown in Figure 8). The next response of the low group was "the student" and then "the student's family." The response from the high group was equally divided between the student and advisor.

Thirteen point twelve (13.12) percent more of the high group owned a typewriter than did the low group as shown in Figure 9. In the same area, the high group had 18.66 percent more chapters owning a computer with word processing ability than did the low group (Figure 10). Although the low group had a majority of the chapters with computers it was very small. Fifty-two percent of the chapters had a computer while 48 percent did not. This compares to 71 percent of the chapters having computers in the high group.

As stated in the review of literature, the grade point average of PAP winners is considered to be very high. This data proves no difference in that both groups were responding that their winners were over a 2.6 GPA as indicated in Figure 11. However, The low group reported a much higher GPA for their winners with 57.69

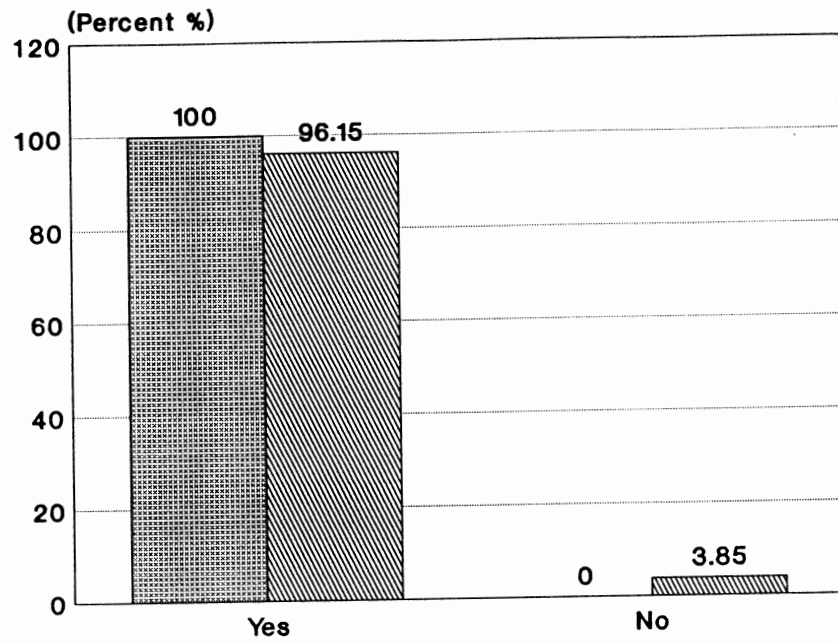


Figure 7. Does Your Chapter Own A Camera

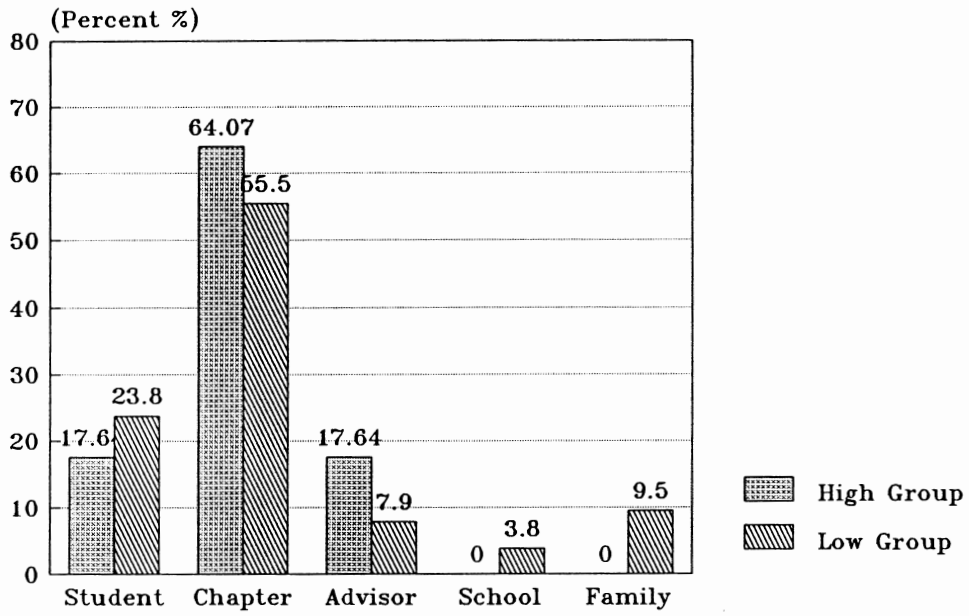


Figure 8. Who Pays for Film and Film Processing

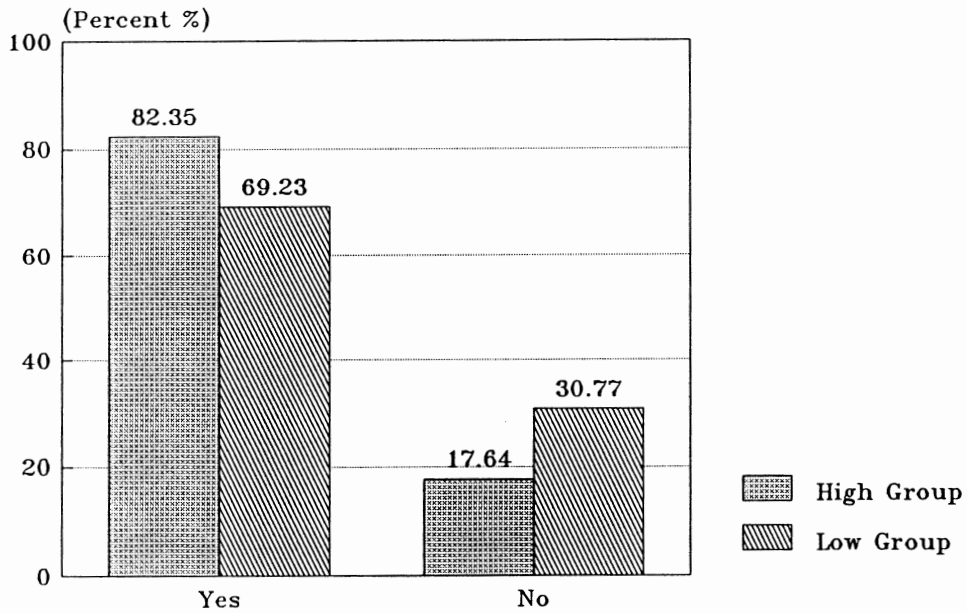


Figure 9. Does Your Chapter Own a Typewriter

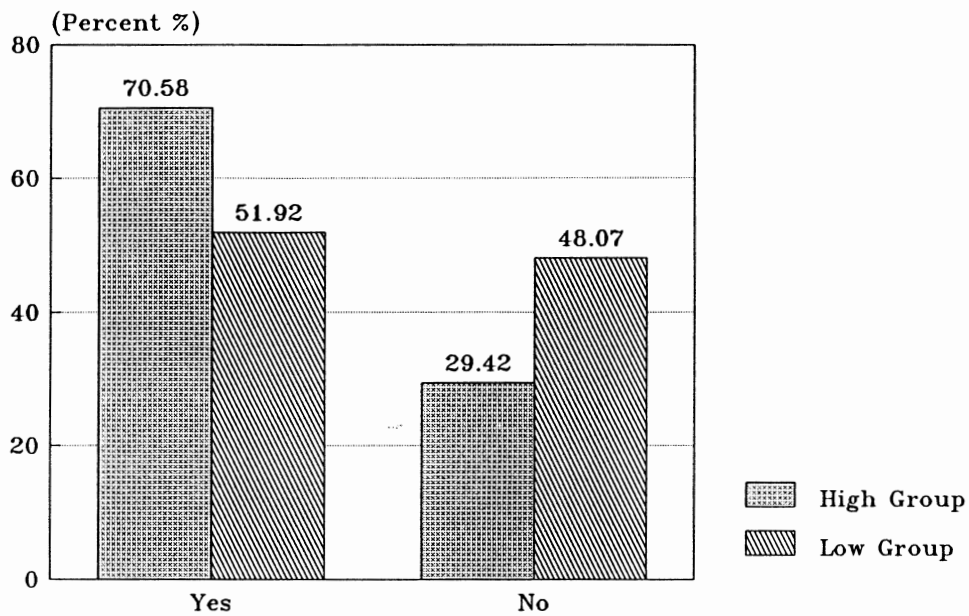


Figure 10. Does Your Chapter Own a Computer

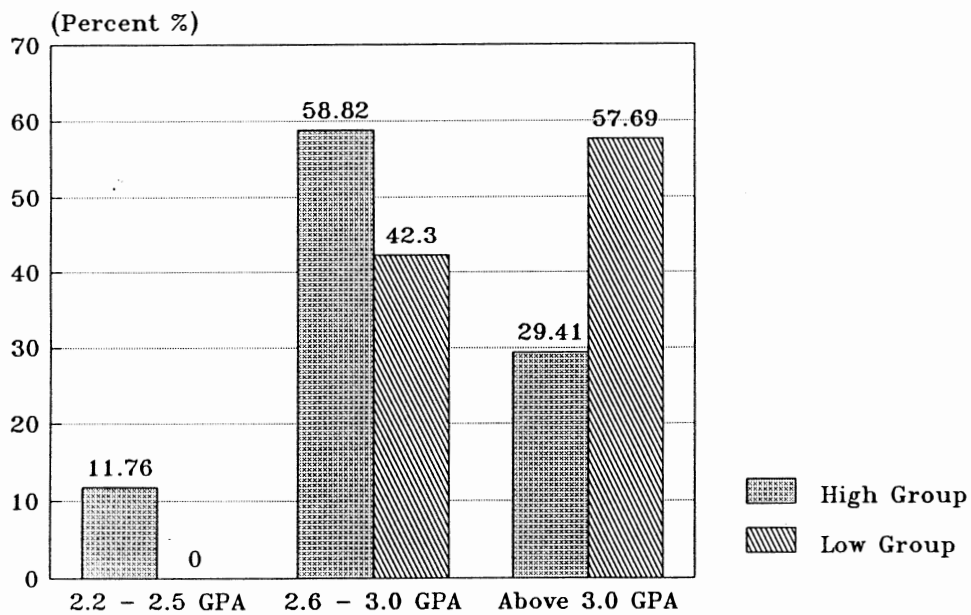


Figure 11. What is the Grade Point Average of Your Winners

percent over a 3.0 GPA while the high group reported 29.41 percent with a GPA of over 3.00. Also, the high group responded with 11.76 percent had a GPA of 2.0 to 2.5.

Identification of Characteristics of Chapter Advisers

As indicated in Figure 12 a very low percentage of each group of teachers participated in the PAP during their FFA career. Only 18 percent of the high group and 29 percent of the low group were participants in the program. It should be noted that the high group had an 11 percent lower participation than the low group.

