

EXTENT OF SOCIAL SKILLS DEVELOPMENT BY
VOCATIONAL AGRICULTURE STUDENTS/FFA
MEMBERS AS PERCEIVED BY SELECTED
VOCATIONAL EDUCATORS AND PUBLIC
SCHOOL SUPERINTENDENTS

By

SHELLY R. PEPER

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

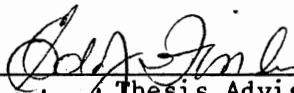
May, 1988

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
July, 1989

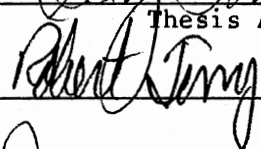
Thesis
1989
P421e
cop. 2

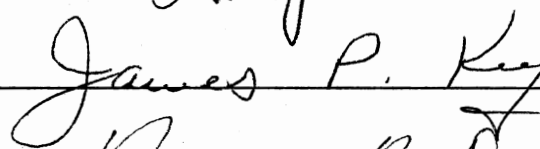
EXTENT OF SOCIAL SKILLS DEVELOPMENT BY
VOCATIONAL AGRICULTURE STUDENTS/FFA
MEMBERS AS PERCEIVED BY SELECTED
VOCATIONAL EDUCATORS AND PUBLIC
SCHOOL SUPERINTENDENTS

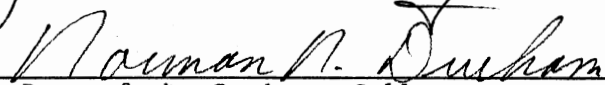
Thesis Approved:



Thesis Adviser







Dean of the Graduate College

ACKNOWLEDGMENTS

"No man is an island." -- John Donne

Without the caring, patience, and guidance of the researcher's family, advisers, and friends, this research effort would not have been possible.

The writer's most sincere appreciation must be extended to Dr. Eddy Finley, major adviser for this research. By serving as not only a mentor and adviser, but as a friend, Dr. Finley helped the writer to make completing this study both educational and rewarding.

Throughout the writer's undergraduate studies and especially during the graduate program, her family served as her biggest source of strength. Arthur, Mildred, and Trent Peper and Vivian Allison provided the love, support, and spiritual guidance, whatever the accomplishment or problem. Special gratitude to "Daddy, Mom, Little Brother, and Nana."

Special recognition is given to the vocational agriculture staff of the State Department of Vocational and Technical Education, especially Kent Boggs, Joe Raunika, and Billie Moore, for their assistance in completing the study.

A heartfelt thanks to Kay Porter, typist extraordinaire. Without her talent, skill, and patience, this final product would not have reached completion.

This thesis is dedicated to "Papa," the writer's grandfather, David Thompson Allison (1909-1985), for his belief in her abilities and his unending love. His dream was fulfilled when the writer completed her Master's degree.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Rationale for the Study.	3
Statement of the Problem	4
Purpose of the Study	4
Objectives of the Study.	4
Assumptions of the Study	5
Scope of the Study	6
Definition of Terms.	6
II. REVIEW OF LITERATURE	9
Introduction	9
Purpose of FFA	9
Social Skills.	12
Leadership.	12
Etiquette	13
Citizenship	14
Community Service	16
Cooperation	16
Review of Related Research	18
General Image Perception of Other Youth Organizations.	22
Vocational Student Organizations.	22
4-H Club.	23
Boy Scouts of America	24
Girl Scouts of the U.S.A.	25
Summary.	26
III. METHODOLOGY	29
Institutional Review Board (IRB)	29
Objectives of the Study.	30
The Population	31
Selection and Development of the Instrument.	34
The Instrument	35
Collection of Data	36
Analysis of Data	39
IV. PRESENTATION AND ANALYSIS OF DATA	41

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	79
Summary.	79
Rationale for the Study.	80
Purpose of the Study	80
Objectives of the Study.	80
Design of the Study.	82
Major Findings of the Study.	83
Conclusions.	93
Recommendations.	94
Recommendations for Additional Research.	95
LIST OF REFERENCES	96
APPENDIXES	100
APPENDIX A - QUESTIONNAIRE - VOCATIONAL EDUCATORS . . .	101
APPENDIX B - QUESTIONNAIRE - SUPERINTENDENTS.	106
APPENDIX C - COVER LETTER	111

LIST OF TABLES

Table	Page
I. Population of the Study.	33
II. Respondents' Perceptions of the Extent of Social Skills Development Achieved by Vocational Agriculture Students/FFA Members Within the Area of Leadership.	44
III. Respondents' Perceptions of the Extent of Social Skills Development Achieved by Vocational Agriculture Students/FFA Members Within the Area of Etiquette	47
IV. Respondents' Perceptions of the Extent of Social Skills Development Achieved by Vocational Agriculture Students/FFA Members Within the Area of Citizenship.	49
V. Respondents' Perceptions of the Extent of Social Skills Development Achieved by Vocational Agriculture Students/FFA Members Within the Area of Community Service.	52
VI. Respondents' Perceptions of the Extent of Social Skills Development Achieved by Vocational Agriculture Students/FFA Members Within the Area of Cooperation.	54
VII. Respondents' Perceptions of the Extent of Social Skills Development by Vo-Ag Students/FFA Members Through Involvement in Vocational Agriculture and the FFA.	57
VIII. Respondents' Perceptions of the Opportunities Available for Vo-Ag Students/FFA Members to Develop Their Social Skills.	59
IX. Respondents' Perceptions of the Extent of Social Skills Development in Other High School Courses. . .	61
X. Respondents' Perceptions of the Opportunities Available for Students to Develop Their Social Skills in Other High School Courses.	63

Table	Page
XI. Respondents' Perceptions of the Value of Specific FFA Activities Toward the Development of Vocational Agriculture Students'/FFA Members' Social Skills.	67
XII. Respondents' Perceptions of the Importance of the Development of Social Skills	70
XIII. Respondents' Perceptions of the Incorporation of Teaching Social Skills in the Classroom.	74
XIV. Respondents' Number of Years of Experience as Vocational Educators or Administrators.	76
XV. Summary of Respondents' Perceptions of the Extent of Social Skills Development Achieved by Vocational Agriculture Students/FFA Members Within the Areas of Leadership, Etiquette, Citizenship, Community Service, and Cooperation.	87
XVI. Summary of Respondents' Perceptions of the Extent of Social Skills Development.	90
XVII. Summary of the Rank Order of Respondents' Perceptions of the Value of Specific FFA Activities Toward the Development of Vocational Agricultural Students'/FFA Members' Social Skills.	92

CHAPTER I

INTRODUCTION

Organized in November, 1928, the Future Farmers of America (FFA) is a national organization of students enrolled in vocational agriculture/agribusiness. All students in these programs are to receive instruction in personal leadership growth and development (FFA Manual, 1988). Furthermore, the FFA offers opportunities for students to become productive citizens within a democratic society.

More specifically, the objectives and purposes of the FFA are set forth in Section 3 of the organization's charter, Public Law 81-740. Pursuant to Section 3 of the FFA's charter, the FFA is to be an integral part of the organized instructional programs in vocational agriculture/agribusiness. Also pursuant to Section 3 of the FFA's charter are the following aims and activities:

To build the confidence of students in themselves and their work by developing desirable work habits and effective use of their time by learning to assume responsibilities and by developing personal and occupational competencies in communications, human relations, and social abilities leading to intelligent choices of careers, and successful employment, including entrepreneurship in agriculture.

To foster programs and activities which will develop occupational pride and responsibility, leadership, character, scholarship, citizenship, patriotism, thrift, and the improvement in community life by encouraging members to improve the home and its surroundings (FFA Manual, 1988, p. 56).

As of March, 1989, the 371 FFA chapters within the State of Oklahoma had in excess of 18,400 student members (The Outlook, 1989). As these FFA members prepare for the 21st Century, it is essential that they are provided with a unique set of experiences. Leadership, teamwork, personal responsibility, and other important social skills are highly valued by employers. The 21st Century promises exciting challenges for agriculture's new generation. America, as well as the rest of the world, needs well-prepared, enthusiastic young people--those who have developed a high level of social skills--to become tomorrow's leaders.

Persons who are most closely associated with the aims and activities of the FFA (i.e., state supervisory staff, teacher educators, vocational agriculture teachers, FFA members, FFA Alumni, and other friends of the FFA) would probably be quick to point out and emphasize the extent of social skills development achieved by vocational agriculture students/FFA members. Furthermore, previous research reports (Braker, 1973; Brannon, 1988; McGhee, 1974) provide some evidence to the extent of social skills development achieved by vocational agriculture students/FFA members. In addition, during the 60-year history of the National FFA Organization, there undoubtedly have been a great many people who have developed opinions (perceptions) regarding the extent of social skills development achieved by vocational agriculture students/FFA members; however, to the dismay of the investigator of this research effort, no evidence was discovered which would substantiate their perceptions.

Rationale for the Study

Considering the nature of this research, and more especially the constraints relative to time and monies available to conduct this research, the investigator deemed it to be most appropriate (under the circumstances) to be methodical and selective in the design and implementation of this research. In other words, it was essentially impossible to include in this research effort every lay person who resided in Oklahoma; therefore, the investigator purposefully selected certain individuals to be included in this research -- once again, to cause this research effort to be more manageable. It is especially important to emphasize that the certain individuals selected to be included in this study were public school superintendents and vocational educators (who were not teachers of vocational agriculture) because these individuals were apparently "closer" to the vocational agriculture program selected. The consideration was that these selected individuals' familiarity with the vocational agriculture programs (as a part of the vocational-technical family) and their perceptions would be of most importance because they should be more aware of the scope of social skills being taught in the vocational agriculture classroom. Even so, due to the design of this research effort, the investigator believes the findings of this research should prove to be beneficial in that additional evidence was obtained regarding the extent of social skills development achieved by vocational agriculture students/FFA members.

Statement of the Problem

Based upon the rationale of this research effort, especially regarding the purposive selection of individuals to be included in this research effort, the investigator decided to attempt to measure the perceptions of selected vocational educators and public school superintendents pertaining to the extent of social skills development achieved by vocational agriculture students/FFA members primarily because, at the present time, their perceptions are unknown.

Purpose of the Study

The purpose of this research effort was to determine the extent of social skills development achieved by vocational agriculture students/FFA members as perceived by selected vocational educators and public school superintendents.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established:

1. To identify and purposefully select the vocational educators and public school superintendents to be included in this study.
2. To determine the extent of social skills development achieved by vocational agriculture students/FFA members in the areas of leadership, etiquette, citizenship, community service, and cooperation as perceived by the selected vocational educators and public school superintendents.
3. To obtain the general perceptions of the selected vocational educators and public school superintendents regarding (a) the extent

vocational agriculture students/FFA members develop their social skills competencies, (b) the extent of opportunities available for those students to develop their social skills, (c) the extent those students develop their social skills competencies through their involvement in other high school courses (i.e., English, math, history, science, etc.), (d) the extent of opportunities available for those students (in general) to develop their social skills in those other high school courses, (e) the most important social skill developed by vocational agriculture students/FFA members, (f) the importance of the development of social skills, (g) the one reason the development of social skills is important or unimportant, and (h) the incorporating of teaching social skills in the classroom.

4. To determine, by rank order, the FFA activities perceived by the selected vocational educators and public school superintendents to be the most beneficial in the development of vocational agriculture students/FFA members social skills.

5. To determine specific demographic information relative to the selected vocational educators and public school superintendents.

Assumptions of the Study

For the purpose of the study, the following assumptions were accepted by the investigator.

1. The vocational educators and public school superintendents understood and/or comprehended the questions asked in the instrument.
2. The vocational educators and public school superintendents understood the meaning of social skills as applied to the study.
3. The perceptions expressed by the vocational educators and

public school superintendents were honest expressions of their opinions.

Scope of the Study

It is especially important to note that 26 Oklahoma FFA chapters were nationally recognized (in the academic year 1987-88) as national gold-, silver-, or bronze-rated chapters. All of these 26 nationally recognized Oklahoma FFA chapters were used by the investigator to determine the population of the study. Therefore, the scope of this study included 26 selected public school superintendents and 59 selected vocational educators (excluding agricultural education educators) in the 26 selected Oklahoma public schools. The total population of this study was 85 selected vocational educators and public school superintendents.

Definition of Terms

The following definitions are presented as they apply to the study.

Social Skills - those skills which enhance a person's ability to live and work together in communities or organized groups in a manner acceptable to society.

Vocational Agriculture (Agricultural Education) - refers to a vocational/occupational program administered in the public schools, designed to train young people for careers in agriculture or agricultural-related businesses and/or to prepare young people for advanced education in a college or university.

Vocational Educator - a teacher in a public school vocational course such as business and office education, health occupations education, home economics and consumer education, industrial arts/technology education, marketing education, trade and industrial education, and coordinated vocational education training (CVET).

Public School Superintendent - a person who has overall charge and control of a school maintained by public funds.

Leadership - the way in which an individual works with and through people to accomplish goals or objectives; a learned, behavioral skill that is developed through training and experiences.

Etiquette - those behaviors (i.e., manners, courtesies, formals, etc.) which are accepted as proper by the society in which a person lives.

Citizenship - the way in which a person shows loyalty to his or her nation by respecting national symbols (i.e., U.S. Flag, National Anthem, etc.), obeying laws, and appreciating a democratic society.

Community Service - the work completed by individuals or groups to improve either the physical appearance or economic state of a community, usually without pay or tangible reward.

Cooperation - the ability of individuals to work together to accomplish a task or reach a goal.

General Perceptions - the opinions or ideas of persons concerning the overall aspects of the social skills development of vocational agriculture students/FFA members.

National FFA Organization - a national organization of students enrolled in agricultural education/agribusiness departments in a public school; membership is available to those who are at least in the

seventh grade and no older than 21 years of age.

Democratic Society - an organized group or community in which the people have supreme power in the government; i.e., each individual has equal power (one vote) to choose group representatives or change group policy.

Civic Responsibility - accepting of the duties and obligations associated with living in a community, city, state, or nation.

Progressive Community - a social group making continuous efforts to advance, improve, or better the state of the group or to move toward specific group goals.

Safety Awareness Programs - educational programs designed to increase safety consciousness among citizens of a community; conducted by an FFA chapter, often in conjunction with the National FFA Safety Award Program.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of literature which the author deemed relevant to this study. This review of literature is divided into the following sections: (1) Introduction; (2) Purpose of the FFA; (3) Social Skills; (4) Review of Related Research; (5) General Image Perceptions of Other Youth Organizations; and (6) Summary.

Introduction

In a society that is as complex as ours, there is a need for people who have the ability, willingness, and skill to work together. If any group, even any nation, is to survive and progress, the people comprising it must work together in a harmonious manner (Gray and Gray, 1964, p. 1).

Today's society is dominated by groups, both formal and informal. To be accepted by society, an individual must acquire the skills necessary to work together. Hobbs and Powers (1969) presented the following description of society:

One notable characteristic of our society is the way we work as formal groups to get things done. This is true at the neighborhood, community, state, and national levels. These formal groups cover a wide range of purposes and play an important role in our lives (p. 1).