The low group also had a higher percentage of Oklahoma and American degrees when they were FFA members than the high group as shown in Figure 13. Sixty-seven percent of the low group and 36 percent of the high group actually were Oklahoma and American degree recipients.

As indicated in Figure 14, the high group reported 43 regional and national awards throughout their teaching careers, while the low group had 41 winners. The high group had a range of one to ten with an average of 3.9 winners. A range of one to five was reported for the low group with an average of 1.8 winners.

Fifty-nine percent of the high group responded that the school administration encouraged them to participate in the PAP (Figure 15). This compared to only 25 percent of the low group. It should also be noted that only one respondent in each group reported that the administration was not informed of the PAP.

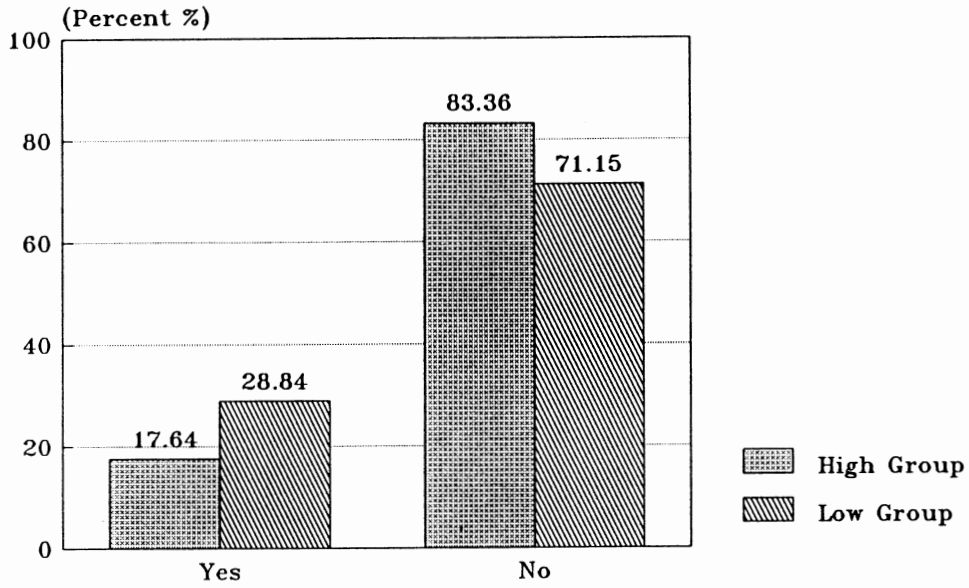


Figure 12. As FFA Member Did You Participate in State Proficiency Award Program

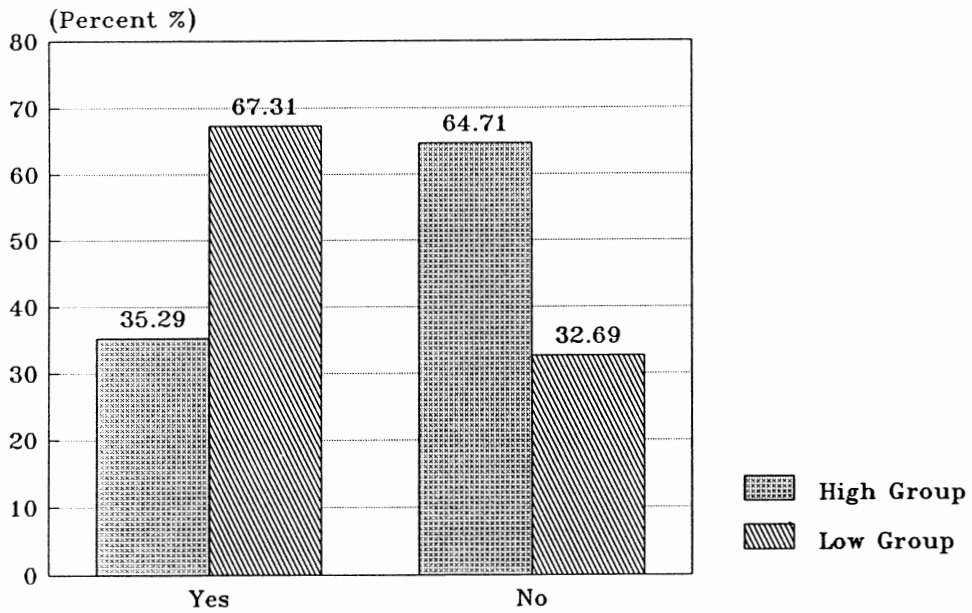


Figure 13. Did You Receive State or American FFA Degree

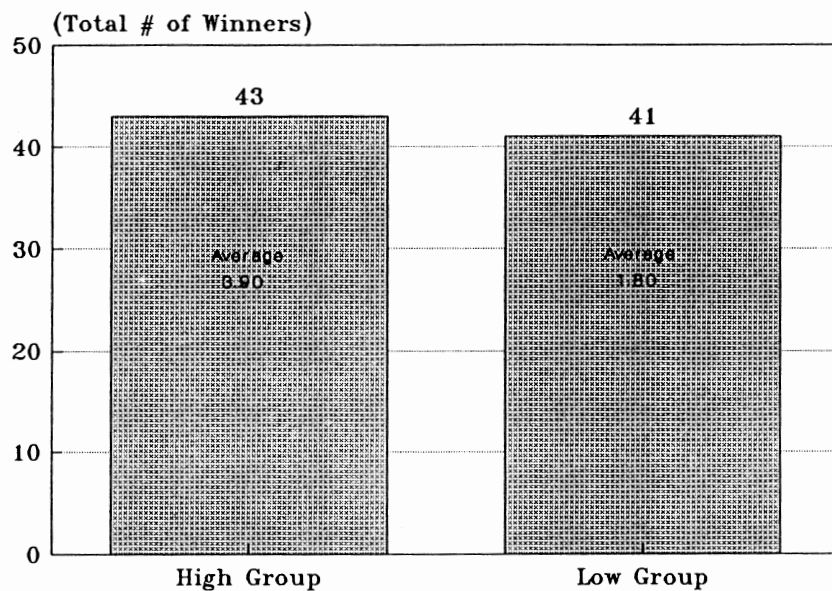


Figure 14. Number of Proficiency Award Winners that Won Regional or National Awards

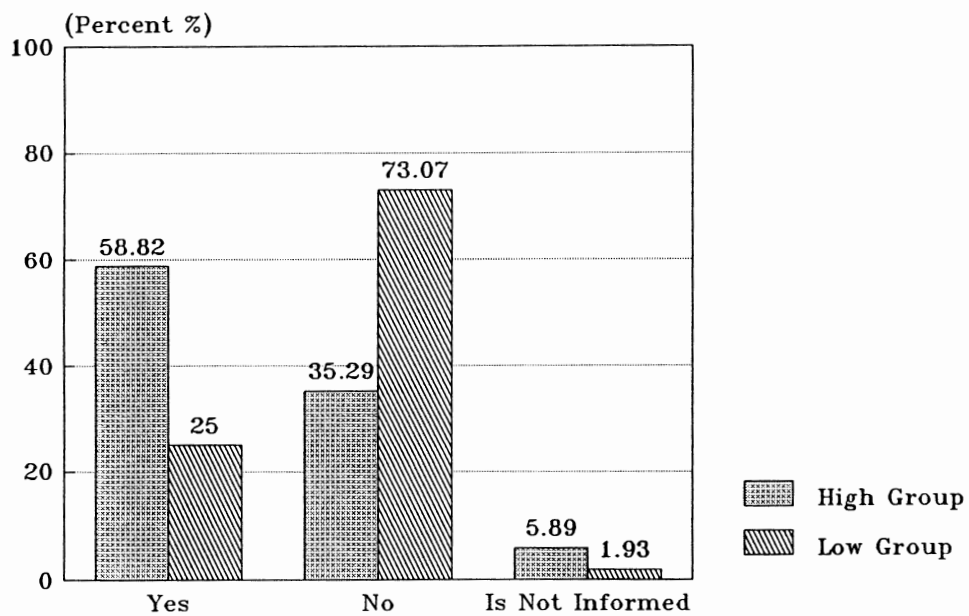


Figure 15. Did Your Administrator Encourage Participation in Award Program

Both groups again responded that the District Supervisor encouraged them to participate in the PAP. Six members (4 low group and 2 high group) reported that the district supervisor did not encourage them to participate in the PAP.

Both groups were unanimous in stating that the state staff was helpful in answering questions concerning the PAP.

Only one respondent in the entire population reported that helping students was not part of his/her job as an Agriculture Education instructor. One hundred percent of the high group and 98.07 percent of the low group reported that helping students in this area of Agricultural Education is a part of their job.

Preparation and Philosophy of Applications

Application Preparation

Both groups were in strong agreement that the ninth grade is when they begin preparing the students for the PAP (Figures 16 and 17). The high group had a 47 percent and the low group a 50 percent response. Both groups had a 23 percent response rate that it does not matter when they begin to prepare for the PAP.

The actual preparation of the first draft and final draft of the application had similar results from both groups (Figure 18). Both groups responded that the student along with the advisor prepared the first draft of the application. The low group had lower responses to the student and advisor than did the high group.

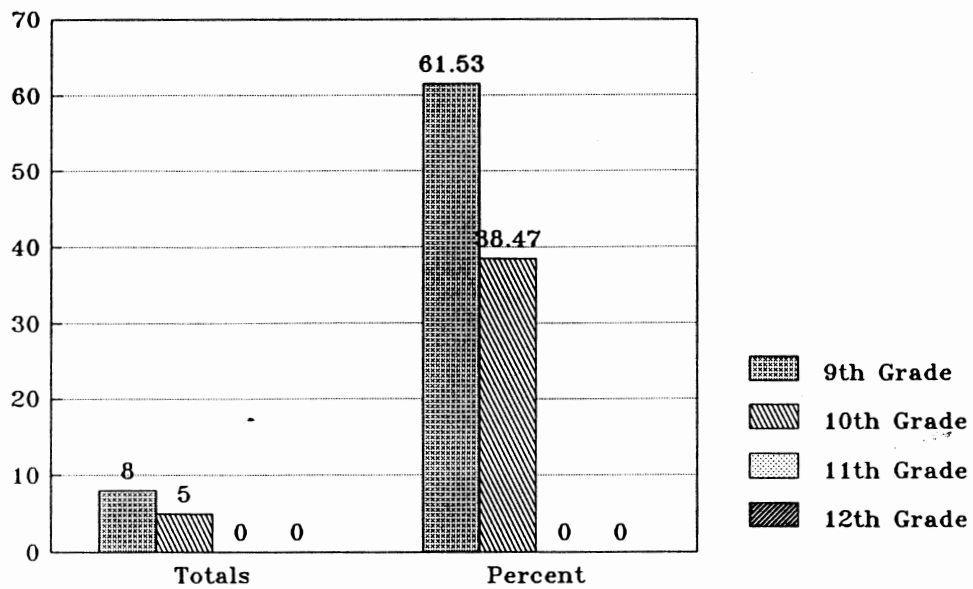


Figure 16. Grade Students Began Preparing for State Proficiency Award (High Group Only)