Another formal group in today's society is made up of the people working in a business or at a place of employment. The ability of these people to work together is important to the success of the

business, possibly more important than a person's job-related skills. Drake (1982, p. 5) stated that "self concept, humanistic attitudes, and social skills have much more effect on employment success than any of the more measurable competencies."

Therefore, in order to prepare public school students for their occupational, social, and civic responsibilities, vocational agriculture and the FFA are designed to develop competencies in leadership and human relations abilities in addition to the development of occupational skills. These programs are designed to contribute more than one educational objective (Newcomb, McCracken, and Warmbrod, 1986).

The FFA is an integral part of the vocational agriculture program, similar to the relationship among other vocational student organizations and their vocational areas.

Vocational youth organizations are an integral component of the students' vocational preparation in that they provide an emphasis on career planning, civic awareness, social competence, leadership ability, and most importantly, occupational preparation (Spooner, 1974, p. 2).

Purpose of FFA

Since the National FFA Organization was founded in November, 1928: "The FFA has grown from a small struggling organization to a multi-million dollar international corporation. We have never seen it veer from its primary aim and purpose" (Rinker, 1986, p. 15).

Although recent constitutional amendments have changed the name of the organization and of its four degrees of membership (Markwart, 1988), the primary aim of the National FFA Organization remains the same--"the development of agricultural leadership, cooperation, and

citizenship" (FFA Manual, 1988, inside front cover).

The FFA's constitution presents a more detailed explanation of the organization's purpose:

To build the confidence of students in themselves and their work by developing desirable work habits and effective use of their time by learning to assume responsibilities and by developing personal and occupational competencies in communications, human relations, and social abilities leading to intelligent choices of careers, and successful employment, including entrepreneurship in agriculture. To foster programs and activities which will develop occupational pride and responsibility, leadership, character, scholarship, citizenship, patriotism, thrift, and the improvement in community life by encouraging members to improve the home and its surroundings and to develop and improve the community, including its economic, environmental and human resources (FFA Manual, 1988, p. 56).

The FFA's achievement of these purposes was noticed by the members of the Committee of Agricultural Education in Secondary Schools within the Board of Agriculture for the National Research Council. In their report "Understanding Agriculture: New Directions for Education," the committee made the following reference to the FFA program:

As an organization for high school students enrolled in vocational agriculture, the FFA has a record of accomplishment and the capacity to foster individual improvement. For many students, the FFA achieves its goal of developing entrepreneurial skills, leadership, and citizenship (National Research Council, 1988, p. 43).

While adults and non-members are watching the organization from the outside, FFA members monitor it from within. These young people state what they expect from each FFA member as they perform the FFA's opening ceremonies during each meeting, conference, or convention:

"To practice brotherhood, honor rural opportunities and responsibilities, and develop those qualities of leadership which a Future Farmer should possess" (FFA Manual, 1988, p. 28).

Social Skills

Social skills are those skills which enhance a person's ability to live and work together in a community or organized group in a manner acceptable to society. According to Drake (1982, p. 5), "Self-concept, humanistic attitudes, and social skills probably have much more effect on employment success than many of the more measurable competencies." Social skills can be divided into several categories, including leadership, etiquette, citizenship, community service, and cooperation.

Leadership

Leadership is the ability to help others reach their goals. This social skill can be defined further as "the process of influence between a leader and those who are followers" (Hollander, 1978, p. 1) or as "working through people to accomplish a particular organizational goal" (Blanchard, Zigarmi, and Zigarmi, 1987, p. 13).

At the 60th National FFA Convention, Lee Iacocca (cited in Helmeid, 1987), chief executive officer of the Chrysler Corporation, said in an address to the convention, "When I asked what the FFA is all about, the most frequent answer I received was leadership" (p. 1).

"The FFA believes that leaders are made and not born. Leadership skills can be developed but like any other special skill or talent it takes practice" (FFA Manual, 1988, p. 48). "The FFA is dedicated to leadership development" (Erickson, 1986, p. 17).

Leadership development is emphasized in vocational agriculture and the FFA because leadership is a part of the organization's primary

aim (FFA Manual, 1988). Carter (1983) recommended the continuation of the programs' emphasis on this social skill:

Agricultural education should continue to emphasize leadership development through the FFA organization. The FFA has developed a strong reputation because of the excellent leadership that has been developed through the activities which have been an integral part of the agricultural education curriculum (p. 5).

By capitalizing on its greatest strength--leadership and personal development--the FFA will continue to prepare leaders for our nation (Hoyt and Storms, 1988).

Etiquette

Etiquette is the behavior which is considered acceptable and/or appropriate by society. "Appropriate behavior should be taught from the beginning . . . It would help if our schools were also calling for a desirable standard of conduct" (Comer, 1987, p. 216).

Because of the importance of etiquette as a social skill, the FFA emphasizes proper etiquette in its activities and outlines the use of etiquette in the organization's Code of Ethics. These guidelines for an FFA member's behavior include the following: dressing neatly and appropriately for the occasion, being courteous, showing respect for the rights of others, and demonstrating sportsmanship (FFA Manual, 1988).

Through personal development training sessions and workshops, FFA members "learn how to establish a positive self-image and attitude, develop appearance and etiquette skills, as well as sharpen interpersonal communications skills" (Hoyt and Storms, 1988, p. 15).

Proper etiquette is also expected from FFA members attending state and national conventions. The 63rd State (Oklahoma) FFA Convention

program (1989) presents FFA members with the following reasons for proper public conduct:

People form their first impression of you and your chapter on your conduct, the way you look, dress, and the pride you show by your overall appearance. Proper conduct, along with good grooming and wearing the official FFA jacket properly, will also help build the image of agricultural education and the FFA (p. 5).

As non-members form impressions of FFA members, these non-members are developing an image of the FFA organization. Often, their first impressions can be lasting ones.

The appearance of our students during field trips, tours, traveling, and FFA activities where they are before the public are essential to image building. We have been rather demanding, requiring that specific guidelines of student dress be followed on all out-of-school activities . . . As picky as this sounds, the appearance of our students does make a difference, and it is a key to image building for any program (Moffitt and Gratz, 1987, p. 23).

As the late Will Rogers (cited in Agnew and Adams, 1987, p. 21) said, "You never have a second chance to make a first impression." FFA training in etiquette skills helps to make that first impression a good impression.

Citizenship

Citizenship is the way in which a person shows loyalty to his or her nation, including respecting national symbols such as the nation's flag and national anthem, obeying laws, and appreciating a democratic society. "America's greatness is a product of its useful and patriotic citizens" (FFA Student Handbook, 1984, p. 13).

"The FFA offers opportunities for becoming productive citizens in

our democracy" (FFA Manual, 1988, p. 5). The evidence of the FFA's development of citizenship begins with a portion of the FFA Creed, written by E. M. Tiffany in 1930:

I believe that rural America can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task (FFA Manual, 1988, p. 9).

The emphasis on citizenship skills development can also be found in the specific purposes for which the FFA was formed: "To develop character, train for useful citizenship, and foster patriotism" (FFA Manual, 1988, inside front cover).

Although developing citizenship as a social skill is part of the FFA's primary aim and purpose on all organizational levels (FFA Manual, 1988), special attention is placed on citizenship development during the annual Washington Conference Program (WCP). Since 1969, this leadership and personal development activity has hosted more than 20,000 members and advisers for one-week training camps in Washington, D.C. (Hoyt and Storms, 1988).

Participants [at WCP] better understand their role as an American citizen. Through visits with leaders on Capitol Hill and historical sights and monuments, they come to appreciate the governmental system and the American way of life. It is a chance for many to see what dedication and leadership with a vision have provided through the example of people before them (p. 15).

Citizenship training is also important on the local FFA chapter level. Townsend and Carter (1983) found that FFA members who participated in activities such as community service, fund raising, parent-member banquets, and improvement projects had better citizenship scores on a scale designed to measure development of this social skill.

Community Service

Community service is the work done by individuals or groups to improve either the physical appearance or economic state of a community, usually without pay or tangible reward.

FFA programs, such as the Building Our American Communities (BOAC) program, were developed to give FFA members in each local chapter the opportunity to work with local government and community leaders and to learn to recognize community needs (FFA Student Handbook, 1984, p. 79).

"The development of community pride and working toward community improvements may be the most important training student leaders can receive. Everyone is a part of a community and needs to become a responsible citizen of that community" (Wink, 1978, p. 173).

Students involved in community service activities benefit not only the school and community, but themselves. According to Miller (1983):

Vocational students who interact with the community through work-related charitable, conservation, or beautification projects act as ambassadors for the school . . . in a positive, responsible way, because they are willing and eager to become involved in their community (p. 1).

Community service activities of the FFA (especially BOAC) take the vocational agriculture program beyond the classroom and teach students community consciousness and the importance of volunteerism (Sample, 1986).

Cooperation

Cooperation is the ability of individuals to work together to accomplish a task or reach a goal.

As one of the primary aims of the FFA, cooperation skills are

emphasized in almost every FFA activity, including chapter farms, community service projects, livestock shows, children's barnyards, fund-raising activities, banquets, and various contests (FFA Student Handbook, 1984). In addition, one of the specific purposes of the organization is "to participate in cooperative effort" (FFA Manual, 1988, inside front cover).

FFA members recognize the importance of cooperation in attaining personal and organizational goals. In the organization's closing ceremonies, a reminder of the importance of cooperation is spoken by the president--"As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and, above all, honest and fair in the game of life" (FFA Manual, 1988, p. 29).

As FFA members participate in the "game" of life, they could be considered as a "team." "Teamwork [a term similar in meaning to 'cooperation'] makes every task easier" (FFA Student Handbook, 1984, p. 13).

As a "team," the FFA members remember the importance of teamwork and cooperation. The students practice with desire and determination. The adviser (vocational agriculture instructor) brings out the best in the "team" by recognizing individual ability and helping them grow in their own way. The parents give encouragement and advice. The cooperation among these groups makes the FFA program possible (Meyer, 1986).

In describing the importance of social skills development, Iverson (1982) recognized the emphasis the FFA places on cooperative activities.

The vocational agriculture department stresses cooperation as more important than competition. The award system

rewards cooperative activities to a greater extent than contests. Everyone who achieves is rewarded, along the lines of the Olympic model (gold-silver-bronze awards) (p. 7).

Review of Related Research

Of the many studies concerning vocational agriculture and the FFA, several studies were found to have a direct relationship to the present study. In a study conducted by McGhee (1974) concerning the attitudes of superintendents, principals, county vocational directors, and guidance counselors regarding vocational agriculture in West Virginia, it was found that superintendents, principals, county vocational directors, and guidance counselors were generally favorable toward vocational agriculture and had an accurate understanding of the primary goals and objectives of vocational agriculture. In addition, here was a positive correlation between the attitudes of principals regarding vocational agriculture and the ranking of the vocational agriculture departments by teacher educators and state supervisors. He indicated that there is a need to study effectiveness of vocational agriculture departments/FFA chapters as perceived by various school personnel and that persons in charge of the vocational agriculture program should work in cooperation with school personnel to provide quality programs. In McGhee's study, a total of 257 superintendents, principals, county vocational directors, and guidance counselors were surveyed with a 100 percent return of the mailed questionnaire.

Braker (1973) conducted a nationwide study concerning the image of the FFA as perceived by current active members and advisers. The conclusions, based on a 67.9 percent return, included:

The FFA provides numerous opportunities in a significant number and variety for development of leadership.

The training that FFA members receive in leadership, citizenship, and cooperation contributes significantly to an individual's ability to take his place in society.

Respondents were in agreement that the established primary aim and purposes are still the major foundations on which the organization should be based (p. 132, 134).

Based on these and additional conclusions, Braker's recommendations included "members should become more involved in chapter activities and an attempt should be made to get every member actively involved and interested" (p. 135).

In Brannon's (1988) study concerning the impact of vocational agriculture/FFA on community leadership in Oklahoma, the conclusions included:

Vocational Agriculture has had an impact on the success of many community leaders and contributes notably to those who are past participants as well as some who are not participants themselves.

Generally, the younger the leader, the higher the percentage of enrollment in vocational agriculture.

The Vocational Agriculture program offers the most benefits to those who have completed all four years of the program, held an office in the FFA, and obtained an FFA degree above the chapter level.

Community leaders surveyed who had participated in such [leadership activities] felt that their vocational agriculture/FFA leadership activities were effective in developing their leadership skills, contributed much to their success, and have been of value in their careers regardless of occupation (p. 100-101).

In his recommendations, Brannon suggested that:

Vocational Agriculture educators should continue to publicize . . . [program] benefits to people in all walks of life [it] and is of particular importance in the development of community leadership (p. 101).

Matulis, Hedges, Barrick, and Smith (1988) conducted a study concerning the impact of the 4-H Club program as it related to the career development of former 4-H Club members. The 4-H Club study was similar in design to this researcher's investigation of the social skills development of vocational agriculture students/FFA members. The 4-H study surveyed a random sample of 275 4-H alumni from four Ohio counties and had 166 returns (60.4 percent). It was found that:

4-H had a real impact on the development of general work competencies such as responsibility, getting along with people, following directions, and cooperation. These adaptability skills reflect humanization and good work habits and typically are acquired through a variety of instructional modes (p. 19).

The 4-H study further recommended that "leaders should continue to offer opportunities for general work competency development, the acquisition of humanizing skills, and good work habits" (p. 20).

In a study conducted by Thompson (1986) concerning the examination of the perceptions of vocational agriculture programs by superintendents, vocational agriculture instructors, and vocational agriculture students, it was found that:

The vocational agriculture instructional program strengthens the confidence of students in themselves and their work and fosters a deep respect for the dignity of work.

The Future Farmers of America program provides opportunities for youth and adults to work together, is effective in fostering the development of student leadership, and develops student responsibility.

The goals and objectives of vocational agriculture are to develop leadership abilities needed in fulfilling occupational, social, and civic responsibilities, to assist in developing human relations competencies essential in agricultural occupations, and to develop an understanding of career opportunities in agriculture (p. 34).

The findings of this study were based on a random sample of superintendents, vocational agriculture instructors and vocational agriculture students (three per school) from 50 Arkansas public schools. The final response rate was 82 percent for superintendents, 78 percent for vocational agriculture instructors, and 63 percent for vocational agriculture students.

In addition, Thompson (1986) concluded that there were statistically significant and practical differences between the perceptions of superintendents and instructors regarding the goals and objectives of vocational agriculture, the FFA and the instructional program, between instructors and students regarding the goals and objectives of vocational agriculture, the FFA and the instructional program, and between students and superintendents regarding the FFA and the instructional program.

The results of this study indicated that school superintendents had consistently lower perceptions of the FFA . . . and the instructional program than teachers or students. This suggests that superintendents may not understand the value or importance of those items (p. 39).

Thompson's recommendations suggested that vocational agriculture instructors promote the program to emphasize its position in the secondary school structure in order to increase student and superintendent awareness of the program's value and importance.

Viterna (1971) expressed views similar to that of Thompson. Viterna stated that school administrators' opinions of vocational agriculture are very important since their decisions drastically affect program operations and directions.