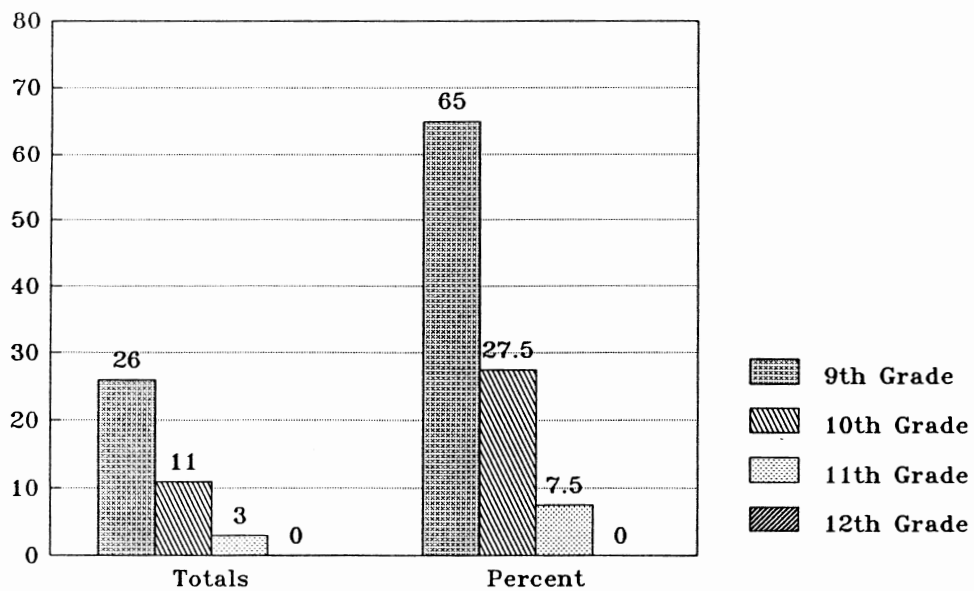


Figure 17. Grade Students Began Preparing for State Proficiency Award (Low Group Only)

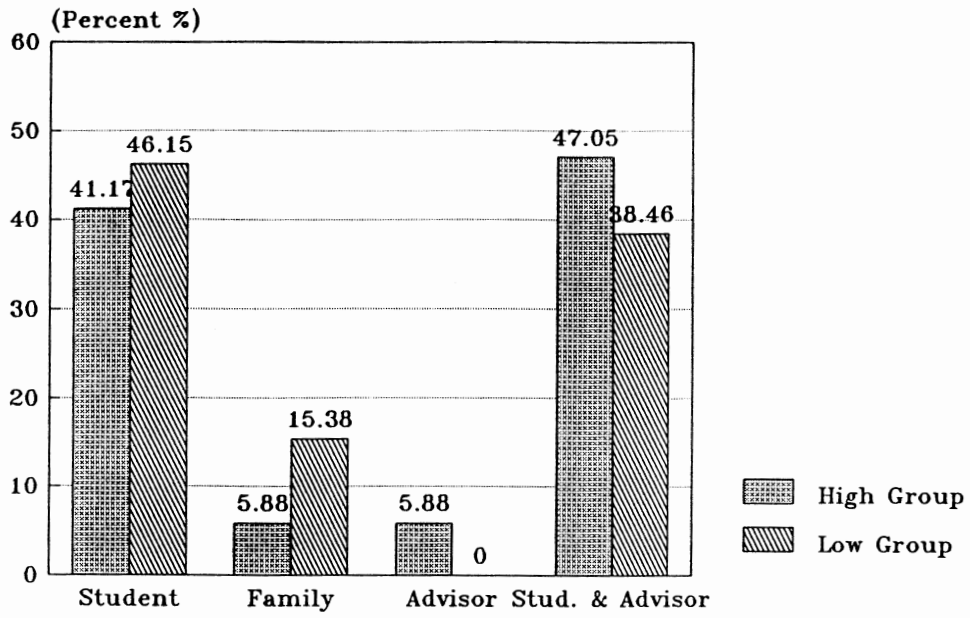


Figure 18. Who Prepares the First Draft of the Application

The low group had a higher response to the student and family than did the high group.

The responses to the question, "Who prepares the final draft of the application?" were almost equally divided. The high group's most frequent response was that it is the student's family and school personnel. The low group's most frequent response was that it is the student. It should be observed that 11.76 percent of the high group and 15.75 percent of the low group responses were that the advisor prepared the final draft as indicated in Figure 19.

Both groups agreed that it took over six hours to prepare the application (Figure 20). The low group had an 82.46 percent response and the high group had a 70.58 percent response. However, the high group had a ten percent greater response that it took between four to six hours to prepare the application than the low group.

The cash prizes presented to PAP participants should create an incentive for students to take part in the PAP, therefore, it should be determined how important the financial compensation is to the winners (Figure 21). The high group responded to this question with 70.6 percent rating it as very important and 29.4 percent as "No Importance." The low group responded that 68.9 percent thought that compensation was "Very Important" and 31.71 percent said it had "No Importance."

As indicated in Figure 22, both groups were in agreement that continuing growth in the SAE was the most important factor in determining the success of the application. The high group had a

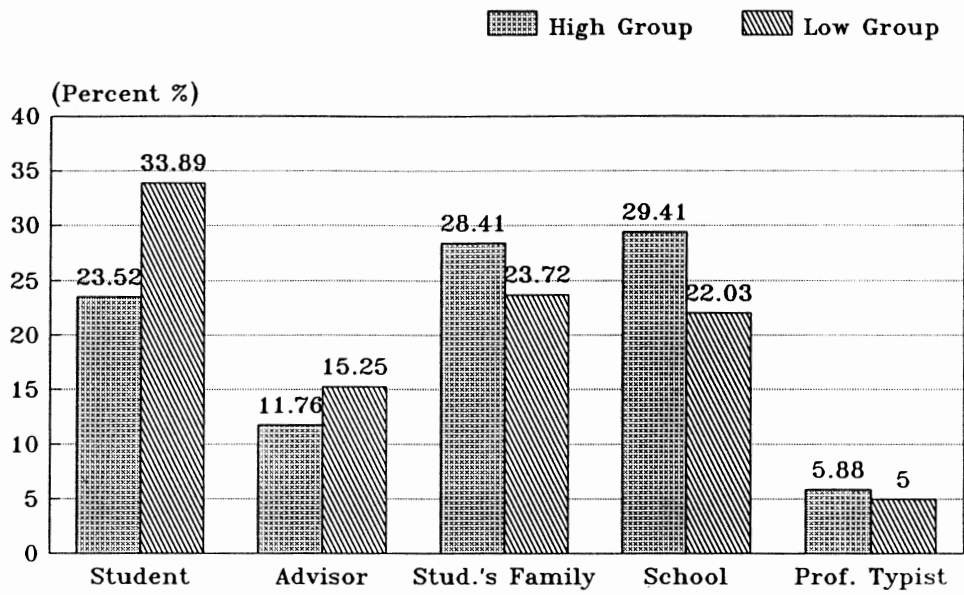


Figure 19. After First Draft, Who Prepares Final Application

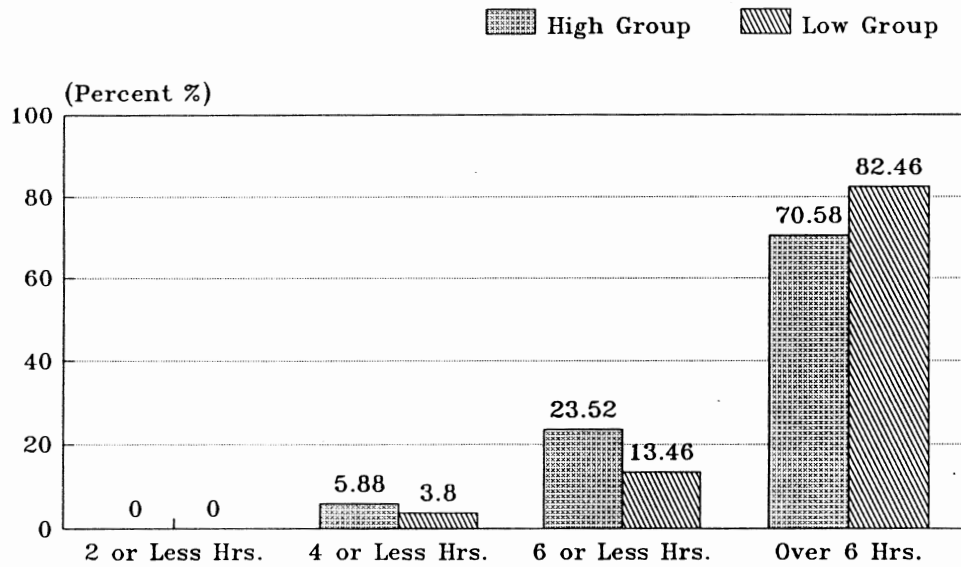


Figure 20. How Much Time Does the Student Spend Preparing Actual Application

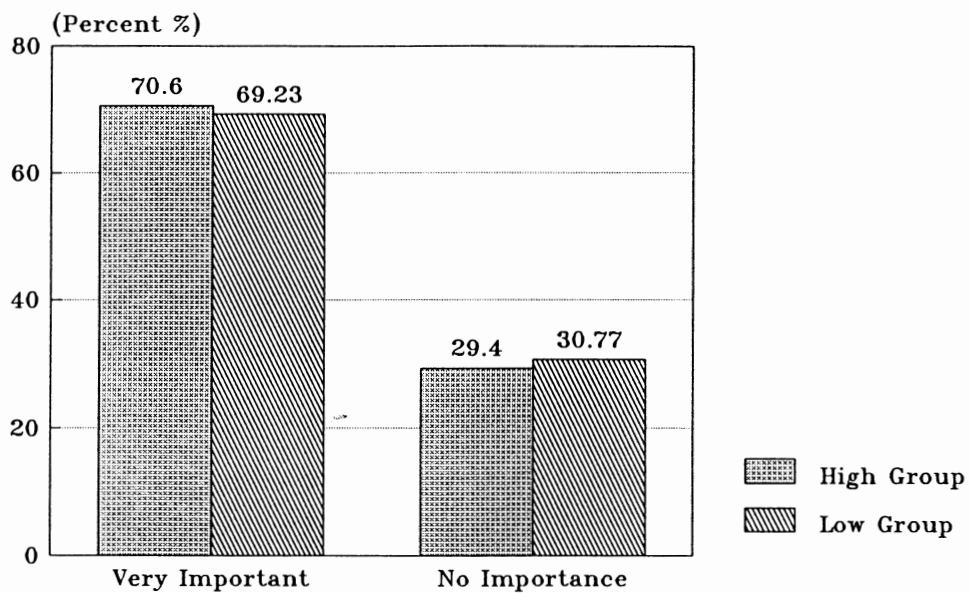


Figure 21. How Important is Financial Compensation that is Given to the Winners

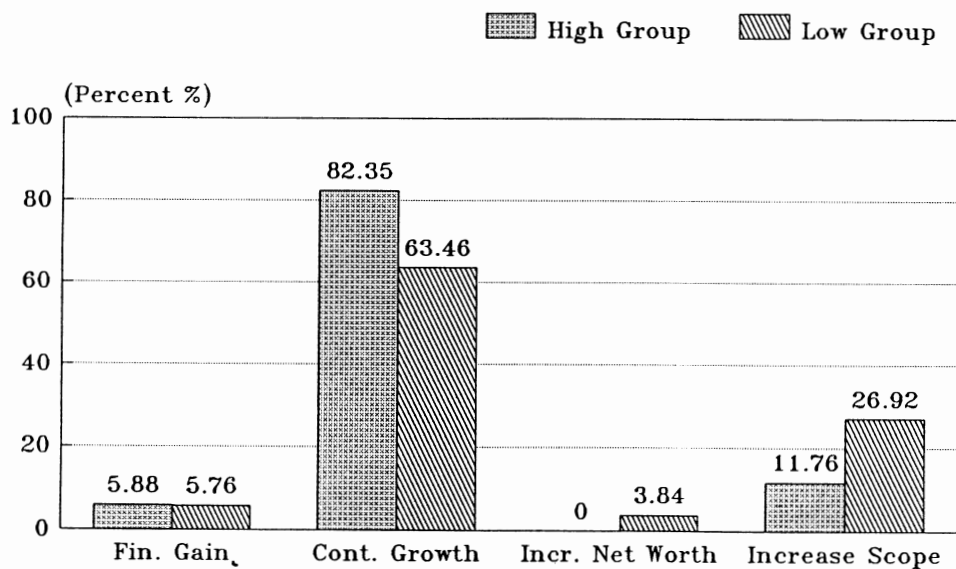


Figure 22. What is the Most Important Factor in Determining Success of Application

stronger response of 82.35 percent as compared to 63.46 percent for the low group. Also, both groups responded that increase in scope, large financial gain, and increase in networth follow the importance of continuing growth.

The PAP is designed to allow the student to compete in an area of their SAE. The PAP therefore, could be used by Agricultural Education instructors as a tool to motivate their students to excel with their SAE. The question was asked, "Do you use proficiency Awards as a motivational tool to help the student increase the scope of his/her SAE?" The high group response was a 100 percent "Yes" by all 17 respondents. The low group also used the awards as a motivational tool but not as often as the high group. The low group had a 73.17 percent "Yes" response and a 26.83 percent "No" response.

It has been determined that a vast majority of the respondents used the PAP as a motivational tool for their students. Does the PAP however, actually motivate the students to excel with his/her SAE? This question had a somewhat different response. The high group had a response of 88.23 percent "Yes" and an 11.77 percent "No." In the same area the low group had a lower response to "Yes" of 73.17 percent and a higher "No" response of 26.82 percent.

Philosophy of Application Preparation

As indicated in Figure 23 a much larger percent of the high group, (70.59 percent), responded that the applications were judged fairly. Although still a majority, (53.84 percent), of the low group responded likewise. It should also be observed that 29

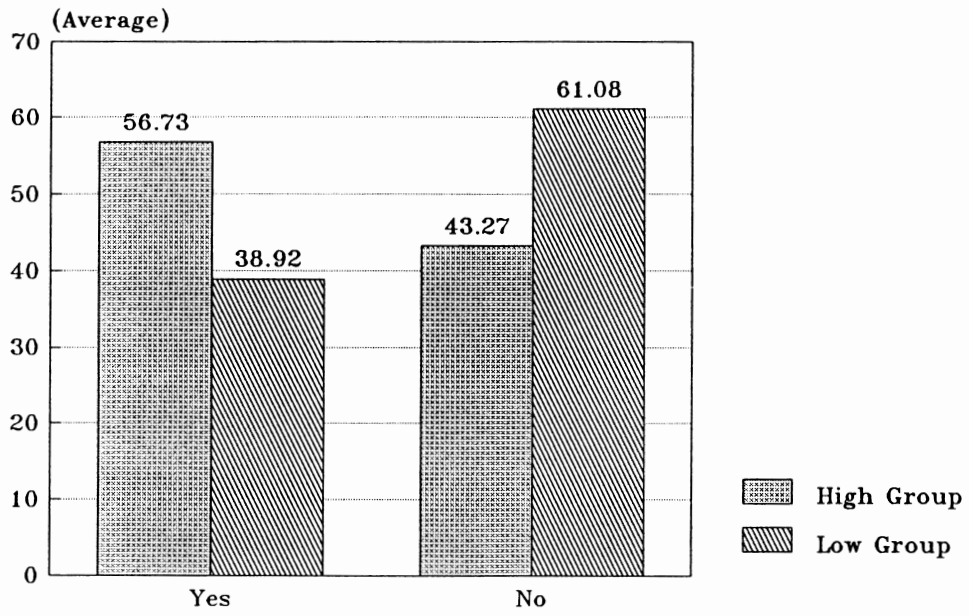


Figure 23. Do You Feel Applications are Judged Fairly

chapters or 42 percent of the entire population, responded that they did not feel that the applications were judged fairly.

The question was asked, "Do the figures that appear on the application also appear in the record book?" Although the majority of both groups responded that the figures always appear both places, a much larger percent of the high group responded that the figures appear only sometimes (Figure 24). Six responses from the high group of 17 stated that figures only appear sometimes while six out of the low group of 52 responded in the same manner.

Figure 25 indicated both groups responded by a large majority that a system should be put in place to check the figures that appear on the application, that is 70.58 percent for the high group and 86.53 percent of the low group. A larger percentage of the high group, 29.42 percent, stated that a system should not be put in place when compared to the low group.

Both the high group and the low group responded in a like manner as to who should check the validity of the figures that appear in the application. Each group responded that the Oklahoma Department of Vocational and Technical Education should check the application for accuracy. This choice was followed, by "Professional Improvement Groups."

Both groups agreed that the family name does play a role in the success of the application (Figure 26). The high group response was 59 percent and the low group was 54 percent.

Figure 27 shows a much higher percent was reported by the high group that the applicants in the production areas (beef, dairy,

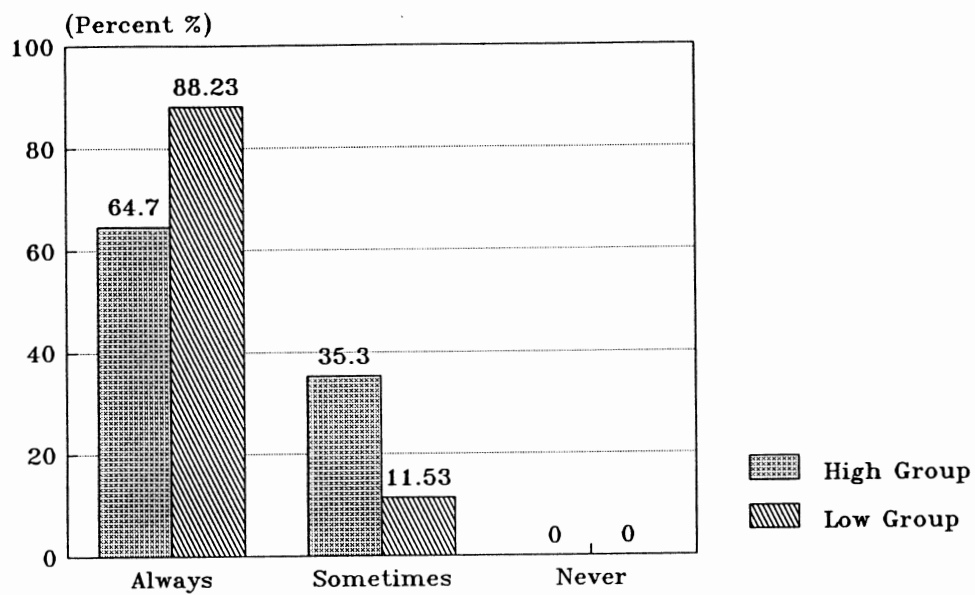


Figure 24. Do the Figures that Appear on the Application Also Appear in the Record Book