In a study conducted by Carter and Neason (1984) concerning participation in FFA and self-perceptions of personal development, it

was found that FFA "members who actively participated in FFA activities tend to have high perceptions of their personal development" (p. 43) and that:

The FFA has been shown . . . to contribute to its members' personal development as outlined by the purposes of the organization. This contribution is stronger in certain areas such as leadership (p. 43).

The Carter and Neason study was a replication of the Townsend (1981) study. Carter and Neason found results similar to those of the original study. The replicated study consisted of a population of 54 schools and 426 students. Students from 53 schools returned the instruments.

General Image Perception of Other Youth Organizations

Educators interested in increasing young people's opportunities to hold responsible roles and contribute to the community will find in youth groups possibilities . . . These groups are far more open to educational innovations than schools (Kleinfeld and Shinkwin, 1983, p. 22).

In considering the people's perceptions of vocational agriculture and the FFA, it is also important to review the general image of other selected youth organizations such as other vocational student organizations, the 4-H Club, the Boy Scouts of America, and the Girl Scouts of the U. S. A.

Vocational Student Organizations

Each area of vocational education has its own vocational student organization (VSO), although none have been in operation as long as the FFA program. Other VSOs include Future Homemakers of America/Home

Economics Related Occupations (FHA/HERO), Future Business Leaders of America (FBLA), Distributive Education Clubs of America (DECA), Vocational Industrial Clubs of America (VICA), Health Occupations Students of America (HOSA), and Technology Student Association (TSA) (Gower, 1988).

In his study of the role of student organizations in vocational education, Miller (1983, p. 1) stated that "VSOs provide an important bridge between the real world and the world inside the classroom."

Koeninger (1988) also has a positive perception of all vocational student organizations (VSOs):

When vocational students step from the classroom to such a volatile work environment, they must be armed with far more than occupation-specific skills. They must have the skills needed to adapt to change, to enlist cooperation, to be flexible, and to take on new assignments . . . Career advancement opportunities will be greatest for those who have developed, practiced, and refined leadership skills as part of their occupational preparation . . . VSOs work!

Students who participate in VSO leadership activities are more likely to possess desirable employee traits: adaptability, alertness, assertiveness, dependability, enterprise, enthusiasm, independence, objectivity, originality, personal integrity, persistence, resourcefulness, self-confidence, tact, and tolerance of stress (pp. 38-39).

4-H Club

The Four-H (4-H) Club is a national education system for rural, urban, and suburban youth organized in 1914 through the Smith-Lever Act of Congress. The club is a part of the Cooperative Extension Service program of the United States Department of Agriculture (Willham, 1963). The goals of the National 4-H Club include:

Acquire positive self-concept;

Learn to respect and get along with people;

Learn and practice leadership skills and fulfill roles; and

Participate in community affairs. (Weatherford and Weatherford, 1987, p. 10).

Toward fulfilling these goals, "4-H membership was rated by 4-H alumni as having a high, positive image when compared to other youth programs" (Ladewig and Thomas, 1987, p. 6) and "compared to participants in other youth groups, 4-H alumni were more satisfied with the program's contribution to their personal development" (p. 6).

"The main objective of the 4-H program is personal development" (Vick, 1976, p. 6), and the program develops "the most extensive network of relationships between young people and adults" (Kleinfeld and Shinkwin, 1983, p. 5).

Boy Scouts of America

Organized in 1910, the Boy Scouts of America (BSA) has three basic aims:

Scouting attempts to enhance a child's moral strength and character. The acquisition of appropriate personal values, personal qualities, and a positive outlook are included within this aim. A second aim is citizenship and includes aspects such as interpersonal relationship skills and meeting one's obligations to others, society, and government. The third aim relates to physical, mental and emotional fitness (Sesow and VanCleaf, 1988, p. 6).

However, the image of the organization could, "stand a bit of polish" (Mitchell, 1983, p. 16-17) and the "problem of the BSA's identity--its peculiar niche in American society and what that society may at times expect of it--is not likely to go away."

As a former Boy Scout, Moser (1985) had a different opinion. In an article in honor of the BSA's 75th Anniversary, he wrote the following:

The Scouts have had their problems in recent years-- declining membership, failed expectations and wrenching changes as they have tried to adjust to shifting social priorities. But for all that, the Boy Scouts of America is the most successful youth organization in our history or anyone else's . . . The very title 'Boy Scout' is uniquely a part of the American vernacular, conjuring the image-- depending on one's set of mind--of youthful vigor and integrity or of nerdy disingenuousness (p. 33).

Girls Scouts of the U. S. A.

As the largest voluntary organization for girls in the world, the Girls Scouts U.S.A. (GSUSA) has four primary goals: "1. Developing self-worth; 2. Relating to others; 3. Developing values; [and] 4. Contributing to the betterment of society" (Sesow and VanCleaf, 1988, p. 5).

Over the 77-year history of the organization, the GSUSA has been serving young girls, including those from rural areas. Thomas A. Shannon, executive director of the National School Board Association, praised the GSUSA:

In practice and philosophy, Girl Scout programs are an important adjunct to the instructional programs of both the public and private schools. They add a dimension not available through the schools alone in raising young girls to responsible adulthood. The Girl Scout program is a true partner of the school in the complete education of young women (Ricard, 1985, p. 7).

But the GSUSA has not been without its problems. Membership dropped drastically in the 1970s.

But the numbers aren't all--or even the most important part--of what's disappointing in the new Girl Scouting. A far more significant disappointment is the character of the changes. For although GSUSA clearly had to modernize (every organization needs to catch up, occasionally, with changing times), it modernized wrongly, and so suffered what might be called a loss of spirit . . . The new Girl Scouting . . . mirrors

the conventional wisdom, and so looks just like everything else. To begin to look like everything else is to lose one's own spirit (Flick, 1983, p. 49).

Summary

In today's society, the development of social skills is necessary in order to get along with or work with others. Development of these social skills affects a person's success in business or leisure activities. Therefore, it is important to a student's present and future success to train him or her in social skills competencies.

Social skills are those skills which enhance a person's ability to live with others in a community or organized group in a manner acceptable to society. Social skills can be divided to include the following categories: leadership, etiquette, citizenship, community service, and cooperation.

The development of social skills, especially agricultural leadership, cooperation, and citizenship, is the primary aim and purpose of the National FFA Organization (FFA Manual, 1988).

Developing the social skill of leadership is probably the FFA's area of strongest emphasis. Nearly all of the organization's activities include some form of leadership development because the FFA believes that a leader is made, not born, and must be given practice to master the skill of leadership.

To improve a person's ability to work with others, one must develop habits and behaviors that are acceptable to society; those acceptable mannerisms are etiquette skills. The pressure placed on an FFA member to look and act his or her best may be strong, but it is a pressure that rewards both the young person and the FFA with a positive

image.

In a democratic nation, greatness is developed through loyal citizens. FFA members are taught the importance of citizenship through many activities. For example, one of the activities is the Washington Conference Program (WCP) in Washington, D.C. In its twentieth year, WCP has worked with more than 20,000 FFA members and advisers in developing citizenship, loyalty, and respect for the United States of America. Through the FFA's citizenship training, vocational agriculture students/FFA members become more productive citizens.

While citizenship training develops a sense of loyalty to the nation, community service activities help members develop a sense of service to others. Activities such as the Building Our American Communities (BOAC) program encourage vocational agriculture students/FFA members to be aware of those people and places who can benefit from the FFA members' skills and talents. Community service activities are pragmatic and afford students opportunities they, otherwise, would not have.

Similar to leadership development, the social skill "cooperation" is emphasized in many of the FFA activities. By working together in activities, vocational agriculture students/FFA members learn the importance of utilizing cooperation to achieve both personal and organizational goals. Teamwork is crucial to the success of an FFA chapter as well as in other areas of an FFA member's life.

Previous research, as it relates to this study, supports the concept that vocational agriculture/FFA programs are offering students numerous opportunities to develop social skills, especially in the area of leadership. Evidence of these opportunities for the development of

social skills can be found in the studies completed by Braker (1973), Brannon (1988), Thompson (1986), Carter and Neason (1984), and Townsend (1981). In addition, studies by Thompson (1986), Viterna (1971), and McGhee (1974) emphasized the importance of creating an awareness of the vocational agriculture/FFA program's benefits, especially with administrators, faculty, and other students.

In addition to the benefits of the vocational agriculture program, it is important to note other organizations and clubs which encourage personal development of young people. Included in this group of youth organizations and clubs are vocational student organizations, the 4-H Club, Boy Scouts of America, and Girl Scouts of the U.S.A.

Although some of these youth organizations and clubs are conducted outside of the formal school setting, they are helping the youth of America to develop into productive adults. By the number of organizations available for youth to develop their social skills, it is evident that the people of the United States of America value the nation's youth and desire that they develop into well-rounded individuals and responsible citizens. As one of the youth organizations helping young people to develop those valuable social skills, the National FFA Organization will continue to be an important part of the vocational agriculture program, and both programs will serve an important role in the schools of the United States.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the methods and procedures used to conduct this study. The intent of this study was to determine the extent of social skills development achieved by vocational agriculture students/FFA members as perceived by selected vocational educators and public school superintendents.

In order to accomplish the purpose and objectives of this study, it was necessary to comply with behavioral research regulations, to determine the population and to develop an instrument which would provide the necessary information. A procedure for the collection of data was established, and the methods to be used to analyze the data were chosen. The data for this study were collected during the months of April and May, 1989.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University (OSU) policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission

to continue. Furthermore, this research was assigned the following research project number: AG-89-006.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established.

1. To identify and purposefully select the vocational educators and public school superintendents to be included in this study.

2. To determine the extent of social skills development achieved by vocational agriculture students/FFA members in the areas of leadership, etiquette, citizenship, community service, and cooperation as perceived by the selected vocational educators and public school superintendents.

3. To obtain the general perceptions of the selected vocational educators and public school superintendents regarding (a) the extent vocational agriculture students/FFA members develop their social skills competencies, (b) the extent of opportunities available for those students to develop their social skills, (c) the extent those students develop their social skills competencies through their involvement in other high school courses (i.e., English, math, history, science, etc.), (d) the extent of opportunities available for those students (in general) to develop their social skills in those other high school courses, (e) the most important social skill developed by vocational agriculture students/FFA members, (f) the importance of the development of social skills, (g) the one reason the development of social skills is important or unimportant, and (h) the incorporating of teaching social skills in the classroom.

4. To determine, by rank order, the FFA activities perceived by the selected vocational educators and public school superintendents to be the most beneficial in the development of vocational agriculture students'/FFA members' social skills.

5. To determine specific demographic information relative to the selected vocational educators and public school superintendents.

The Population

The Oklahoma FFA chapters used to determine the population of this study were awarded either a gold-emblem, silver-emblem, or bronze-emblem rating in the National Chapter Award program on the basis of the local chapter's annual program of activities during the 1987-88 academic year. The program of activities was developed and carried out by the local chapter members and consisted of the following 11 activity areas: (1) supervised agricultural occupational experience, (2) cooperation, (3) community service, (4) leadership, (5) earnings, savings, and investments, (6) conduct of meetings, (7) scholarship, (8) recreation, (9) public relations, (10) participation in state and national activities, and (11) alumni relations. Selection of these outstanding Oklahoma FFA chapters was conducted at the state level and was based on the following criteria: (1) percentage of members participating in chapter activities, (2) originality and overall quality of the major activity in each of the 11 areas, (3) neatness of the application, and (4) completeness (thoroughness) of the application (Boggs, 1989).

It is especially important to note that 26 selected Oklahoma FFA chapters were nationally recognized (in the academic year 1987-88) as

either a national gold-emblem, or silver-emblem, or bronze-emblem rated chapter. All of the 26 nationally-recognized Oklahoma FFA chapters were used by the investigator to determine the population of the study. By utilizing an 1988-89 Oklahoma Vocational Education Directory, the researcher formulated a list of names and addresses for the superintendent of each of the selected schools as well as every vocational educator in that selected public school who was responsible for a course other than vocational agriculture (agriculture education). Therefore, the scope of this study included 26 selected public school superintendents and 59 selected vocational educators (excluding agricultural education educators) in the 26 selected Oklahoma public schools. The total population of this study was 85 selected vocational educators including: (1) 26 home economics instructors; (2) 6 business and office instructors; (3) 0 health occupations instructors; (4) 12 industrial arts/technology education instructors; (5) 2 marketing instructors; (6) 11 trade and industrial education instructors, and (7) 2 coordinated vocational education training instructors, and 26 public school superintendents.

Table I indicates the total population of this study by category of public school personnel.

A total of 54 vocational educators and public school superintendents (63.53 percent) responded to the mailed questionnaire. The researcher received acceptable responses from 34 vocational educators (57.63 percent of the vocational educators surveyed) and 20 public school superintendents (76.92 percent of the superintendents surveyed).

TABLE I
POPULATION OF THE STUDY

Public School Personnel	Respondents		Non-Respondents		Total	
	n	%	n	%	N	%
Vocational Educators	34	57.63	25	42.37	59	69.4
Public School Superintendents	20	76.92	6	23.08	26	30.6
Totals	54	(63.53 of N)	31	(36.47 of N)	85	100.0

Selection and Development of the Instruments

In the preparation of the instruments (See Appendixes A and B) to meet the objectives of the study, the first step was to review and evaluate the instruments used in related studies, specifically those developed by Black (1987), Braker (1973), Brannon (1988), and McGhee (1974).

In analyzing various methods of data gathering, the mailed questionnaire method was determined as the most appropriate to meet the study objectives. Other methods of data gathering which were considered included the personal interview and the telephone survey methods; however, it was determined to be unfeasible to utilize either.

It should be pointed out that despite an investigator's diligent effort in designing a questionnaire, a considerable number of respondents will fail to return the instrument included in the initial mailing. Therefore, the individual instruments were inconspicuously coded so that a follow-up mailing could be conducted.

After reviewing examples of perception types of questionnaires, the investigator and major adviser compiled and reviewed questions until a satisfactory list was completed. The list of questions were related to social skills development.

After completion of the list of questions to be used in the questionnaire, the next step was to make necessary revisions and test the applicability, understandability, and continuity of the questions. The instrument was then given to state supervisory staff members of the Oklahoma State Department of Vocational and Technical Education to review. Upon completion of their review, additional revisions were

deemed to be appropriate. After a number of revisions were made, the instrument was tested among students of the Agricultural Education 5980 class (Spring semester, 1989).

Throughout the process of developing the questionnaire, the length of the instrument was of concern. The investigator was concerned that if the instrument was too long, the vocational educators and public school superintendents would not take the time to complete and return it. Therefore, in the preparation of the instrument, careful consideration was given to the types of questions to be asked as well as the format for asking those questions. The instrument was designed to require about ten minutes (or less) of the vocational educator's or superintendent's time to complete (and still provide the necessary information).

The Instrument

To gather data concerning the extent of social skills development achieved by vocational agriculture students/FFA members as perceived by selected vocational educators and public school superintendents, a rank-order question and three open-ended questions of a qualitative nature were included; the remainder of the questions were of a forced-choice nature. The questionnaire was divided into six sections. The first five sections contained forced-choice questions which determined the extent of social skills development achieved by vocational agriculture students/FFA members as related to specific factors within each of the following social skills areas: (1) leadership, (2) etiquette, (3) citizenship, (4) community service, and (5) cooperation.

The final section was designed to determine the general perceptions of the selected vocational educators and public school superintendents concerning social skills development achieved through FFA activities and other high school courses. This section contained seven forced-choice questions, a question listing 12 FFA activities for the respondent to rank in order based on the activity's value to the development of social skills, and three open-ended questions to determine the respondents' perception of the most important social skill, perception of the reason for importance/unimportance of social skill development, and major area of study in bachelor's degree program.

The investigator's major adviser reviewed each draft of the instrument and, upon completion of each review, revisions were made. Once the questions were fully developed and implemented as the survey instrument, the drafted instrument was tested by the Agricultural Education research and design class (AGED 5980) on April 11, 1989. Based on several valid comments and questions raised by the individuals cooperating in the testing of the instrument, the investigator made revisions that strengthened certain sections of the instrument.

Collection of Data

After final revisions were made, the instrument was ready to be mailed to the selected vocational educators and public school superintendents. The copies of the instrument were coded so that follow-up letters could be sent, if necessary. An instrument, along with a cover letter explaining the research effort, was mailed on April 22, 1989 to each person in the population of the study (See Appendix

C). It is important to note that it was left up to the discretion of the respondents regarding whether or not to respond to any or all of the questions on the instrument. The responses elicited were totally voluntary.

A follow-up letter, encouraging those who had not yet returned the initial instrument to respond, was mailed to each of the non-respondents on May 6, 1989.

The information obtained from the instrument provided a means for identifying the extent of social skills development achieved (especially as related to specific factors in leadership, etiquette, citizenship, community service, and cooperation) as perceived by the selected vocational educators and public school superintendents. Sections A through E on the questionnaire contained a scale of categories for the respondents to rate the vocational agriculture students'/FFA members' extent of social skills development in the aforementioned specific areas through the use of five variables: poor, below average, average, above average, and outstanding. The questionnaire also furnished the selected vocational educators and public school superintendents with the same scale and variables to rate the overall extent of social skills development by vocational agriculture students/FFA members, the opportunities for such students to develop social skills, the extent of social skills development in other high school courses (i.e., English, math, history, science, etc.), and the opportunities available to develop social skills in these other high school courses.

A five-point "Likert-type" scale of categories was used to allow the selected vocational educators and public school superintendents to

rate their perceptions of vocational agriculture students'/FFA members' extent of development for each of the variables on the questionnaire. The response categories were assigned the following numerical values: poor=1; below average=2; average=3; above average=4; and outstanding=5. Real limits were set at 1.0 to 1.49 for poor; 1.50 to 2.49 for below average; 2.50 to 3.49 for average; 3.50 to 4.49 for above average; and 4.50 to 5.00 for outstanding.

For the question designed to determine the vocational educators' and public school superintendents' perceptions of the importance of social skill development, the questionnaire contained a scale of categories to rate the importance of social skill development through the use of four variables: unimportant, less than important, important, or very important.

A four-point "Likert-type" scale was also used to allow the respondents to rate the importance of social skills development for each of the selected variables on the questionnaire. The response categories were assigned the following numerical values: unimportant=1; less than important=2; important=3; and very important=4. Real limits were set at 1.0 to 1.49 for unimportant; 1.50 to 2.49 for less than important; 2.50 to 3.49 for important; and 3.50 to 4.00 for very important.

For the question concerning the incorporation of the development of social skills in the classroom as perceived by the selected vocational educators and public school superintendents, the questionnaire contained a scale of categories to specify favoritism/opposition to the incorporation of the teaching of social skills in the classroom through the use of five variables: strongly oppose, tend to

oppose, uncertain, tend to favor, and strongly favor.

A five-point "Likert-type" scale of categories was used to allow the selected vocational educators and public school superintendents to specify their favoritism/opposition to the incorporation of the teaching of social skills in the classroom for each of the variables on the questionnaire. The response categories were assigned the following numerical values: strongly oppose=1; tend to oppose=2; uncertain=3; tend to favor=4; and strongly favor=5. Real limits were set at 1.0 to 1.49 for strongly oppose; 1.50 to 2.49 for tend to oppose; 2.50 to 3.49 for uncertain; 3.50 to 4.49 for tend to favor; and 4.50 to 5.00 for strongly favor.

The questionnaire provided a list of 12 FFA activities to be placed in rank order as to the activity's value for social skills development. In addition, two demographic questions were included concerning the vocational educators' and public school superintendents' length of service and major area of study for bachelor's degree.

Analysis of Data

Data from the questionnaire were analyzed utilizing descriptive statistics. It is important to point out that frequency distribution includes numbers and percents. In addition, mean scores were used to interpret the data. Concerning the rank-order question, data were analyzed using weighted means.

The primary use of descriptive statistics is to describe information or data through the use of numbers. The characteristics of groups of numbers representing information or data are called descriptive statistics. Descriptive statistics are used to describe groups of numerical data such as test scores, number of hours of instruction, or the number of students enrolled in a particular course (Key, 1981, p. 126).

The analysis of data was completed by the Oklahoma State University Computer Center under the specific direction of Iris McPherson. The data were processed through the Statistical Analysis System (SAS) on an IBM 3081-K computer in order to obtain descriptive statistics including frequency distributions, means, standard deviations, and mean of means. In addition, the data from the rank-order type of question were computed to provide a weighted mean for each item (FFA activity).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to report the results from the mailed questionnaire used to conduct this study. The intent of this study was to determine the extent of social skills development achieved by vocational agriculture students/FFA members as perceived by selected vocational educators and public school superintendents.

The scope of this study included 26 selected public school superintendents and 59 selected vocational educators for a total population of 85 superintendents and vocational educators. The 26 selected Oklahoma high schools from which the population was determined had an FFA chapter which was recognized in 1987-88 as either a national gold-, silver- or bronze-rated chapter. Of the 85 respondents in the population, 54 or 63.53 percent, responded to the mailed questionnaire. The total usable responses included 20 superintendents for 23.53 percent of the population (76.92 percent of the superintendents surveyed) and 34 vocational educators which was 40.0 percent of the population (57.63 percent of the vocational educators surveyed). Their usable responses are reported in the following tables.

The information obtained from the instrument was analyzed based on a five-point "Likert-type" scale assigned to the questions in the areas of leadership, etiquette, citizenship, community service, and cooperation. The response categories in each of these areas were assigned the following numerical values: poor=1; below average=2;

average=3; above average=4; and outstanding=5. Real limits were set at 1.0 to 1.49 for poor, 1.50 to 2.49 for below average, 2.50 to 3.49 for average, 3.50 to 4.49 for above average, and 4.50 to 5.00 for outstanding. These same numerical values and real limits were used to analyze the data from questions concerning the overall extent of social skills development by vocational agriculture students/FFA members, the opportunities for each student to develop social skills, the extent of social skills development in other high school courses (i.e., English, math, history, science, etc.), and the opportunities available to develop social skills in these other high school courses.

The information obtained from the instrument was analyzed based on a four-point "Likert-type" scale assigned to the question concerning the respondents' perceptions of the importance of social skill development. The response categories were assigned the following numerical values: unimportant=1; less than important=2; important=3; and very important=4. Real limits were set at 1.0 to 1.49 for unimportant; 1.50 to 2.49 for less than important; 2.50 to 3.49 for important; and 3.50 to 4.00 for very important.

The information obtained from the instrument was analyzed based on a five-point "Likert-type" scale assigned to the question concerning the incorporation of the teaching of social skills in the classroom. The questionnaire contained a scale of categories to specify favoritism/opposition to the incorporation of the teaching of social skills in the classroom. The response categories were assigned the following numerical values: strongly oppose=1; tend to oppose=2; uncertain=3; tend to favor=4; and strongly favor=5. Real limits were set at 1.0 to 1.49 for strongly oppose; 1.50 to 2.49 for tend to

oppose; 2.50 to 3.49 for uncertain; 3.50 to 4.49 for tend to favor; and 4.50 to 5.00 for strongly favor.

In the rank-order type of question dealing with the value of 12 specific FFA activities toward the development of social skills, a weighted mean was calculated for each item (FFA activity) based on the ranking given to the item by each respondent.

Responses to the demographic question concerning the vocational educators' and public school superintendents' length of service were grouped by frequency, and percentages in the category were calculated. Responses to the demographic question concerning the respondent's major area of study for his/her bachelor's degree were also grouped by frequency.

The respondents (who were vocational educators) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Leadership (refer to Table II). Within the area of Leadership, the categories included: leadership skills ($x=4.23$); a sense of pride ($x=4.09$); self-initiative ($x=3.82$); the ability to set priorities ($x=3.78$); the ability to manage their use of time ($x=3.58$); the ability to act as spokespersons ($x=3.90$); and the ability to live up to the expectations of others ($x=3.66$). No respondent (who was a vocational educator) responded to question number eight in the area of Leadership. This question provided the respondent with an opportunity to list other leadership development areas and then choose the extent of development rating he or she perceived as appropriate.

The respondents (who were superintendents) indicated that the extent of social skills development achieved by vocational agriculture

TABLE II
 RESPONDENTS' PERCEPTIONS OF THE EXTENT OF SOCIAL SKILLS DEVELOPMENT
 ACHIEVED BY VOCATIONAL AGRICULTURE STUDENTS/FFA MEMBERS
 WITHIN THE AREA OF LEADERSHIP

Social Skill	Vocational Educators n=34			Superintendents n=20			Combined Responses total N=54	
	x	S	Denotes	x	S	Denotes	X	Denotes
Leadership skills	4.23	0.65	Above Avg.	4.15	0.48	Above Avg.	4.19	Above Avg.
Sense of pride	4.09	0.66	Above Avg.	4.20	0.52	Above Avg.	4.14	Above Avg.
Self-initiative	3.82	0.57	Above Avg.	4.10	0.64	Above Avg.	3.96	Above Avg.
Ability to set priorities	3.78	0.74	Above Avg.	3.90	0.30	Above Avg.	3.84	Above Avg.
Ability to manage use of time	3.58	0.78	Above Avg.	3.65	0.58	Above Avg.	3.61	Above Avg.
Ability to act as spokespersons	3.90	0.67	Above Avg.	3.90	0.64	Above Avg.	3.90	Above Avg.
Ability to live up to the expectations of others	3.66	0.69	Above Avg.	3.85	0.48	Above Avg.	3.75	Above Avg.

students/FFA members was "above average" for each category within the area of Leadership (refer to Table II). Within the area of Leadership, the categories included: leadership skills ($x=4.15$); a sense of pride ($x=4.20$); self-initiative ($x=4.10$); the ability to set priorities ($x=3.90$); the ability to manage their use of time ($x=3.65$); the ability to act as spokespersons ($x=3.90$); and the ability to live up to the expectations of others ($x=3.85$). One respondent (who was a superintendent) provided an answer to question number eight in the area of Leadership, listing "confidence" as the other leadership-related social skill and indicating that the extent of development achieved by vocational agriculture students/FFA members in this skill was above average ($x=4.00$).

The combined responses of the respondents (both the vocational educators and the superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for the area of Leadership (refer to Table II). Within the area of Leadership, the categories included: leadership skills ($X=4.19$); a sense of pride ($X=4.14$); self-initiative ($X=3.96$); the ability to set priorities ($X=3.84$); the ability to manage their use of time ($X=3.61$); the ability to act as spokespersons ($X=3.90$); and the ability to live up to the expectations of others ($X=3.75$). One respondent provided an answer to question number eight in the area of Leadership, listing "confidence" as the other leadership-related social skill and indicating that the extent of development achieved by vocational agriculture students/FFA members in this skill was above average ($X=4.00$).

The respondents (who were vocational educators) indicated that the

extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for seven of the eight categories within the area of Etiquette (refer to Table III). Within the area of Etiquette, the categories that were indicated as "above average" included: sportsmanship (x=3.85); self-discipline (x=3.88); respect for the rights of others (x=3.81); sense of integrity (x=3.78); responsibility (x=4.05); dependability (x=4.08); and punctuality (x=3.75). The respondents (who were vocational educators) indicated that the extent of social skills development of vocational agriculture students/FFA members was "average" for the category of tactfulness (x=3.44) within the area of Etiquette. No respondent (who was a vocational educator) responded to the question which requested "other" categories in the area of Etiquette.

The respondents (who were superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Etiquette (refer to Table III). Within the area of Etiquette, the categories included: tactfulness (x=3.85); sportsmanship (x=4.05); self-discipline (x=4.00); respect for the rights of others (x=3.70); sense of integrity (x=3.90); responsibility (x=4.20); dependability (x=4.05); and punctuality (x=3.80). No respondent (who was a superintendent) responded to the question which requested "other" categories in the area of Etiquette.

The combined responses of the respondents (both the vocational educators and the superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for the area of Etiquette (refer to Table

Table III

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF SOCIAL SKILLS DEVELOPMENT
ACHIEVED BY VOCATIONAL AGRICULTURE STUDENTS/FFA MEMBERS
WITHIN THE AREA OF ETIQUETTE

Social Skill	Vocational Educators n=34			Superintendents n=20			Combined Responses Total N=54	
	x	S	Denotes	x	S	Denotes	X	Denotes
Tactfulness	3.44	0.61	Average	3.85	0.67	Above Avg.	3.64	Above Avg.
Sportsmanship	3.85	0.66	Above Avg.	4.05	0.68	Above Avg.	3.95	Above Avg.
Self-discipline	3.88	0.76	Above Avg.	4.00	0.45	Above Avg.	3.94	Above Avg.
Respect for rights of others	3.81	0.72	Above Avg.	3.70	0.47	Above Avg.	3.75	Above Avg.
Sense of integrity	3.78	0.74	Above Avg.	3.90	0.55	Above Avg.	3.84	Above Avg.
Responsibility	4.05	0.69	Above Avg.	4.20	0.52	Above Avg.	4.12	Above Avg.
Dependability	4.08	0.66	Above Avg.	4.05	0.60	Above Avg.	4.06	Above Avg.
Punctuality	3.75	0.70	Above Avg.	3.80	0.52	Above Avg.	3.77	Above Avg.

III). Within the area of Etiquette, the categories included: tactfulness (X=3.64); sportsmanship (X=3.95); self-discipline (X=3.94); respect for the rights of others (X=3.75); sense of integrity (X=3.84); responsibility (X=4.12); dependability (X=4.06); and punctuality (X=3.77). No respondent (who was either a vocational educator or a superintendent) responded to the question which requested "other" categories in the area of Etiquette.

The respondents (who were vocational educators) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for four of the five categories within the area of Citizenship (refer to Table IV). Within the area of Citizenship, the categories that were "above average" included: respect for national symbols (x=4.39); appreciation for a democratic society (x=4.00); sense of civic responsibility (x=4.05); and behavior in accordance with law and order (x=3.81). The respondents (who were vocational educators) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "average" for the category of interest in politics and the political process (x=3.39) in the area of Citizenship. No respondent (who was a vocational educator) responded to the question which requested "other" categories in the area of Citizenship.