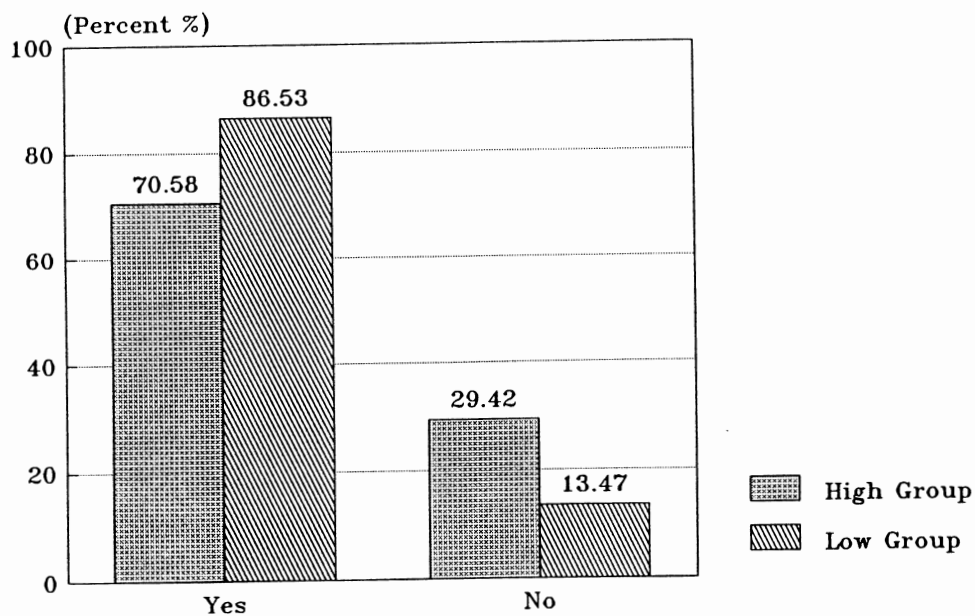


Figure 25. Should Systems be Set up to Check Accuracy of Figures in Application

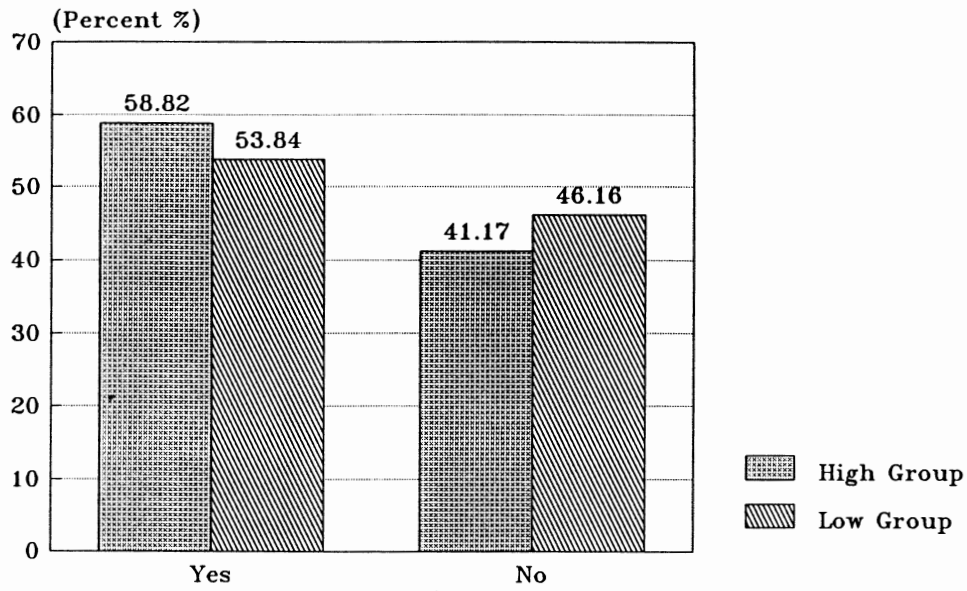


Figure 26. Is Students Family Name A Factor in Determining Success of Application

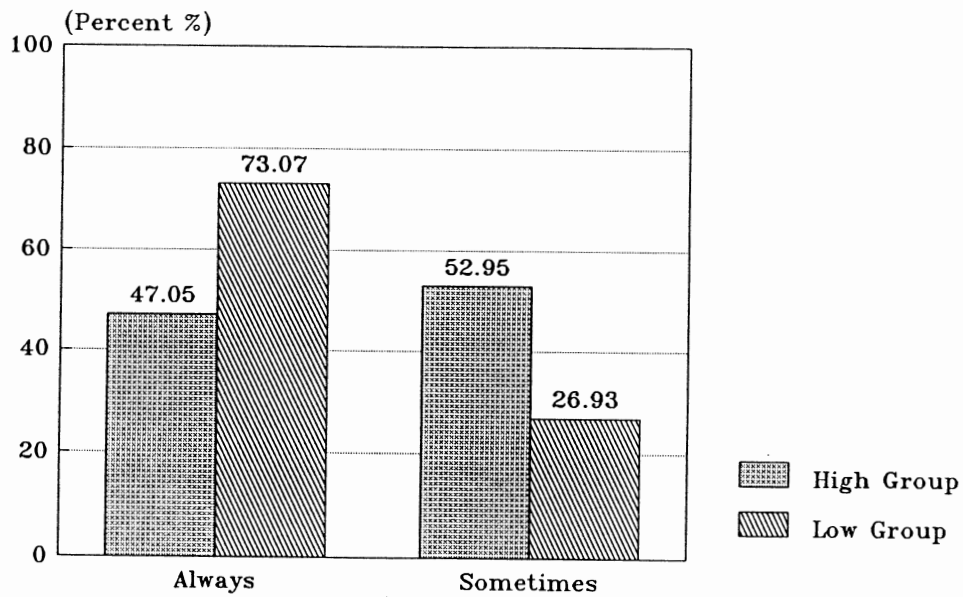


Figure 27. Can Your Winners Prove Ownership of Production Areas Stated in Application

crops) were more a part of the family operation than the low group. Fifty-three percent of the high group responded that the applications in these areas were more a part of the family operation as compared to 27 percent for the low group. The low group responded that their applicants could always prove ownership 73 percent of the time.

Both groups reported that the top three applicants should be interviewed before a panel of judges to determine the winner at the state convention (Figure 28). The low group had 76.92 percent and the high group had 64.7 percent that were in agreement with this question.

What determines the success of the application, the application itself, the pictures or the narrative of the pictures? A much larger percent of the high group (53 percent) responded that the application was the most important part (Figure 29). The low group had 40.38 percent that responded the same. When the responses concerning pictures and narrative of pictures were combined, however, the low group had a 61.57 percent combined response and the high group had a 47.05 percent combined response.

As indicated in Figure 30, both groups would not apply for awards for a specific award area if they knew the judges in advance. Six of the 17 members in the high group responded that they would apply as compared to six of the 52 in the low group.

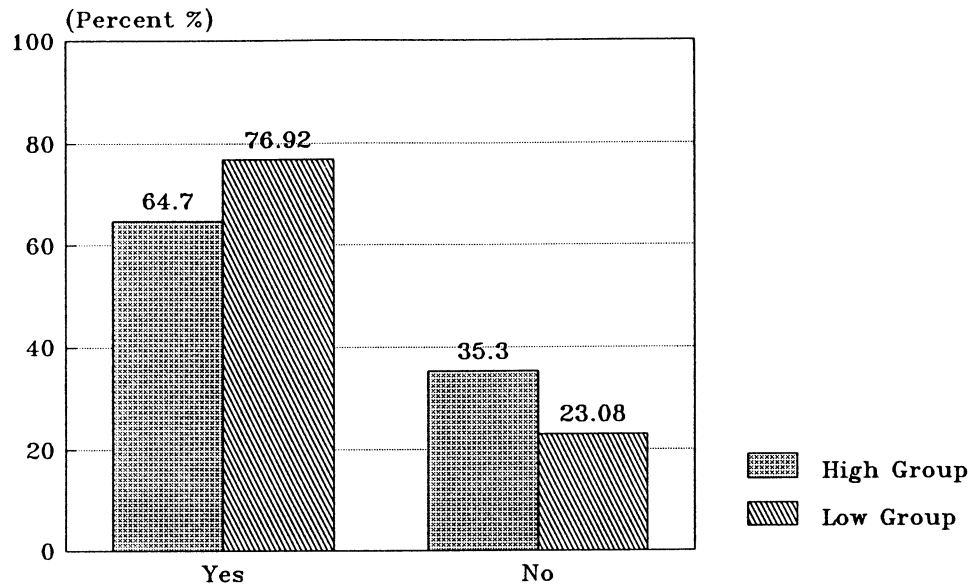


Figure 28. Should Top Three Applications Go Before Panel of Judges to Determine Winner

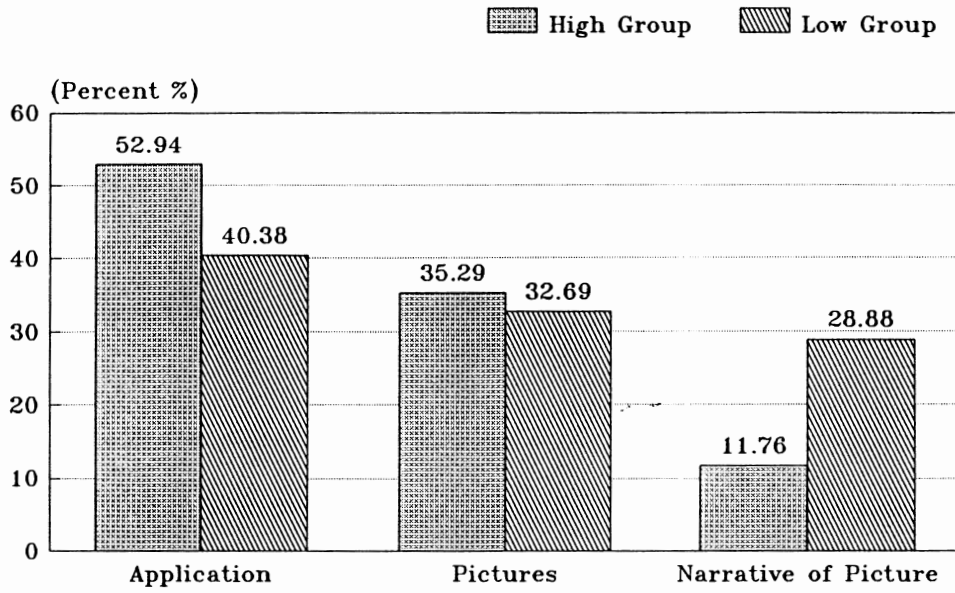


Figure 29. Most Important to the Success of the Applications

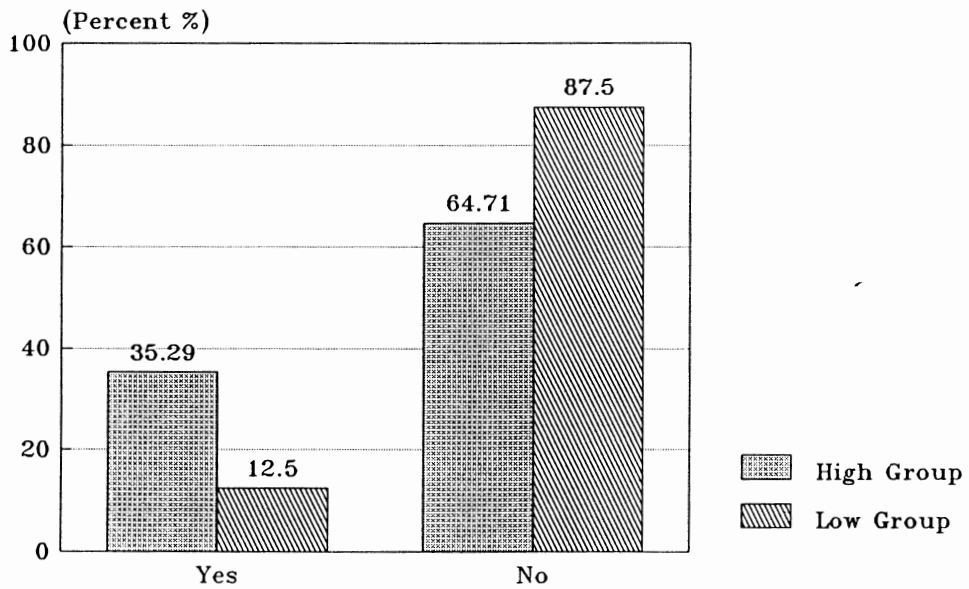


Figure 30. Would You Apply for More Awards in Area if Judges Were Known in Advance

Level of Participation in Competitive Events

Competitive events have always played a major role in an FFA chapter's program. Leadership activities, public speaking, judging contests along with livestock shows are but a few of the events in which FFA members can participate.