The respondents (who were superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Citizenship (refer to Table IV). Within the area of Citizenship, the categories included: respect for national symbols (x=4.20); appreciation for a democratic society (x=3.90); sense of

TABLE IV
 RESPONDENTS' PERCEPTIONS OF THE EXTENT OF SOCIAL SKILLS DEVELOPMENT
 ACHIEVED BY VOCATIONAL AGRICULTURE STUDENTS/FFA MEMBERS
 WITHIN THE AREA OF CITIZENSHIP

Social Skill	Vocational Educators n=34			Superintendents n=20			Combined Responses Total N=54	
	x	S	Denotes	x	S	Denotes	X	Denotes
Respect for national symbols	4.39	0.60	Above Avg.	4.20	0.69	Above Avg.	4.29	Above Avg.
Appreciation for democratic society	4.00	0.79	Above Avg.	3.90	0.55	Above Avg.	3.95	Above Avg.
Sense of civic responsibility	4.05	0.69	Above Avg.	4.15	0.58	Above Avg.	4.10	Above Avg.
Behavior in accordance with law and order	3.81	0.72	Above Avg.	3.85	0.58	Above Avg.	3.83	Above Avg.
Interest in politics and the political process	3.39	0.70	Average	3.85	0.48	Above Avg.	3.62	Above Avg.

civic responsibility ($x=4.15$); behavior in accordance with law and order ($x=3.85$); and interest in politics and the political process ($x=3.85$). No respondent (who was a superintendent) responded to the question which requested "other" categories in the area of Citizenship.

The combined responses of the respondents (both the vocational educators and the superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for the area of Citizenship (refer to Table IV). Within the area of Citizenship, the categories included: respect for national symbols ($X=4.29$); appreciation for a democratic society ($X=3.95$); sense of civic responsibility ($X=4.10$); behavior in accordance with law and order ($X=3.83$); and interest in politics and the political process ($X=3.62$). No respondent (who was either a vocational educator or a superintendent) responded to the question which requested "other" categories in the area of Citizenship.

The respondents (who were vocational educators) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Community Service (refer to Table V). Within the area of Community Service, the categories included: pride in community and surroundings ($x=4.08$); appreciation of a progressive community ($x=4.00$); concern for the welfare of the people in the community ($x=3.97$); sense of responsibility to keep the community clean ($x=3.78$); and enthusiasm for community events ($X=3.84$). No respondent (who was a vocational educator) responded to the question which requested "other" categories in the area of Community Service.

The respondents (who were superintendents) indicated that the

civic responsibility ($x=4.15$); behavior in accordance with law and order ($x=3.85$); and interest in politics and the political process ($x=3.85$). No respondent (who was a superintendent) responded to the question which requested "other" categories in the area of Citizenship.

The combined responses of the respondents (both the vocational educators and the superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for the area of Citizenship (refer to Table IV). Within the area of Citizenship, the categories included: respect for national symbols ($X=4.29$); appreciation for a democratic society ($X=3.95$); sense of civic responsibility ($X=4.10$); behavior in accordance with law and order ($X=3.83$); and interest in politics and the political process ($X=3.62$). No respondent (who was either a vocational educator or a superintendent) responded to the question which requested "other" categories in the area of Citizenship.

The respondents (who were vocational educators) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Community Service (refer to Table V). Within the area of Community Service, the categories included: pride in community and surroundings ($x=4.08$); appreciation of a progressive community ($x=4.00$); concern for the welfare of the people in the community ($x=3.97$); sense of responsibility to keep the community clean ($x=3.78$); and enthusiasm for community events ($X=3.84$). No respondent (who was a vocational educator) responded to the question which requested "other" categories in the area of Community Service.

The respondents (who were superintendents) indicated that the

TABLE V

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF SOCIAL SKILLS DEVELOPMENT
ACHIEVED BY VOCATIONAL AGRICULTURE STUDENTS/FFA MEMBERS
WITHIN THE AREA OF COMMUNITY SERVICE

Social Skill	Vocational Educators n=34			Superintendents n=20			Combined Responses Total N=54	
	x	S	Denotes	x	S	Denotes	\bar{X}	Denotes
Community Service								
Pride in community and surroundings	4.08	0.62	Above Avg.	4.30	0.57	Above Avg.	4.19	Above Avg.
Appreciation of a progressive community	4.00	0.70	Above Avg.	3.90	0.55	Above Avg.	3.95	Above Avg.
Concern for the welfare of the people in the community	3.97	0.81	Above Avg.	3.90	0.64	Above Avg.	3.93	Above Avg.
Sense of respon- sibility to keep community clean	3.78	0.74	Above Avg.	4.10	0.64	Above Avg.	3.94	Above Avg.
Enthusiasm for community events	3.84	0.75	Above Avg.	3.90	0.64	Above Avg.	3.87	Above Avg.

extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Community Service (refer to Table V). Within the area of Community Service, the categories included: pride in community and surroundings ($x=4.30$); appreciation of a progressive community ($x=3.90$); concern for the welfare of the people in the community ($x=3.90$); sense of responsibility to keep the community clean ($x=4.10$); and enthusiasm for community events ($x=3.90$). No respondents (who was a superintendent) responded to the question which requested "other" categories in the area of Community Service.

The combined responses of the respondents (both the vocational educators and the superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for the area of Community Service (refer to Table V). Within the area of Community Service, the categories included: pride in community and surroundings ($X=4.19$); appreciation of a progressive community ($X=3.95$); concern for the welfare of the people in the community ($X=3.93$); sense of responsibility to keep the community clean ($X=3.94$); and enthusiasm for community events ($X=3.87$). No respondent (who was either a vocational educator or a superintendent) responded to the question which requested "other" categories in the area of Community Service.

The respondents (who were vocational educators) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Cooperation (refer to Table VI). Within the area of Cooperation, the categories included: ability to work with others

TABLE VI

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF SOCIAL SKILLS DEVELOPMENT
 ACHIEVED BY VOCATIONAL AGRICULTURE STUDENTS/FFA MEMBERS
 WITHIN THE AREA OF COOPERATION

Social Skill	Vocational Educators n=34			Superintendents n=20			Combined Responses Total N=54	
	x	S	Denotes	x	S	Denotes	X	Denotes
Cooperation								
Ability to work with others	4.14	0.55	Above Avg.	4.25	0.63	Above Avg.	4.19	Above Avg.
Patience	3.67	0.63	Above Avg.	3.85	0.48	Above Avg.	3.76	Above Avg.
Good attendance practices	3.94	0.77	Above Avg.	3.85	0.67	Above Avg.	3.89	Above Avg.
Ability to provide work instructions to others	3.69	0.68	Above Avg.	3.85	0.67	Above Avg.	3.77	Above Avg.
Ability to take work instructions from others	3.97	0.72	Above Avg.	4.00	0.72	Above Avg.	3.98	Above Avg.
Respect for the rights of others	3.87	0.69	Above Avg.	3.90	0.55	Above Avg.	3.88	Above Avg.

($x=4.14$); patience ($x=3.67$); good attendance practices ($x=3.94$); ability to provide work instructions to others ($x=3.69$); ability to take work instructions from others ($x=3.97$); and respect for the rights of others ($x=3.87$). No respondent (who was a vocational educator) responded to the question which requested "other" categories in the area of Cooperation.

The respondents (who were superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for each category within the area of Cooperation (refer to Table VI). Within the area of Cooperation, the categories included: ability to work with others ($x=4.25$); patience ($x=3.85$); good attendance practices ($x=3.85$); ability to provide work instructions to others ($x=3.85$); ability to take work instructions from others ($x=4.00$); and respect for the rights of others ($x=3.90$). No respondent (who was a superintendent) responded to the question which requested "other" categories in the area of Cooperation.

The combined responses of the respondents (both the vocational educators and the superintendents) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for the area of Cooperation (refer to Table VI). Within the area of Cooperation, the categories included: ability to work with others ($X=4.19$); patience ($X=3.76$); good attendance practices ($X=3.89$); ability to provide work instructions to others ($X=3.77$); ability to take work instructions from others ($X=3.98$); and respect for the rights of others ($X=3.88$). No respondent (who was either a vocational educator or a superintendent)

responded to the question which requested "other" categories in the area of Cooperation.

The respondents' perceptions of the extent of social skills development achieved by vocational agriculture students/FFA members through their involvement in vocational agriculture and the FFA are reported in Table VII. It should be noted that of the respondents (who were vocational educators), 18 (33.33 percent of the population) perceived the extent of social skills development to be "above average," nine (16.67 percent of the population) perceived the extent of development to be "outstanding," six (11.11 percent of the population) perceived the extent of development to be "average" and one (1.85 percent of the population) perceived the extent of development to be "below average." For the 34 respondents (who were vocational educators), the mean response ($x=4.02$) suggests that these respondents perceived the extent of social skills development achieved by vocational agriculture students/FFA members to be "above average." It also should be noted that of the respondents (who were superintendents), 17 (31.48 percent of the population) perceived the extent of social skills development achieved by vocational agriculture students/FFA members to be "above average," one (1.85 percent of the population) perceived the extent of development to be "outstanding," one (1.85 percent of the population) perceived the extent of development to be "average" and one (1.85 percent of the population) perceived the extent of development to be "below average." For the 20 respondents (who were superintendents), the mean response ($x=3.90$) suggests that these respondents perceived the extent of social skills development achieved by vocational agriculture students/FFA members to be "above

TABLE VII

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF SOCIAL SKILLS DEVELOPMENT
 BY VO-AG STUDENTS/FFA MEMBERS THROUGH INVOLVEMENT IN
 VOCATIONAL AGRICULTURE AND THE FFA

Respondents	Poor		Below Average		Average		Above Average		Out-standing		Total		x	S	Denotes
	n	%	n	%	n	%	n	%	n	%	n	%			
Vocational Educators	0	0.00	1	1.85	6	11.11	18	33.33	9	16.67	34	62.96	4.02	0.75	Above Avg.
Superintendents	0	0.00	1	1.85	1	1.85	17	31.48	1	1.85	20	37.04	3.90	0.55	Above Avg.
Total	0	0.00	2	3.70	7	12.96	35	65.81	10	18.52	54	100.00	3.96	0.09	Above Avg.

average." When the responses from the 54 respondents (both vocational educators and superintendents for 100 percent of the population) were combined, 35 (64.81 percent) perceived the extent of social skills development achieved by vocational agriculture students/FFA members to be "above average," ten (18.52 percent) perceived the extent of development to be "outstanding," seven (12.96 percent) perceived the extent of development to be "average," and two (3.70 percent) perceived the extent of development to be "below average." The mean of means ($X=3.96$) suggests that the respondents perceived the extent of social skills development achieved by vocational agriculture students/FFA members to be "above average."

The respondents' perceptions of the opportunities available for vocational agriculture students/FFA members to develop their social skills are reported in Table VIII. It should be noted that of the respondents (who were vocational educators), 14 (25.93 percent of the population) perceived the opportunities available for vocational agriculture students/FFA members to develop social skills to be "above average," 13 (24.07 percent of the population) perceived the opportunities to be "outstanding," and seven (12.96 percent of the population) perceived the opportunities to be "average." For the 34 respondents (who were vocational educators), the mean response ($x=4.17$) suggests that these respondents perceived the opportunities available for vocational agriculture students/FFA members to develop social skills to be "above average." It also should be noted that of the respondents (who were superintendents), 11 (20.37 percent of the population) perceived the opportunities available for vocational agriculture students/FFA members to develop their social skills to be

TABLE VIII

RESPONDENTS' PERCEPTIONS OF THE OPPORTUNITIES AVAILABLE FOR VO-AG
STUDENTS/FFA MEMBERS TO DEVELOP THEIR SOCIAL SKILLS

Respondents	Poor		Below Average		Average		Above Average		Out-standing		Total		x	S	Denotes
	n	%	n	%	n	%	n	%	n	%	n	%			
Vocational Educators	0	0.00	0	0.00	7	12.96	14	25.93	13	24.07	34	62.96	4.17	0.75	Above Avg.
Superintendents	0	0.00	0	0.00	2	3.70	11	20.37	7	12.96	20	37.04	4.25	0.63	Above Avg.
Total	0	0.00	0	0.00	9	16.67	25	46.30	20	37.04	54	100.00	4.21	0.05	Above Avg.

"above average," seven (12.96 percent of the population) perceived the opportunities to be "outstanding," and two (3.70 percent of the population) perceived the opportunities to be "average." For the respondents (who were superintendents), the mean response ($x=4.25$) suggests that these respondents perceived the opportunities available for vocational agriculture students/FFA members to develop social skills to be "above average." When the responses from the 54 respondents (both vocational educators and superintendents for 100 percent of the population) were combined, 25 (46.30 percent) perceived the opportunities available for vocational agriculture students/FFA members to develop social skills to be "above average," 20 (37.04 percent) perceived the opportunities to be "outstanding," and nine (16.67 percent) perceived the opportunities to be "average." The mean of means ($X=4.21$) indicated that the respondents perceived the opportunities available for vocational agriculture students/FFA members to develop their social skills to be "above average."

The respondents' perceptions of the extent of social skills development in other high school courses, such as English, math, history, or science, are reported in Table IX. It should be noted that of the respondents (who were vocational educators), 22 (40.74 percent of the population) perceived the extent of social skills development in other high school courses, such as English, math, history, or science, to be "average," nine (16.67 percent of the population) perceived the extent of development to be "above average," and three (5.56 percent of the population) perceived the extent of development to be "below average." For the 34 respondents (who were vocational educators), the mean response ($x=3.17$) suggests that these respondents perceived

TABLE IX

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF SOCIAL SKILLS DEVELOPMENT
IN OTHER HIGH SCHOOL COURSES

Respondents	Poor		Below Average		Average		Above Average		Out-standing		Total		x	S	Denotes
	n	%	n	%	n	%	n	%	n	%	n	%			
Vocational Educators	0	0.00	3	5.56	22	40.74	9	16.67	0	0.00	34	62.96	3.17	0.57	Above Avg.
Superintendents	0	0.00	1	1.85	15	27.78	4	7.41	0	0.00	20	37.04	3.15	0.48	Above Avg.
Total	0	0.00	4	7.41	37	68.52	13	24.07	0	0.00	54	100.00	3.16	0.01	Above Avg.

Courses included: English, Math, History, Science, Etc.

the extent of social skills development in other high school courses, such as English, math, history, or science, to be "average." It also should be noted that of the respondents (who were superintendents), 15 (27.78 percent of the population) perceived the extent of social skills development in other high school courses, such as English, math, history, or science, to be "average," four (7.41 percent of the population) perceived the extent of development to be "above average," and one (1.85 percent of the population) perceived the extent of development to be "below average." For the 20 respondents (who were superintendents), the mean response ($x=3.15$) suggests that these respondents perceived the extent of social skills development in other high school courses, such as English, math, history, or science, to be "average." When the responses from the 54 respondents (both vocational educators and superintendents for 100 percent of the population) were combined, 37 (68.52 percent) perceived the extent of social skills development in other high school courses, such as English, math, history, or science, to be "average," 13 (24.07 percent) perceived the extent of development to be "above average," and four (7.41 percent) perceived the extent of development to be "below average." The mean of means ($X=3.16$) indicated that the respondents perceived the extent of social skills development in other high school courses, such as English, math, history, or science, to be "average."