In the Public Speaking area, the main contests are the district and state contests. In both of these contests the high group had more members participating, with an average of 11.82 speakers in the district and 3.05 average for the state contest (Figure 31). It should be noted that the range of participation was from zero to 33 for the high group and zero to 34 for the low group in the district contests and zero to 14 for both groups in the state contest.

As indicated in Figure 32, the average number of judging teams prepared for the state contest by the low group was 3.96 teams and for the high group, 3.16 teams. Also, the low group had a much larger range than the high group. The ranges were one to 12 teams for the low group and one to five teams for the high group.

In the leadership areas such as the parliamentary procedure contest, greenhand quiz and creed speaking, the high group had a much higher participation rate than the low group at both the district and state levels. In the area of parliamentary procedures contest, the high group had 12.2 percent more participation at the district level and 8.2 percent more at state competition. In the greenhand quiz contest the high group had 41.8 percent greater participation at the district and 20 percent more at the state

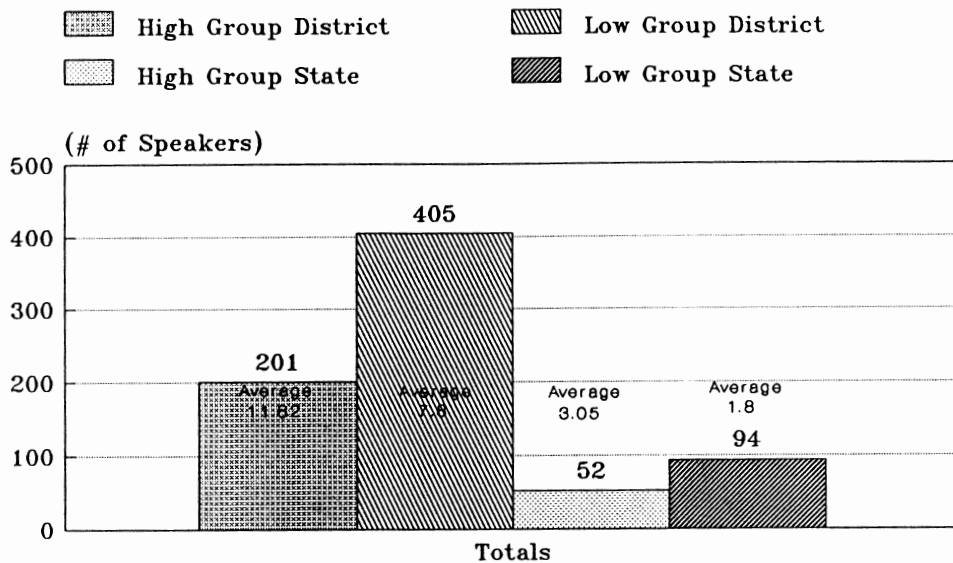


Figure 31. Number of Public Speaking Contestants Chapter Has Had in Last Three Years

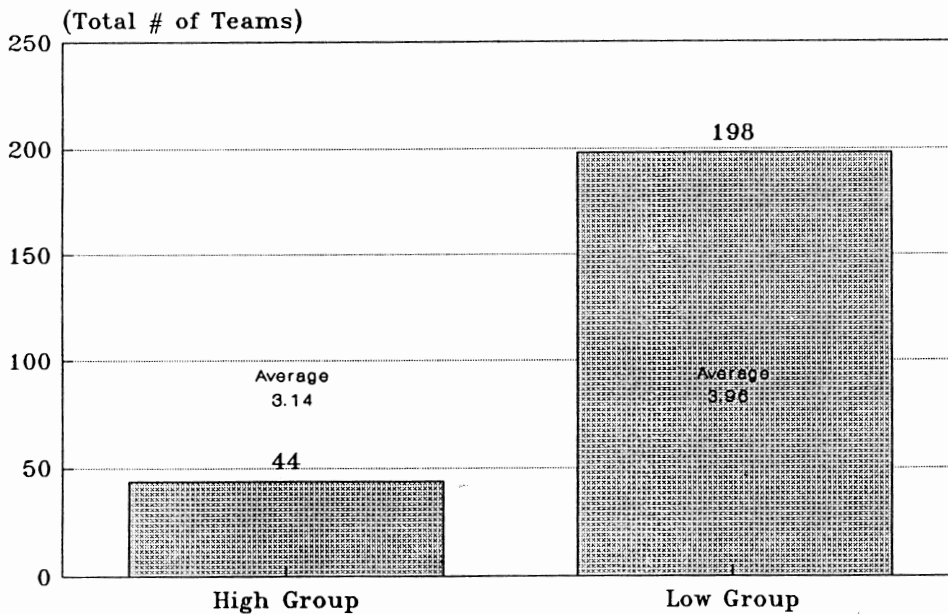


Figure 32. Number of Judging Teams Prepared for State Contest

competition. In creed public speaking, the high group had 10.4 percent more chapters participating at the district contest and 4.2 percent at the state contest. It should be noted that both groups had more members active in the greenhand quiz followed by creed public speaking and then parliamentary procedures.

Livestock shows can consume a major part of an FFA advisor's discretionary time. It requires a major effort to prepare and attend livestock exhibitions. It was reported by the low group that they attended 10.84 livestock shows and the high group attended 9.64 on the average. The low group attended 1.20 more livestock shows than the high group. The ranges were about the same, 2-20 for the high group, and 5-20, for the low group.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The main purpose of this study was to identify the characteristics of Oklahoma FFA chapters that have had state winners in the Proficiency Award Program (PAP) for the years of 1988, 1989, and 1990. A survey of FFA advisors was used to determine these characteristics.

The objectives of the study were to:

1. I identify Oklahoma FFA chapters whose members were State Proficiency Award winners in the years 1988, 1989, and 1990.
2. Identify similar factors and characteristics of FFA chapters that have members that were winners in the Oklahoma Proficiency Award Program.
3. Identify characteristics of FFA advisors that have students that were winners in the Proficiency Award Program.
4. Analyze the procedures that are used to prepare applications.
5. Identify different philosophical means of preparation of the application.
6. Determine the kinds and amount of participation in other FFA competitive events.

Summary of Findings

The objective of this study was to analyze characteristics of Oklahoma FFA chapters that have had winners in the Oklahoma PAP awards program for the years 1988, 1989, and 1990. A 42 item questionnaire was prepared and information was collected from 69 Oklahoma FFA advisors. These findings are summarized in Tables III and IV. The major findings relevant to this purpose were as follows.

Chapter Characteristics

1. A larger percentage of the groups (44.41 percent high group and 60.86 percent low group) reported that their winners lived on the farm.

2. Both groups responded positively (2.7 percent high group and 2.63 percent low group, using a three point scale that awards and recognition are very important to the development of the SAE.

3. The high group had an average of 18.29 percent applications submitted per chapter and the low group had an average of 7.07 percent submitted per chapter. The high group (population 17) was winning 43.8 percent of the state awards and the low group (population 52) was winning 56.2 percent of these awards.

4. The entire population had 95 repeat winners (applications that won in the same area but in different years). The high group had 58 percent of these repeat winners and the low group had 42 percent. The high group had an average of 3.66 percent repeat winners and the low group had an average of .77 percent.

TABLE III
CHARACTERISTICS OF CHAPTERS

Category	Group	
	High	Low
Application Submitted		
Total for chapters in group	311	386
Average for Chapters in group	18.29	7.07
Repeat Winners		
Total for chapters in group	55	40
Average for Chapters in group	3.66	.77
Maintain Files		
Percent Yes	100	94.23
Percent No		5.77
Camera Ownership		
Percent Yes	100	96.15
Percent No		3.85
Typewriter Ownership		
Percent Yes	82.35	69.23
Percent No	17.65	30.79
Computer Ownership		
Percent Yes	70.58	51.92
Percent No	29.42	48.08
Regional & National Winners		
Total for chapters in group	13	14
Average for Chapters in group	1.85	.77
State and American Degree		
Total for chapters in group	175	289
Average for Chapters in group	10.29	7.62
Grade Point Average		
2.0 to 2.5	11.76	----
2.6 to 3.0	58.82	42.31
Over 3.0	29.42	58.69
Type of Department		
Multiple teacher	6	15
Single teacher	11	37
Average Enrollment		
Range	29 - 226	20 - 119
Average	65.89	51.37

TABLE IV
CHARACTERISTICS OF CHAPTER ADVISORS

Category	High Group	Low Group
Educational Level		
B.S. Degree	35.3	63.46
M.S. Degree	64.7	36.54
Years Taught		
Range	2 - 22	2 - 29
Average	12.29	10.68
Years in District		
Range	1 - 19	1-23
Average	6.36	8.97
State or American FFA Degree	6 35.29	35 67.31
Number Regional/ National Winners	43 3.9	41 1.8
Administration Encouragement	58.82 10	25 13

5. The data revealed that the multi-teacher departments in the low group had one teacher in charge of preparing the PAP application in 76 percent of the departments, while the high group of multi-teacher departments had only 33 percent of the group with one teacher in charge of the PAP.

6. A majority of both groups allowed students to use class time to prepare their application. They maintained files of previous years' applications, and most of the chapters paid for the film and processing. Both groups reported that the chapter had access to a computer and typewriter. Both groups responded that a majority of the winners had a grade point average (GPA) of over 2.5.

Chapter Advisors

1. A large percentage of the chapter advisors did not participate in the PAP as FFA members.

2. A small percentage of the high group (35.39 percent) received the State or American Farmer Degree, while 67.3 percent of the low group were recipients of these degrees.

3. Over their years of involvement in the PAP the high group had an average of 3.9 winners of national or regional awards while the low group had an average of 1.8 winners.

4. Fifty-nine percent of the high group and 25 percent of the low group responded that their school administrators encouraged them to participate in the PAP.

Application Preparation

1. Forty-seven percent of the high group and 50 percent of the low group reported that the ninth grade was the grade level that they began to prepare students for participation in the PAP.

2. The data established that the student, the student's family and along with the student and advisor prepared the first and final draft of the application.

3. It was the consensus of opinion by both groups (82.46 percent low group and 70.58 percent high group) that it required more than six hours to prepare the application.

4. The PAP is funded by a state sponsor and the National FFA Foundation. Cash awards are distributed in the following manner: First Place, \$125, second place, \$75, third place, \$50. These prizes should create an incentive for the student to take part in the PAP. Both the high group (70.6 percent) and the Low group (68.9 percent) were in agreement that the cash prizes were very important to the winners.

5. The information contained in the application (not including pictures and the narrative of the pictures) plays a major role in the success of the application. It should be assumed that this information should be presented in some manner that would increase the applicant's chances for success. This financial information was divided into four groups (1) large financial gain, (2) continuing growth, (3) increase in net worth, and (4) increase in scope. Both groups responded that continuing growth (high group, 82.35 percent

and low group, 13.46 percent) was the most important factor of the financial aspects of the application's preparation. This choice was followed by an increase in scope, large financial gain, and increase in net worth.