The respondents' perceptions of the opportunities available for students to develop their social skills in other high school courses, such as English, math, history, or science, are reported in Table X. It should be noted that of the respondents (who were vocational educators), 21 (38.89 percent of the population) perceived the

TABLE X

RESPONDENTS' PERCEPTIONS OF THE OPPORTUNITIES AVAILABLE FOR STUDENTS
TO DEVELOP THEIR SOCIAL SKILLS IN OTHER HIGH SCHOOL COURSES

Respondents	Poor		Below Average		Average		Above Average		Out-standing		Total		x	S	Denotes
	n	%	n	%	n	%	n	%	n	%	n	%			
Vocational Educators	0	0.00	3	5.56	21	38.89	10	18.52	0	0.00	34	62.96	3.20	0.59	Average
Superintendents	0	0.00	1	1.85	14	25.93	5	9.26	0	0.00	20	37.04	3.20	0.52	Average
Total	0	0.00	4	7.41	35	64.81	15	27.78	0	0.00	54	100.00	3.20	0.00	Average

Courses included: English, Math, History, Science, etc.

opportunities available for students to develop their social skills in other high school courses, such as English, math, history, or science, to be "average," ten (18.52 percent of the population) perceived the opportunities to be "above average," and three (5.56 percent of the population) perceived the opportunities to be "below average." For the 34 respondents (who were vocational educators), the mean response ($x=3.20$) suggests that these respondents perceived the opportunities available for students to develop their social skills in other high school courses, such as English, math, history, or science, to be "average." It also should be noted that of the respondents (who were superintendents), 14 (25.93 percent of the population) perceived the opportunities available for students to develop their social skills in other high school courses, such as English, math, history, or science, to be "average," five (9.26 percent of the population) perceived the opportunities to be "above average," and one (1.85 percent of the population) perceived the opportunities to be "below average." For the 20 respondents (who were superintendents), the mean response ($x=3.20$) suggests that these respondents perceived the opportunities available for students to develop their social skills in other high school courses, such as English, math, history, or science, to be "average." When the responses from the 54 respondents (both vocational educators and superintendents for 100 percent of the population) were combined, 35 (64.81 percent) perceived the opportunities available for students to develop their social skills in other high school courses, such as English, math, history, or science, to be "average," 15 (27.78 percent) perceived the opportunities to be "above average," and four (7.41 percent) perceived the opportunities to be "below average." The mean

of means ($X=3.20$) indicated that the respondents perceived the opportunities available for students to develop their social skills in other high school courses, such as English, math, history, or science, to be "average."

The next question on the instrument was an open-ended question dealing with the most important social skill developed by vocational agriculture students/FFA members through their participation in chapter activities.

When asked, "In general, what is the most important social skill developed by vocational agriculture (vo-ag) students/FFA members who participated in their FFA chapter's activities?", 31 of the 34 respondents (who were vocational educators) listed the following social skills that they perceived to be the most important:

Ten respondents listed "leadership and/or believing in one's abilities (self-confidence);"

Seven respondents listed "the ability to speak in public or communicate with other people;"

Six respondents listed "teamwork, cooperation, and/or the ability to work with others;"

Four respondents listed "responsibility;"

Two respondents listed "the ability to meet people;"

One respondent listed "the ability to set goals and to have the initiative to work toward those goals;"

and

One respondent listed "compatibility."

Three respondents (who were vocational educators) that had answered the forced-choice questions did not respond to the open-ended question.

When asked, "In general, what is the most important social skill developed by vo-ag students/FFA members who participated in their FFA chapter's activities?", 19 of the 20 respondents (who were superintendents) listed the following social skills that they perceived to be the most important:

Six respondents listed "leadership and/or believing in one's ability (self-confidence);"

Four respondents listed "teamwork and cooperation skills;"

Four respondents listed "public speaking ability and communication skills;"

Two respondents listed "responsibility;"

Two respondents listed "the ability to work;" and

One respondent listed "continually going to contests and shows!"

One respondent (who was a superintendent) that had answered the forced-choice questions did not respond to the open-ended question.

In order to obtain respondents' perceptions of the value of specific FFA activities toward the development of vocational agriculture students'/FFA members' social skills, a rank-order type of question was included in the instrument. Of the 54 usable instruments that were returned, only 30 of the 34 respondents who were vocational educators and 17 of the 20 respondents who were superintendents completed this question in an usable manner (refer to Table XI).

Respondents were asked to rank 12 specific FFA activities according to each activity's value to the development of vocational agriculture students'/FFA members' social skills. A "1" indicated the

TABLE XI

RESPONDENTS' PERCEPTIONS OF THE VALUE OF SPECIFIC FFA ACTIVITIES
TOWARD THE DEVELOPMENT OF VOCATIONAL AGRICULTURE
STUDENTS'/FFA MEMBERS' SOCIAL SKILLS

Activity	Vocational Educators (n=30)		Superintendents (n=17)		Combined n=47*	
	Weighted Mean (x)	Rank	Weighted Mean (x)	Weighted Rank	Mean (X)	Rank
Public speaking contests	4.00	1	2.94	1	3.47	1
Parliamentary procedure contests	6.06	6	6.47	6	6.26	5
Leadership training conferences	4.20	2	3.64	2	3.92	2
Livestock shows and fairs	5.56	4	7.29	9	6.43	6
Judging contests and field days	6.56	7	7.70	10	7.13	10
Community service projects	6.73	8	6.64	7	6.69	7
Safety awareness programs	10.10	12	10.58	12	10.34	12
Supervised agricultural experience programs	7.36	10	6.05	5	6.71	8
Chapter FFA meetings	5.36	3	5.23	3	5.30	3
State FFA convention	6.80	9	7.23	8	7.01	9
National FFA convention	8.33	11	8.76	11	8.54	11
Leadership camps	5.93	5	5.52	4	5.73	4

*Only 30 of the 34 vocational educators and 17 of the 20 superintendents (who responded to the survey) completed this question in an acceptable manner.

most beneficial activity for social skills development, while "12" indicated the least beneficial activity for social skills development.

The respondents (who were vocational educators) ranked the activities in the following order (based on weighted means):

- (1) public speaking contests ($x=4.00$);
- (2) leadership training conferences ($x=4.20$);
- (3) chapter FFA meetings ($x=5.36$);
- (4) livestock shows and fairs ($x=5.56$);
- (5) leadership camps ($x=5.93$);
- (6) parliamentary procedure contests ($x=6.06$);
- (7) judging contests and field days ($x=6.56$);
- (8) community service projects ($x=6.73$);
- (9) state FFA convention ($x=6.80$);
- (10) supervised agricultural experience programs, such as livestock, crop or horticulture projects and agricultural-related jobs ($x=7.76$);
- (11) national FFA convention ($x=8.33$);
- and (12) safety awareness programs ($x=10.10$).

The respondents (who were superintendents) ranked the activities in the following order (based on weighted means):

- (1) public speaking contests ($x=2.94$);
- (2) leadership training conferences ($x=3.64$);
- (3) chapter FFA meetings ($x=5.23$);
- (4) leadership camps ($x=5.52$);
- (5) supervised agricultural experience programs, such as livestock, crop or horticulture projects and agricultural-related jobs ($x=6.05$);
- (6) parliamentary procedure contests ($x=6.47$);
- (7) community service projects ($x=6.64$);
- (8) state FFA convention ($x=7.23$);
- (9) livestock shows and fairs ($x=7.29$);
- (10) judging contests and field days ($x=7.70$);
- (11) national FFA convention ($x=8.76$);
- and (12) safety awareness programs ($x=10.58$).

The combined responses of the respondents (both the vocational educators and the superintendents) ranked the activities in the following order (based on weighted means):

- (1) public speaking

contests (X=3.47); (2) leadership training conferences (X=3.92); (3) chapter FFA meetings (X=5.30); (4) leadership camps (X=5.73); (5) parliamentary procedure contests (X=6.26); (6) livestock shows and fairs (X=6.43); (7) community service programs, such as livestock, crop or horticulture projects and agricultural-related jobs (X=6.71); (9) state FFA convention (X=7.01); (10) judging contests and field days (X=7.13); (11) national FFA convention (X=8.54); and (12) safety awareness programs (X=10.34).

The respondents' perceptions of the importance of the development of social skills are reported in Table XII. It should be noted that of the 34 respondents (who were vocational educators), 25 (46.30 percent of the population) perceived the development of social skills to be "very important" and nine (16.67 percent of the population) perceived the development of social skills to be "important." For the respondents (who were vocational educators), the mean response ($x=3.73$) suggests that these respondents perceived the development of social skills to be "very important." It also should be noted that of the respondents (who were superintendents), 11 (20.37 percent of the population) perceived the development of social skills to be "very important" and nine (16.67 percent of the population) perceived the development of social skills to be "important." For the respondents (who were superintendents), the mean response ($x=3.55$) suggests that these respondents perceived the development of social skills to be "very important." When the responses from the 54 respondents (both vocational educators and superintendents for 100 percent of the population) were combined, 36 (66.67 percent) perceived the development of social skills to be "very important" and 18 (33.33 percent)

TABLE XII

RESPONDENTS' PERCEPTIONS OF THE IMPORTANCE OF THE
DEVELOPMENT OF SOCIAL SKILLS

Respondents	Un- important		Less than Important		Important		Very Important		Total				
	n	%	n	%	n	%	n	%	N	%	x	S	Denotes
Vocational Educators	0	0.00	0	0.00	9	16.67	25	46.30	34	62.96	3.73	0.44	Very Impt.
Superintendents	0	0.00	0	0.00	9	16.67	11	20.37	20	37.04	3.55	0.51	Very Impt.
Total	0	0.00	0	0.00	18	33.33	36	66.67	54	100.00	3.64	0.13	Very Impt.

perceived the development of social skills to be "important." The mean of means ($X=3.64$) indicated that the respondents perceived the development of social skills to be "very important."

The next question on the instrument was an open-ended question dealing with the respondents' reason for the importance or unimportance of developing social skills. By observing a respondent's answer to the previous question ("In general, how important do you believe the development of social skills are?"), the author determined whether the respondent listed a reason as to the importance of social skills development or as to the unimportance of social skills development. Of the 54 respondents, each selected either "important" or "very important;" therefore, all responses to this open-ended question were referring to the importance of the development of social skills.

When asked, "For what one reason do you believe the development of social skills is important/unimportant?", the respondents (who were vocational educators) listed the following reasons for the importance of the development of social skills:.

Eight respondents listed "to help in effective communication;"

Seven respondents listed "to learn to get along with others or interact with others to succeed in life;"

Four respondents listed "to help a person to be more productive in the world of work (getting and keeping a job);"

Three respondents listed "to make a person's adult life better;"

Two respondents listed "to be able to compete in the

modern society;"

One respondent listed "for building character, morals, and giving a person something they can use in everyday life;"

One respondent listed "not being able to get along with people is the biggest cause of job failure;"

One respondent listed "student should be well-rounded in all area;"

One respondent listed "develops and improves self-confidence and self-esteem;"

One respondent listed "these people are the leaders of tomorrow; a lot of these skills are not being taught at home."

Five respondents (who were vocational educators) that had answered the forced-choice questions did not respond to the open-ended question.

When asked, "For what one reason do you believe the development of social skills is important/unimportant?", the respondents (who were superintendents) listed the following reasons for the importance of the development of social skills:

Six respondents listed "to be able to interact with people in an acceptable manner in order to be successful in life;"

Three respondents listed "to be able to function in and become a useful part of society;"

Two respondents listed "determines to a large extent the success or failure of individuals within their chosen professions and can be more important than

knowledge in one's field;"

One respondent listed "development of the leaders of tomorrow;"

One respondent listed "to work with other people;"

One respondent listed "promotes self-expression in all areas;"

One respondent listed "will help students after his years in high school . . . important in every phase of life;" and

One respondent listed "makes a good citizen."

Four respondents (who were superintendents) that had answered the forced-choice questions did not respond to the open-ended question.

The respondents' perceptions of the incorporation of the teaching of social skills in the classroom are reported in Table XIII. It should be noted that of the 34 respondents (who were vocational educators), 25 (46.30 percent of the population) "strongly favored" the incorporation of the teaching of social skills in the classroom, seven (12.96 percent of the population) "tended to favor" the incorporation of the teaching of social skills in the classroom, and two (3.70 percent of the population) were "uncertain" concerning the incorporation of the teaching of social skills in the classroom. For the respondents (who were vocational educators), the mean response ($x=4.67$) indicated that these respondents "strongly favored" the incorporation of the teaching of social skills in the classroom. It also should be noted that of the respondents (who were superintendents), 12 (22.22 percent of the population) "tended to favor" the incorporation of the teaching of social skills in the

TABLE XIII

RESPONDENTS' PERCEPTIONS OF THE INCORPORATION OF
TEACHING SOCIAL SKILLS IN THE CLASSROOM

Respondents	Strongly Oppose		Tend to Oppose		Un- certain		Tend to Favor		Strongly Favor		Total		Denotes		
	n	%	n	%	n	%	n	%	n	%	N	%		X	S
Vocational Educators	0	0.00	0	0.00	2	3.70	7	12.96	25	46.30	34	62.96	4.67	0.58	Strongly Favor
Super-intendents	0	0.00	0	0.00	1	1.85	12	22.22	7	12.96	20	37.04	4.30	0.57	Tend to Favor
Total	0	0.00	0	0.00	3	5.56	19	35.19	32	59.26	54	100.00	4.53	0.26	Strongly Favor

classroom, seven (12.96 percent of the population) "strongly favored" the incorporation of the teaching of social skills in the classroom, and one (1.85 percent of the population) was "uncertain" concerning the incorporation of the teaching of social skills in the classroom. For the respondents (who were superintendents), the mean response ($x=4.30$) indicated that these respondents "tended to favor" the incorporation of the teaching of social skills in the classroom. When the responses from the 54 respondents (both vocational educators and superintendents for 100 percent of the population) were combined, 32 (59.26 percent) "strongly favored" the incorporation of the teaching of social skills in the classroom, 19 (35.19 percent) "tended to favor" the incorporation of the teaching of social skills in the classroom, and three (5.56 percent) were "uncertain" concerning the incorporation of the teaching of social skills in the classroom. The mean of means ($X=4.53$) indicated that the respondents "strongly favored" the incorporation of the teaching of social skills in the classroom.

In a forced-choice question, respondents (who were vocational educators) were asked to select the range in years that described their number of years of teaching experience in the secondary schools. Of the 34 respondents, 20 (37.74 percent of the population) had more than 15 years of experience, six (11.32 percent of the population) had 11 to 15 years of experience, four (7.55 percent of the population) had zero to five years of experience, and three (5.66 percent of the population) had six to ten years of experience. One respondent chose not to complete this question.

In a forced-choice question, respondents (who were superintendents) were asked to select the range in years that described

TABLE XIV
 RESPONDENTS' NUMBER OF YEARS OF EXPERIENCE AS
 VOCATIONAL EDUCATORS OR ADMINISTRATORS

	Number of Years									
	0 - 5		6 - 10		11 - 15		More than 15		Total	
	n	%	n	%	n	%	n	%	N	%
Vocational Educators	4	7.55	3	5.66	6	11.32	20	37.74	33	62.26
Superintendents	1	1.89	2	3.77	7	13.21	10	18.87	20	37.74
Total	5	9.43	5	9.43	13	24.53	30	56.60	53	100.00

their number of years of experience as an administrator. Of the 20 respondents, ten (18.87 percent of the population) had more than 15 years of experience, seven (13.21 percent of the population) had 11 to 15 years of experience, two (3.77 percent of the population) had six to ten years of experience, and one (1.89 percent of the population) had zero to five years of experience.

When the responses from these similar questions were combined, 30 (56.60 percent) had more than 15 years of experience in their respective fields of secondary education or administration, 13 (24.53 percent) had 11 to 15 years of experience in their respective field, five (9.43 percent) had six to ten years of experience in their respective field, and five (9.43 percent) had zero to five years of experience in their respective field.

A final open-ended question asked each respondent to list his/her major area of study for his/her bachelor's degree. Of the 34 respondents (who were vocational educators), 33 responded to this question and provided the following major areas as their fields of study for a bachelor's degree:

Fifteen respondents listed vocational home economics;

Five respondents listed agricultural education;

Five respondents listed industrial arts/technology education;

Four respondents listed trade and industrial education;

Two respondents listed business education;

One respondent listed English and language arts; and

One respondent listed marketing.

Of the 20 respondents (who were superintendents), 19 responded to

this question and provided the following major areas as their fields of study for a bachelor's degree:

Three respondents listed physical education/social studies;

Two respondents listed physical education;

Two respondents listed mathematics; and

Two respondents listed elementary education.

For each of the following fields of study, one respondent listed the field of study as his/her major area of study toward a bachelor's degree: business/social studies; chemistry; industrial arts/speech; math/chemistry; math/social studies; social studies; photography/accounting; English; English/social studies; and history.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

As a national organization of students enrolled in vocational agriculture/agribusiness, the Future Farmers of America (FFA) offers students instruction in personal leadership growth and development as well as opportunities to become productive citizens in a democratic society. This serves to prepare students for employment and the challenges of the 21st Century--to become the leaders of tomorrow.

Persons who are most closely associated with the organization (i.e., vocational agriculture teachers, FFA members, FFA Alumni, teacher educators and state supervisory staff) would probably recognize and emphasize the extent of social skills development by vocational agriculture students/FFA members. Previous research reports (Braker, 1973; Brannon, 1988; McGhee, 1974) provide additional evidence of social skills development by these students. Others, not directly associated with the vocational agriculture/FFA program undoubtedly have developed opinions regarding the extent of social skills development by vocational agriculture students/FFA members; however, no evidence was discovered which would substantiate their perceptions.

The purpose of this chapter is to present concise summaries of the following topics: Rationale for the Study, Purpose of the Study, Objectives of the Study, Design of the Study, and the Major Findings of

the Research. Also, through a detailed inspection of these topics, conclusions and recommendations are presented as based on the analysis of the data.

Rationale for the Study

Considering the nature of this research, and more especially the constraints relative to time and monies available to conduct this research, the investigator deemed it to be most appropriate (under the circumstances) to be methodical and selective in the design and implementation of this research. The investigator purposefully selected certain individuals to be included in this research to cause this research effort to be more manageable. Even so, the investigator believes the findings of this research should prove to be beneficial in that additional evidence was obtained regarding the extent of social skills development achieved by vocational agriculture students/FFA members.

Purpose of the Study

The purpose of this research effort was to determine the extent of social skills development achieved by vocational agriculture students/FFA members as perceived by selected vocational educators and public school superintendents.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established.

1. To identify and purposefully select the vocational educators

and public school superintendents to be included in this study.

2. To determine the extent of social skills development achieved by vocational agriculture students/FFA members in the areas of leadership, etiquette, citizenship, community service, and cooperation as perceived by the selected vocational educators and public school superintendents.

3. To obtain the general perceptions of the selected vocational educators and public school superintendents regarding (a) the extent vocational agriculture students/FFA members develop their social skills competencies; (b) the extent of opportunities available for those students to develop their social skills; (c) the extent those students develop their social skills competencies through their involvement in other high school courses (i.e., English, math, history, science, etc.); (d) the extent of opportunities available for those students (in general) to develop their social skills in those other high school courses; (e) the most important social skill developed by vocational agriculture students/FFA members; (f) the importance of the development of social skills; (g) the one reason the development of social skills is important or unimportant; and (h) the incorporating of teaching social skills in the classroom.

4. To determine, by rank order, the FFA activities perceived by the selected vocational educators and public school superintendents to be the most beneficial in the development of vocational agriculture students'/FFA members' social skills.

5. To determine specific demographic information relative to the selected vocational educators and public school superintendents.

Design of the Study

The study surveyed, through utilization of a mailed questionnaire, 85 selected vocational educators and public school superintendents concerning their perceptions of the extent of social skills development achieved by vocational agriculture students/FFA members. Included in the population were 59 vocational educators and 26 public school superintendents. These respondents represented the 26 public schools in Oklahoma that had an FFA chapter recognized as either a national gold-, silver-, or bronze-rated chapter in 1987-88.

Once the investigator selected the mailed questionnaire as a data gathering mode, the instrument was developed to include questions pertaining to the extent of social skills development in the areas of leadership, etiquette, citizenship, community service, and cooperation. In addition, questions were designed to obtain the respondents' perceptions of: (1) the extent of social skills development by vocational agriculture students/FFA members who participated in their chapter's activities; (2) the opportunities available for vocational agriculture students/FFA members to develop their social skills; (3) the extent of social skills development in other high school courses (i.e., English, math, history, science, etc.); (4) the opportunities available for social skills development in other high school courses (i.e., English, math, history, science, etc.); (5) the importance of social skills development; and (6) the incorporation of the teaching of social skills in the classroom.

The final draft of the questionnaire was reviewed by members of the vocational agriculture state supervisory staff and by the students in the Agricultural Education 5980 class (Spring, 1989). After

revisions were made, the final instrument was designed to require about ten minutes (or less) of the respondent's time. The initial and follow-up mailings (at two-week intervals) were conducted in April and May, 1989.

Of the 85 selected vocational educators and public school superintendents included in the population, 54 (63.53 percent) returned the mailed questionnaires. The respondents included 34 vocational educators (40.00 percent of the population) and 20 superintendents (23.53 percent of the population).

The information obtained from the instrument was analyzed based on a five-point "Likert-type" scale assigned to the questions in the areas of leadership, etiquette, citizenship, community service, and cooperation. The response categories in each of these areas were assigned the following numerical values: poor=1; below average=2; average=3; above average=4; and outstanding=5. Real limits were set at 1.00 to 1.49 for poor; 1.50 to 2.49 for below average; 2.50 to 3.49 for average; 3.50 to 4.49 for above average; and 4.50 to 5.00 for outstanding. These same numerical values and real limits were used to analyze the data from questions concerning the overall extent of social skills development by vocational agriculture students/FFA members, the opportunities available for such students to develop social skills, the extent of social skills development in other high school courses (i.e., English, math, history, science, etc.), and the opportunities available to develop social skills in these other high school courses.

Descriptive statistics, including frequency distributions (numbers and percentages), means, and standard deviations, were used to analyze the data obtained from the returned instruments.

The information obtained from the instrument was analyzed based on a four-point "Likert-type" scale assigned to the question concerning the respondents' perceptions of the importance of social skill development. The response categories were assigned the following numerical values: unimportant=1; less than important=2; important=3; and very important=4. Real limits were set at 1.0 to 1.49 for unimportant; 1.50 to 2.49 for less than important; 2.50 to 3.49 for important; and 3.50 to 4.00 for very important.

The information obtained from the instrument was analyzed based on a five-point "Likert-type" scale assigned to the question concerning the incorporation of the teaching of social skills in the classroom. The questionnaire contained a scale of categories to specify favoritism/opposition to the incorporation of the teaching of social skills in the classroom. The response categories were assigned the following numerical values: strongly oppose=1; tend to oppose=2; uncertain=3; tend to favor=4; and strongly favor=5. Real limits were set at 1.0 to 1.49 for strongly oppose; 1.50 to 2.49 for tend to oppose; 2.50 to 3.49 for uncertain; 3.50 to 4.49 for tend to favor; and 4.50 to 5.00 for strongly favor.

In the rank-order type of question dealing with the value of 12 specific FFA activities toward the development of social skills, a weighted mean was calculated for each item (FFA activity) based on the ranking given to the item by each respondent.

Responses to the demographic question concerning the vocational educators' and public school superintendents' length of service were analyzed by determining the frequency and percentages within each category. Responses to the demographic question concerning the

respondents major area of study for a bachelor's degree were also analyzed by determining frequencies.

Major Findings of the Study

In reviewing the findings of this study, the majority of the respondents (30 or 56.60 percent), both vocational educators and public school superintendents, have had more than 15 years of experience in their field of vocational education or administration. Thirteen (24.53 percent) of the respondents have had between 11 and 15 years of experience in vocational education or administration. There were five respondents who have had zero to five years of experience and five respondents who have had six to ten years of experience in vocational education or administration (9.43 percent in each category). One respondent did not complete the years of experience question.

Regarding the final open-ended question, the respondents were asked to list their major area of study for their bachelor's degree. For the respondents who were vocational educators, the most frequently listed field of study was "vocational home economics." The vocational educators' next most frequently listed fields of study were "agricultural education" and "industrial arts/technology education" (both responses were listed in the same frequency). For the respondents who were superintendents, the most frequently listed field of study was "physical education/social studies." Three fields of study received the same number of responses as the superintendents' major area of study for a bachelor's degree; the next most frequently listed fields of study were: "physical education," "mathematics," and "elementary education."

When the mean responses of the 54 vocational educators and superintendents were combined, the mean of means revealed that the extent of social skills development achieved by vocational agriculture students/FFA members was perceived to be "above average" for all categories within the areas of leadership, etiquette, citizenship, community service, and cooperation (refer to Table XV). Within the area of Leadership, the categories included: leadership skills (X=4.19); a sense of pride (X=4.14); self-initiative (X=3.96); the ability to set priorities (X=3.84); the ability to manage their use of time (X=3.61); the ability to act as spokespersons (X=3.90); and the ability to live up to the expectations of others (x=3.75). Within the area of Etiquette, the categories included: tactfulness (x=3.64); sportsmanship (X=3.95); self-discipline (X=3.94); respect for the rights of others (X=3.75); sense of integrity (X=3.84); responsibility (X=4.12); dependability (X=4.06); and punctuality (X=3.7). Within the area of Citizenship, the categories included: respect for national symbols (X=4.29); appreciation for a democratic society (X=3.95); sense of civic responsibility (X=4.10); behavior in accordance with law and order (X=3.83); and interest in politics and the political process (X=3.62). Within the area of Community Service, the categories included: pride in community and surroundings (X=4.19); appreciation of a progressive community (X=3.95); concern for the welfare of the people in the community (X=3.93); sense of responsibility to keep the community clean (X=3.94); and, enthusiasm for community events (X=3.87). Within the area of Cooperation, the categories included: ability to work with others (X=4.19); patience (X=3.76); good attendance practices (X=3.89); ability to provide work instructions to

TABLE XV

SUMMARY OF RESPONDENTS' PERCEPTIONS OF THE EXTENT OF
SOCIAL SKILLS DEVELOPMENT ACHIEVED BY VOCATIONAL
AGRICULTURE STUDENTS/FFA MEMBERS WITHIN THE
AREAS OF LEADERSHIP, ETIQUETTE, CITIZENSHIP,
COMMUNITY SERVICE, AND COOPERATION

Social Skills Areas	Combined Responses (N=54)	
	Mean	Denotes
<u>Leadership</u>		
1. Leadership skills	4.19	Above Average
2. Sense of pride	4.14	Above Average
3. Self-initiative	3.96	Above Average
4. Ability to set priorities	3.84	Above Average
5. Ability to manage use of time	3.61	Above Average
6. Ability to act as spokespersons	3.90	Above Average
7. Ability to live up to the expectations of others	3.75	Above Average
<u>Etiquette</u>		
1. Tactfulness	3.64	Above Average
2. Sportsmanship	3.95	Above Average
3. Self-discipline	3.94	Above Average
4. Respect for rights of others	3.75	Above Average
5. Sense of integrity	3.84	Above Average
6. Responsibility	4.12	Above Average
7. Dependability	4.06	Above Average
8. Punctuality	3.77	Above Average

TABLE XV (Continued)

Social Skills Areas	Combined Responses (N=54) Mean	Denotes
<u>Citizenship</u>		
1. Respect for national symbols	4.29	Above Average
2. Appreciation for democratic society	3.95	Above Average
3. Sense of civic responsibility	4.10	Above Average
4. Behavior in accordance with law and order	3.83	Above Average
5. Interest in politics and the political process	3.62	Above Average
<u>Community Service</u>		
1. Pride in community and surroundings	4.19	Above Average
2. Appreciation of a progressive community	3.95	Above Average
3. Concern for the welfare of the people in the community	3.93	Above Average
4. Sense of responsibility to keep community clean	3.94	Above Average
5. Enthusiasm for community events	3.97	Above Average
<u>Cooperation</u>		
1. Ability to work with others	4.19	Above Average
2. Patience	3.76	Above Average
3. Good attendance practices	3.89	Above Average
4. Ability to provide work instructions to others	3.77	Above Average
5. Ability to take work instructions from others	3.98	Above Average
6. Respect for the rights of others	3.88	Above Average

others ($X=3.77$); ability to take work instructions from others ($x=3.98$); and, respect for the rights of others ($X=3.88$).

The combined mean responses of the 54 respondents ($X=3.96$) suggest that their perceptions pertaining to the extent of social skills development achieved by vocational agriculture students/FFA members through their involvement in vocational agriculture/FFA was "above average" (refer to Table XVI). The 54 respondents also perceived the opportunities available for vocational agriculture students/FFA members to develop their social skills to be "above average" as suggested by the mean of means ($X=4.21$).

The combined mean responses of the 54 respondents ($X=3.16$) suggest that they perceived the extent of social skills development through involvement in other high school courses, such as English, math, history, or science, was "average" (refer to Table XVI). The 54 respondents also perceived the opportunities available for students to develop their social skills through other high school classes, such as English, math, history, or science, to be "average" as suggested by the mean of means ($X=3.20$).

As indicated by the mean of means ($X=3.64$), the development of social skills was perceived to be "very important" by the 54 respondents (refer to Table XVI). The mean of means ($X=4.53$) indicated that the 54 respondents "strongly favored" the incorporation of the teaching of social skills in the classroom.