6. From the data, it was found that both groups (high group, 100 percent and low group, 73.17 percent) use the PAP as a motivational tool to help their student excel with his/her SAE.

7. It was found that both groups perceived that the PAP actually motivated the students to excel with their SAE. The high group had an 88.23 percent "yes" response as compared with the same response by the low group of 73.17 percent.

Philosophy

1. It was found that a majority of both groups (70.59 percent high group and 53.84 percent low group) felt that the applications were judged fairly. It was also noted when the groups were combined, 29 chapters (42 percent) of the population believed that the applications were not judged fairly.

2. It was reported by 64 percent of the high group and 88 percent of the low group that the figures found in the applications are correlated with the figures that are found in the record book. On the negative side, it was found that 36 percent of the high group and 12 percent of the low group stated that only sometimes these figures correlated with those found in the record book of the applicant.

3. The data established that a large majority (70.58 percent of the high group and 86.53 percent of the low group) believed that a system should be put into place to check the validity of the figures found in the application.

4. What group should be used to check the figures on the application? A majority of both groups reported (58 percent high group and 56 percent low group) that the Oklahoma Department of Vocational and Technical Education should check the application for accuracy.

5. Fifty-eight percent of the high group and 53 percent of the low group responded that the family name is a factor in the applicant's chance for success.

6. Many FFA members' SAEs are derived from some form of their family's agricultural operations. This is especially true of those in the production areas, i.e. crops, beef, dairy, and swine production. These areas are considered by many to be the more prestigious areas to win. It has long been questioned whether or not the students could actually prove ownership of the SAE. It was found that the two groups responded in a dissimilar manner. Forty-seven percent of the high group reported that their applications could prove ownership of their SAE's, while 73 percent of the low group responded in the same manner. This gives a combined response of 66.6 percent (8 high group and 38 low group) indicating that the applicants could always prove ownership of the SAE. On the negative side, 33.3 percent (9 high group and 14 low group) stated that they

could only prove ownership "sometimes."

7. The data from both groups confirmed that the top three applicants should be interviewed at the state FFA convention to determine the eventual state winner. The high group gave a 64.7 percent "yes" response and the low group gave a 76.9 percent "yes" response.

8. Some discussion has been centered around what information is most important in the application. That is, is it the pictures concerning the SAE or the narrative of those pictures that is the most important factor contributing to the applicant's success. Both groups were in agreement that the information presented in the application was the most important factor (53 percent high group and 40 percent low group). However, the high group had a 47 percent response and the low group had a 61.57 percent response that a combination of pictures and narrative for pictures was most important.

9. Thirty-six percent of the high group and 13 percent of the low group would apply for more awards in a specific award area if they knew the judges in advance.

Competitive Events

1. In the district and state public speaking contests the high group had more members participating in both contests. The high group had an average of 11.82 percent speakers at the district level, and 3.05 at the state level as compared to the low group which had 7.8 percent speakers at the district level and 1.8 at the

state contest.

2. The data indicated that the low group was more competitive in the area of judging contests than the high group. The low group was preparing 3.96 teams on the average where as the high group was preparing 3.16 teams. The low group's range was one to 12 and the high group was one to five.

3. In the competitive events that are concerned with the leadership areas, parliamentary procedures contest, greenhand quiz, and creed speaking, the high group was more competitive than the low group at both the district and state level. The high group had 12.2 percent (district) and 8.2 percent (State) more participation in the Parliamentary Procedure contest. In the greenhand quiz contest the high group had 41.8 percent more participation at the district contest and 20 percent at the state competition. In creed speaking, the high group had 10.4 percent more participation at the district contest and 4.2 percent more at the state.

4. The low group reported that they attended on the average 10.4 livestock exhibitions while the high group reported an average of 9.64.

5. The data confirmed that the high group had an average of 10.29 State and American FFA Degrees in the years of 1988, 1989, and 1990 as compared to 7.62 degrees for the low group.

Conclusions

Chapter Characteristics

1. In the review of literature it was found that a large percentage of national and regional winners lived on the farm. The data from Oklahoma proved no different. It should be concluded that most of the state winners live on the farm.

2. The data established that the advisors perceived the awards and recognition as very important to the development of the SAE.

3. From the data, it was found that the high group, with a much smaller population (17 as compared to 5 low group) was winning 43.8 percent of the state awards. The high group was also preparing 7.73 more applications per chapter than the low group. From this information it should be concluded that the more applications prepared by a chapter, the greater the chances for that chapter to have more winners at the state level.

4. Participants in the PAP are allowed to place in the same award area in different years just as long as they are not the state winner. The high group had more total repeat winners than did the low group. The high group is submitting PAP applications before a student's last year of eligibility. It can be concluded that the high group is resubmitting more applications of winners that have placed at the state competition in previous years.

5. From the data, it can be concluded that in the high group of multi-teacher departments more than one teacher was involved in preparing the PAP than the low group.

It can be concluded that chapters who produce winning PAP applications will: (1) allow students to use class time in PAP preparation, (2) maintain files of previous applications, (3) pay for film and processing, (4) own a typewriter and computer, and (5) have winners with GPA of over 2.5.

Chapter Advisors

1. Agricultural education instructors are a very diverse group. Their teaching interests range from beef to specialty animals and from floriculture to mechanics. Therefore, it needed to be determined if these teachers involved with the PAP had characteristics that were similar.

Both the groups gave similar responses that they did not participate in the PAP when they were members of the FFA. This leads to the conclusion that an advisor does not have to participate in the PAP to be successful with the program.

2. From the data concerning the advisor participation in the State and American FFA degree program when they were FFA members and the data concerning participation in the PAP, it can be concluded that the FFA activities the advisors were involved with as a FFA member does not play a major role in their ability to have successful students in the PAP.

3. It should be concluded from the findings that the high group was more competitive in the PAP at the regional and national level.

4. It can be concluded from the data that administrators that encourage their advisors to participate in the PAP have FFA chapters that are more successful in the PAP.

Application Preparation

1. FFA members are first exposed to the PAP in Agricultural Education I. The time at which the advisor actually begins to prepare the student for participation in the PAP needs to be determined. The data established that the ninth grade was when the majority of the advisors began to prepare the students. It should also be noted that the next highest choice for both groups was that it does matter when the student begins to prepare for participation in the PAP.

2. From the data, it was determined that the student along with the advisor and the student's family were all actively involved in the first and final draft of the application. Therefore, it should be concluded that the student is actively involved in the application preparation.

3. Pictures, narratives of the pictures, typing, and preparing the first and final draft of the application is a tedious process. From the data, it should be concluded that it requires more than six hours to prepare the application.

4. From the data, it can be concluded that the cash prizes offered by the state sponsors and the National FFA Foundation are very important to the winners.

5. From the data, it can be concluded that the continuing financial growth of the SAE is perceived to be the major factor in determining the applicant's success.

6. It can be concluded from the data that the PAP is used as a motivational tool to help the student excel with his/her SAE.

7. From the data, it can be concluded that participation in the PAP does motivate the student to excel with their SAE.

Philosophy

1. From the data, it can be concluded that a majority (58 percent of the population) believed that the applications were judged fairly.

2. A concern has been raised that the figures that appear in the winning application are not in the applicant's record book. The data concluded (especially in the high group) that this is true. It should be the final conclusion that figures in the application do not appear in the applicant's record book 100 percent of the time as they should.

3. The data confirmed that both groups believed that a system should be put into place to substantiate the accuracy of the figures found in the application.

4. From the data, it should be concluded that the Oklahoma State Department of Voc-Tech should check the applications for accuracy in the financial figures of the application.

5. FFA members and their families become well known across Oklahoma by participating in events offered by the FFA and

participation in other agricultural functions. Some advisors have expressed concern that the family name is a factor in the success of the application. The data presented (58 percent, high group; 53 percent low group) would lead to the conclusion that the applicant's family name is a factor in determining the success of the application.

6. The data established that 66.66 percent of the applicants in the production areas could prove ownership of the SAE while 33.3 percent could not. This fact leads to two conclusions: (1) there is a definite need for the applications to be checked for ownership: (2) there is a definite need for students, parents, and advisors to be more honest in the application preparation.

7. At the National FFA convention each regional winner is interviewed to determine the national winner. This type of system at the state level would strengthen the state winners' chances at national competition. They would have already been exposed to an interview situation and its pressures. It would also ensure a more experienced winner. Although the logistics of this undertaking would be enormous, it can be concluded that the top three finalists should be interviewed to determine the state winner.

8. The data confirmed, and it should be concluded that pictures and narrative of the pictures are major factors in determining the success of the application.

9. The majority of advisors would not apply for awards in a specific area if they knew the judges in advance.

Competitive Events

1. It can be concluded from the data that the high group is more competitive in the public speaking area than the low group and that the advisors of the high group are more comfortable in working in an area that is more structured (time limits, topics, etc.) than the low group.

2. From the data, it can be concluded that the low group is more competitive in the area of judging contests as compared to the high group.

3. The data confirmed that the high group was more competitive than the low group in the areas of parliamentary procedures, greenhand quiz and creed public speaking.

4. Livestock shows can consume a major portion of the FFA advisors out-of-classroom time. It requires a major effort to prepare and attend livestock exhibitions. This is a very busy time of the year (mid-January to mid-March) for an FFA advisor because of the number of shows, application deadlines and speech and judging contests that a chapter may attend. The low group was attending 1.2 more livestock shows per year than the high group. This may not seem like a big difference but when it is considered that at least two more days are spent at livestock shows for the low group, it is a very big difference. It can definitely be concluded that the low group is more competitive in the area of livestock shows.

5. It can be concluded that the high group is more competitive in the area of State and American FFA degrees as compared to the low group.

Recommendations

Chapter Characteristics

1. Although it was found that most of the winners lived on the farm, the high group had a much more equal distribution of where the winners resided. Also, the high group had about the same number of total winners. From this information it is recommended that equal consideration should be given to all students regardless of their type of residence.

2. Due to the fact that advisors perceive awards and recognition as important to the development of the SAE, it is recommended that awards and recognition should be made a part of the teaching process.

3. Chapters and students should prepare more applications if they are to have more winners in the PAP.

4. Since the data established that the high group had a stronger level of participation in the area of repeat winners, it is recommended that students should compete in the PAP before their last year of eligibility.

5. Many activities in multiple teacher departments are coordinated by one of the teachers. In the instance of preparing PAP applications, however, it is recommended that all the teachers work together to prepare the application in order to have a better chance of winning.

It is recommended that chapters: (1) allow students class time to prepare PAP applications, (2) maintain files of previous

applications, (3) pay for the film and processing; (4) have chapter ownership or access to a computer; and (5) that a further study be made to determine if GPA influences the student's chances of winning in the PAP.

Chapter Advisors

1. All advisors should be encouraged, no matter what their FFA background, to participate in the PAP. It should be observed that the most successful advisor in the PAP did not participate in the program when they were FFA members.

2. It has been concluded that the high group of advisors were more competitive at the regional and national levels of competition. Because they are more competitive and have more experience in this area, it is recommended that these advisors be used as a resource in reviewing and critiquing the applications that are to be submitted for regional or national competition.

3. The ODVTE should inform the secondary school administrators about the PAP and its use as a motivational tool for the development of the student's SAE. Secondly, these administrators should be asked to assure their FFA advisors that they realize the importance of participation in PAP to the development of the student's SAE.

Application Preparation

1. It has been found in the data that most advisors begin to prepare their students for participation in the PAP at the ninth grade level. A significant portion of the population however,

reported that it does not matter what grade level they begin to prepare their students to enter into the PAP. It should be recommended that the student should begin to prepare for the PAP as soon as possible in their FFA careers.

2. It is recommended that the student be actively involved in all phases of the application preparation, also, that the advisor, the student, and the student's family should work as a team in preparing the application.

3. It takes a great deal of time to prepare the application. When workshops, etc. are conducted in the area of the PAP, it should be explained that at least four to six hours should be budgeted for each application.

4. It is recommended that cash prizes should be continued as part of the PAP. If more participation in the PAP is warranted the amount of cash prizes should be increased.

5. When an application is to be prepared, the continuing financial growth of the SAE should be given a high priority in the financial portion of the application.

6. It is recommended that the PAP be used as a motivational tool by instructors. Attention to this area should be given by teacher educators in training agricultural education instructors. When advising agricultural education instructors, the ODVTE personnel should stress the PAP as a motivational tool available to teachers.

7. It is perceived by both groups that the participation in the PAP does motivate the student to excel with their SAE. Because

of this need to excell in the SAE an active participation in the PAP should be given strong consideration by all instructors of Agricultural Education.

Philosophy

1. A majority of both populations (58 percent) agree that the applications were judged fairly. Since 42 percent of the population perceived that the applications were not judged fairly, it is recommended that the advisors be informed of the criteria to be used in judging the applications. Also, if a score sheet is used by the judges, it should be available to the advisors.

2. It has been concluded that not all applications are truthful concerning the figures that appear in the application. A large majority of the advisors (82.6 percent) believe that a system should be put into place to check the application for validity of the figures. It is recommended that a system be devised and put into place to check the figures that appear in the application.

3. It is recommended that the ODVTE check the applications for accuracy.

4. The data confirmed that the family name of the applicant is a factor that could lead to the success of the application. It is recommended that some means be devised to withhold the applicant's name from those that are judging the application.

5. The task of checking all the applications for accuracy would be an enormous undertaking, especially considering that this is the busiest time of the FFA year. The data concluded that only 66.6 percent of the applicants in the production areas could prove ownership of the SAE. It must be recommended that at least the top three applications be checked for accuracy of the figures and actual ownership. Also all FFA advisors should be informed that honesty in the preparation of the PAP application should be considered above all other factors.

6. It is recommended that the top three finalists in each award area be interviewed to determine the eventual state winner in that area.

7. When preparing an application it is recommended that the applicant consider the pictures and narrative of the pictures as a vital part of the application.

8. It is recommended not to release the names of the judges prior to the judging data.

Competitive Events

1. Due to the fact that this study was completed with a population that did not encompass all the state FFA advisors it is recommended that another study be completed to determine what factors encourage advisors to participate in different kinds of competitive events.

Further Recommendations

It is further recommended that another study be conducted on a regional or national level to determine if the results of this study are valid on a broader scale.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

THANK YOU

For Agreeing to Participate in this Study

Congratulations on the outstanding showing that your students have made in the FFA Proficiency Award Programs. It is a tribute to you as a motivator of your students in encouraging them to participate in this FFA activity. Please take a few minutes out of your busy schedule to complete the following questionnaire. Remember that a winner is a member that has placed in the top 3. The results will help improve the program and enhance the overall FFA program.

CHAPTER QUESTIONS

1. What percent of your State Proficiency Award winners live:
 _____ On the Farm _____ Urban
 _____ 10 acres or less
2. How many State applications has your chapter submitted the last 3 years?
 _____ Total
3. How many of your winners have placed in the same area but in different years?
 _____ Total
4. Over the last 3 years, how many of your chapter's state winners have won Regional or National awards?

5. Since you have been teaching, how many Proficiency Award winners under your instruction have won Regional or National awards?

6. In the last 3 years, how many State and American FFA Degree recipients has your chapter had?

7. In the last 3 years, how many Public Speaking contestants has your chapter had in the:
 District Contest _____
 State Contest _____
8. How many Judging teams does your chapter prepare for state contest?
 _____ Total
9. Are your chapter's applications to the state also your local winners?
 _____ Yes _____ No
10. How important are the awards and recognition to the development of SAE?
 _____ Very Important _____ Some Importance
 _____ Little Importance

11. Has your chapter had a district or state qualifying team or member in any of the following: (indicate number)
- Parliamentary Procedure ___ District ___ State
 Greenhand Quiz ___ District ___ State
 Creed Contest ___ District ___ State
12. If you are in a multiple-teacher department, is one teacher in charge of preparing Proficiency Awards?
- ___ Yes ___ No ___ NA
13. At what grade level do you start preparing a student for a State Proficiency Award?
- ___ 9th ___ 10th ___ 11th
 ___ 12th ___ Does Not matter
14. In your truthful opinion, what is more important to the success of the application?
- ___ Application ___ Pictures
 ___ Narrative of pictures
15. Are students allowed to use their class time to prepare their applications?
- ___ Yes ___ No
16. Would you apply for more awards in specific areas if the judges for that area were known in advance?
- ___ Yes ___ No
17. Do the figures that appear in the application correspond with those in the student's record book?
- ___ Always ___ Sometimes ___ Never
18. Who prepares the first draft of the application?
- ___ Student ___ Student Family
 ___ Advisor ___ Student and Advisor
19. After the first draft of the application is completed, who prepares the final applications?
- ___ Student ___ Student's Family
 ___ Advisor ___ School Personnel
 ___ Professional Typist

20. How much time does the student spend on preparing the actual application?
- 2 or less Hours 4 or less Hours
 6 or less Hours Over 6 Hours
21. Should the top 3 applications be interviewed before a panel of judges to determine the winner at the State convention?
- Yes No
22. How important is the financial compensation that is given to the winners?
- Very Important No Importance
23. Do you feel that applications are judged fairly?
- Yes No
24. Should a system be put in place to check the accuracy of the figure in the application?
- Yes No
25. If so, who should check the application?
- State Department PI
 Neighboring Teacher Administrator
26. In your opinion, what is the most important factor in determining the success of the application?
- Large Financial Gain
 Continuing Growth
 Increase in Net Worth
 Increase in Scope
27. Is the student's family name a factor in determining the success of the application?
- Yes No
28. In the production areas (e.g. beef, dairy, crops) can your winners actually prove ownership that they state in their applications, or is it more of a part of the family operation?
- Always Sometimes
29. Did you, as an FFA member, participate in the State Proficiency Award program?
- Yes No
30. Did you receive the State or American FFA Degree?
- Yes No

31. As an advisor, how many livestock shows does your chapter participate in each year that you attend?
 _____ Total
32. Do you use Proficiency Awards as a motivational tool to help the student increase the scope of his/her SAE?
 _____ Yes _____ No
33. Does winning a Proficiency Award motivate the students to excel with his SAE?
 _____ Yes _____ No
34. Do your administrators encourage you to have students apply for these awards?
 _____ Yes _____ No _____ Is Not Informed
35. Does your district supervisor encourage you to apply for these awards?
 _____ Yes _____ No
36. Is the state staff helpful in answering questions about Proficiency Awards?
 _____ Yes _____ No
37. Is helping students participate in the Proficiency Award Program part of your job?
 _____ Yes _____ No
38. Does your chapter maintain files of previous applications:
 _____ Yes _____ No
39. Does your chapter own a camera?
 _____ Yes _____ No
40. Who pays for the film and processing of the film?
 _____ Student _____ Chapter _____ Advisor
 _____ Family _____ School _____ Booster Club
41. Does your chapter own a:
 Typewriter
 _____ Yes _____ No
 Computer with Word Processing Ability
 _____ Yes _____ No
42. What is the grade point average of your winners?
 _____ Under 2 _____ 2-2.5 _____ 2.6-3.0
 _____ Over 3.0

42. Why is participating in the Proficiency Awards Program important to you?

43. What are the positive aspects of the program?

44. What are the negative aspects of the program?

45. Additional Comments.

APPENDIX B

ADDITIONAL COMMENTS

Why is participating in the Proficiency Program important to you?

Recognizes good work

My program receives a lot of accountability from the use of PAP

Besides allowing a student to set goals it builds character

More student and family participation when proficiency awards are a goal

Possibility to earn a trip abroad

It is very important for a student to have a good feeling about himself

The continuing recognition of students far and above excell normal expectations

If it is important to the student it is important to me

What are the positive aspects of the program?

It allows more nontraditional SAE's to become a part of the record keeping process

Public relations for chapter

Shows that work pays off

Students learn to follow instructions, complete applications, compete in contests, and use English skills

Expands program

High standards are needed to have a quality program and the awards program honor these kinds of programs

Students realize what may be common and natural to them is not for others and gives them greater pride in what they are

Provides good application techniques, win or lose

The recognition, money, and the people they meet

It sure made my students feel good about themselves to win on state and national levels. Our school is so small that many think they can't do anything or think they aren't important

What are the negative aspects of the program?

Creates some jealousy among other members of the chapter

Time required to fill out application and due date is at a very busy time of year

Too few are involved

It seems that state winners may have already sold all projects they used to win at time of state convention

Some applications are not truthful

Too much emphasis is placed on quality of pictures rather than the quality of applicant's program

Expense of pictures and processing

Sometimes dollars seem to talk

A lot of work

Those who value winning above all else

Additional Comments

I truly believe that if as much publicity was given to the awards programs as to livestock shows the image of the FFA would be greatly enhanced

All applications should have space for number of animals or crops owned by parents

Anytime we have a chance to recognize a student we need to expose them to the public

Recognize two additional applications at the state level, first, second, and third honorable mention and honorable mention

Applications should have sample totals as in the final all day reports. Ownership should be established

The best programs our state organization offers

The PAP helps out most on motivating students to do well on the local level

Give more credit to student's ingenuity

VITA

Mark E. Pearson

Candidate for the Degree of

Master of Science

Thesis: AN ANALYSIS OF SELECTED FACTORS ASSOCIATED WITH
PARTICIPATION OF OKLAHOMA FFA CHAPTERS IN THE FFA
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