The respondents were asked to rank 12 specific FFA activities from "1" to "12", with "1" being the most valuable activity and "12" indicating the least valuable activity, for the development of vocational agriculture students'/FFA members' social skills (refer to

TABLE XVI

SUMMARY OF RESPONDENTS' PERCEPTIONS OF THE
EXTENT OF SOCIAL SKILLS DEVELOPMENT

Social Skills Development . . .	Combined Responses (N=54)	
	Mean	Denotes
. . . of vocational agriculture students/FFA members through involvement in vocational agriculture	3.96	Above Average
. . . opportunities made available for vocational agriculture students/FFA members	4.21	Above Average
. . . provided by other high school courses (i.e., English, math, history, science, etc)	3.16	Average
. . . opportunities made available for students in other high school courses (i.e., English, math, history, science, etc.)	3.20	Average
. . . concerning the importance of social skills development	3.64	Very Important
. . . as related to the incorporation of teaching social skills in the classroom	4.53	Strongly Favor

Table XVII). The following ranking was determined by the weighted mean of the responses: (1) public speaking contest (X=3.47); (2) leadership training conferences (X=3.92); (3) chapter FFA meetings (X=5.30); (4) leadership camps (X=5.73); (5) parliamentary procedure contests (X=6.26); (6) livestock shows and fairs (X=6.43); (7) community service projects (X=6.69); (8) supervised agricultural experience programs, such as livestock, crop, or horticulture projects and agricultural-related jobs (X=6.71); (9) state FFA convention (X=7.01); (10) judging contests and field days (X=7.17); (11) national FFA convention (X=8.54); and (12) safety awareness program (X=10.34). Thirty vocational educators and 17 superintendents completed this question in an acceptable manner.

The remainder of the instrument contained open-ended questions. When asked, "In general, what is the most important social skill developed by vo-ag students/FFA members who participated in their FFA chapter's activities?", the most frequently listed response by respondents (who were vocational educators), was "leadership and/or believing in one's abilities (self-confidence)." The next most frequently listed response by respondents (who were vocational educators), was "the ability to speak in public or communicate with other people."

When asked, "In general, what is the most important social skill developed by vo-ag students/FFA members who participated in their FFA chapter's activities?", the most frequently listed response by respondents (who were superintendents), was "leadership and/or believing in one's abilities (self-confidence)." The next most frequently listed responses by respondents (who were superintendents)

TABLE XVII

SUMMARY OF THE RANK ORDER OF RESPONDENTS' PERCEPTIONS OF
THE VALUE OF SPECIFIC FFA ACTIVITIES TOWARD THE
DEVELOPMENT OF VOCATIONAL AGRICULTURE
STUDENTS'/FFA MEMBERS' SOCIAL SKILLS

Activity	Combined Responses (N=47)*	
	Weighted Mean (X)	Rank
Public speaking contests	3.47	1
Leadership training conferences	3.92	2
Chapter FFA meetings	5.30	3
Leadership camps	5.73	4
Parliamentary procedure contests	6.26	5
Livestock shows and fairs	6.43	6
Community service projects	6.69	7
Supervised agricultural experience programs	6.71	8
State FFA convention	7.01	9
Judging contests and field days	7.13	10
National FFA convention	8.54	11
Safety awareness program	10.34	12

*Only 30 of the 34 vocational educators and 17 of the 20 superintendents (who responded to the survey) completed this question in an acceptable manner.

were "teamwork and cooperation skills" and "public speaking ability and communications skills" (both responses were listed in the same frequency).

When asked, "For what one reason do you believe the development of social skills is important/unimportant?", the most frequently listed response by respondents (who were vocational educators), was "to help in effective communication." The next most frequently listed response by respondents (who were vocational educators), was "to learn to get along with others or interact with others to succeed in life."

When asked, "For what one reason do you believe the development of social skills is important/unimportant?", the most frequently listed response by respondents (who were superintendents), was "to learn to get along with others or interact with others to succeed in life." The next most frequently listed response by respondents (who were superintendents), was "to be able to function in and become a useful part of society."

Conclusions

Based on the findings of this study, the researcher concluded the following:

1. Social skills development, in the areas of leadership, etiquette, citizenship, community service, and cooperation, apparently is enhanced for those who become vocational agriculture students/FFA members.
2. There are more opportunities available for students who are enrolled in vocational agriculture/FFA to develop their social skills than there are for those who are not.

3. Students enrolled in other high school courses (i.e., English, math, history, science, etc.) seem to have somewhat of an opportunity to develop their social skills; however, this development is only to an average extent.

4. The most important social skill developed by vocational agriculture students/FFA members (based on the perception of both the public school superintendent and the vocational educator) is "leadership and/or believing in one's abilities (self-confidence)."

5. In general, the development of social skills is very important because it is essential for students "to learn to get along with others or interact with others to succeed in life."

6. The incorporation of the teaching of social skills in the classroom is strongly supported.

7. The public speaking contest is the most beneficial FFA activity contributing to the development of social skills among vocational agriculture students/FFA members.

Recommendations

Based on the findings and conclusions of this study, the researcher presents the following recommendations:

1. The vocational agriculture instructor/FFA adviser should continue to help vocational agriculture students/FFA members develop their social skills in the areas of leadership, etiquette, citizenship, community service, and cooperation, particularly since the respondents merely rated their achievement as above average.

2. Vocational agriculture students/FFA members should take advantage of opportunities to increase their involvement in FFA chapter

activities in order to further develop their social skills.

3. Vocational agriculture instructors/FFA advisers should continue to make opportunities available for activities in which vocational agriculture students/FFA members can develop social skills competencies.

4. Vocational agriculture instructors/FFA advisers should encourage their vocational agriculture students/FFA members to participate in activities that develop leadership and self-confidence because these social skills were identified as being important.

5. Vocational agriculture/FFA programs should continue to include public speaking as an activity because of its value toward the development of social skills.

Recommendations for Additional Research

The following recommendations are made in regard to additional research. The recommendations are judgments based on having conducted the study and on the examination of the findings of the study.

1. A more comprehensive study involving vocational educators and public school superintendents from across the State of Oklahoma should be conducted and the results compared with the findings of this study.

2. Similar research should be conducted concerning the vocational student organizations associated with other vocational education areas to determine the extent of social skills development by students in these vocational programs.

LIST OF REFERENCES

- Sixty-Third State FFA Convention Program (1989). Stillwater, OK: Oklahoma FFA Association.
- Agnew, D. M. and Adams, K. (1987). (Strategies for) Improving school and community relations. The Agricultural Education Magazine, 60(5), 18-21.
- Black, R. L. (1987). Job satisfaction/dissatisfaction of county cooperative extension 4-H agents in Oklahoma. (Unpublished master's thesis, Oklahoma State University).
- Blanchard, K., Zigarmi, D., and Zigarmi, P. (1987). Situational leadership: Different strokes for different folks. Principal 66(4), 12-16.
- Boggs, M. K. Personal interview. Stillwater, Oklahoma, April 23, 1989.
- Braker, C. R. (1973). The image of the FFA as perceived by current active members and advisors. (Unpublished Ed.D. dissertation, Oklahoma State University).
- Brannon, T. L. (1988). Impact of vocational agriculture/FFA on community leadership in Oklahoma. (Unpublished Ed.D. dissertation, Oklahoma State University).
- Carter, R. B. (1983). A local director's view. The Agricultural Education Magazine, 56(5), p. 5-6.
- Carter, R. I. and Neason, A. B. (1984). Participation in FFA and self-perceptions of personal development. Journal of the American Association of Teacher Educators in Agriculture 25(3), 39-44.
- Comer, J. P. (1987, October). Public conduct. Parents Magazine, p. 216.
- Drake, W. E. (1982). Agricultural education fantasies, facts, and futures: A re-examination. Journal of the American Association of Teacher Educators in Agriculture, 23(2), 2-14.
- Erickson, D. (1986). Keeping current with 100% plus membership. The Agricultural Education Magazine, 59(2), 17-18.

- Flick, R. (1983, March). The truth about Girl Scouts. Harper's Magazine, pp. 43-49.
- FFA Student Handbook (1984). Alexandria, VA: Future Farmers of America.
- Gower, P. (1988). Picture Yourself (VSO brochure). Stillwater, OK: Oklahoma State Department of Vocational and Technical Education.
- Gray, J. D. and Gray, M. M. (1964). Parliamentary Procedures. Wolfe City, TX: Henington Publishing Company.
- Helmeid, Cheryl. (1987, November 13). Iacocca dazzles audience. FFA Times, 7(2), p. 1.
- Hobbs, D. J. and Powers, R. C. (1969). Group member roles for group effectiveness. Ames, IA: Cooperative Extension Service, Iowa State University of Science and Technology and the United States Department of Agriculture.
- Hollander, E. P. (1978). Leadership dynamics. New York, NY: The Free Press.
- Hoyt, T. and Storms, P. (1988). Leadership and personal development--FFA at 60 and beyond. The Agricultural Education Magazine, 61(5), 15-16.
- Iverson, M. J. (1982). The role of vocational education in agriculture--socialization. Journal of the American Association of Teacher Educators in Agriculture, 23(3), 3-12.
- Jenkins, J. R. (1978). The image of vocational education as perceived by selected secondary school administrators in Oklahoma. (Unpublished Ed.D. dissertation, Oklahoma State University).
- Key, J.P. (1981). "Module on descriptive statistics." Research and Design in Occupational Education. Stillwater, OK: Agricultural Education Department, Oklahoma State University.
- Kleinfeld, J., and Shinkwin, A. (1983). "Lessons out-of-school: Boy Scouts, Girl Scouts, and 4-H Clubs as educational environments." (paper presented at the American Education Research Association Meeting, Montreal, Quebec, Canada, April 13, 1983). (ERIC Document Reproduction Service, No. ED 323 833).
- Koeninger, J. G. (1988). Value-added vocational classrooms. Vocational Education Journal, 63(8), 38-39.
- Ladewig, H. and Thomas, J. K. (1987). Does 4-H make a difference? College Station, TX: The Texas A&M University System.
- Markwart, A. (1988-89, December-January). Convention '88: Convention delegates pass 18 constitutional amendments. The National Future Farmer, p. 11-13.

- Matulis, J. K., Hedges, L. E., Barrick, K., and Smith, K. L. (1988). 4-H strikes a positive note: Impact on career development. The Journal of Extension, 28(Spring), 18-20.
- McGhee, M. B. (1974). Attitudes of superintendents, principals, county vocational directors, and guidance counselors regarding vocational agriculture in the public secondary schools of West Virginia. (Unpublished Ph.D. dissertation, The Ohio State University).
- Meyer, T. (1986). The FFA--a pathway to leadership. The Agricultural Education Magazine, 59(2), 11-13.
- Miller, E. E. (1983). The Role of Student Organizations in Vocational Education. (Occasional Paper No. 94). Columbus, OH: Ohio State University, National Center for Research in Vocational Education. (ERIC Document Reproduction Service, No. ED 253 717).
- Miller, L. E. (1988). A positive image of the FFA. The Agricultural Education Magazine, 61(5), 17-18.
- Mitchell, J. G. (1983, May). Retreat from relevance. Audubon, pp. 12-18.
- Moffitt, B. and Gratz, S. (1987). Image building with agri-science. The Agricultural Education Magazine, 60(6), 22-23.
- Moser, D. (1985, July). At 75, the Boy Scouts still answer to the call of adventure. Smithsonian, pp. 33-40.
- Newcomb, L. H., McCracken, J. D., and Warmbrod, J. R. (1986). Methods of teaching agriculture. Danville, IL: The Interstate Printers and Publishers, Inc.
- Official Manual of the National FFA Organization (1988). Alexandria, VA: National FFA Organization.
- The Outlook. (1989, March-April). Stillwater, OK: Oklahoma FFA Association.
- Ricard, V. B. (1985). Girl Scouts: A strong ally for rural education. New York, NY: Girl Scouts of the U.S.A. (ERIC Document Reproduction Service, No. ED 269 214).
- Rinker, D. (1986). The FFA in a changing curriculum. The Agricultural Education Magazine, 59(2), 15-16.
- Sample, D. (1986). FFA: A teaching tool. The Agricultural Education Magazine, 59(2), 5-6.

- Sesow, F.W. and VanCleaf, D. (1988). Social studies and youth organizations: Partners in the development of civic responsibility and action. (Based on a paper presented at a meeting of the National Council for School Studies, Chicago, IL.) Lincoln, NE: University of Nebraska--Lincoln. (ERIC Document Reproduction Service, No. ED 299 221).
- Spooner, K. (1974). ocational youth organizations--are they needed? Greeley, CO: University of Northern Colorado-Greeley. (ERIC Document Reproduction Service, No. ED 113 528).
- Thompson, D. E. (1986). Examining superintendents, vocational agriculture teachers, and vocational agriculture students' perceptions of the vocational agriculture program." Journal of the American Association of Teacher Educators in Agriculture, 27(4), 32-41.
- Townsend, C. D. (1981). FFA participation and personal development as perceived by Iowa vocational agriculture seniors. (Unpublished Ed.D. dissertation, Iowa State University).
- Understanding agriculture: New directions for education (1988). Washington, DC: National Academy Press for the Committee on Agricultural Education in Secondary Schools, Board of Agriculture, National Research Council.
- Vick, R. L. (1984). 4-H leaders and 4-H members attitudes toward selected aspects of the 4-H program in Pittsburg County. (Unpublished master's thesis, Oklahoma State University).
- Viterna, L. L. (1971). Opinions of school administrators concerning selected aspects of the program of vocational agriculture in Nebraska. (Unpublished master's thesis, University of Nebraska, Lincoln).
- Weatherford, D. E., and Weatherford, C. G. (1987). A review of theory and research found in selected experimental education, life skill development and 4-H program impacts literature. Raleigh, NC: North Carolina Agricultural Extension Service.
- Webster's New Dictionary (1984). Nashville, TN: Thomas Nelson Publishers.
- Willman, H. A. (1963). A 4-H handbook and lesson guide. Ithaca, NY: Comstock Publishing Association, a Division of Cornell University Press.
- Wink, M. E. (1978). FFA--leadership development. The Agricultural Education Magazine, 50(8), 171-173.

APPENDIXES

APPENDIX A

QUESTIONNAIRE - VOCATIONAL EDUCATORS

Social skills are those skills which enhance a person's ability to live and work together in communities or organized groups in a manner acceptable to society. This questionnaire is designed to measure YOUR PERCEPTION of the extent of development of social skills competencies achieved by students who were enrolled in vocational agriculture and participated in their FFA chapter's activities. Please check the ONE most appropriate response according to YOUR perception.

Extent of Development:

A. LEADERSHIP

In general, to what extent do vo-ag students/FFA members develop:

	1 POOR	2 BELOW AVERAGE	3 AVERAGE	4 ABOVE AVERAGE	5 OUTSTANDING
1. their leadership skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. a sense of pride?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. self-initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. the ability to set priorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. the ability to manage their use of time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. an ability to act as spokespersons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. the ability to live up to the expectations of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. ETIQUETTE

In general, to what extent do vo-ag students/FFA members develop:

1. tactfulness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. sportsmanship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. self-discipline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. a respect for the rights of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. a sense of integrity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. dependability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. punctuality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. CITIZENSHIP

In general, to what extent do vo-ag students/FFA members develop:

1. respect for national symbols? (such as U.S. flag)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. an appreciation for a democratic society?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. a sense of civic responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. behavior in accordance with law and order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. an interest in politics and the political process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. COMMUNITY SERVICE

In general, to what extent do vo-ag students/FFA members develop:

1. pride in their community and its surroundings?
2. an appreciation of a progressive community?
3. a concern for the welfare of the people in the community?
4. a sense of responsibility to keep the community clean?
5. enthusiasm for community events?
6. Other, please list _____

Extent of Development:				
POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. COOPERATION

In general, to what extent do vo-ag students/FFA members develop:

1. the ability to work with others?
2. patience?
3. good attendance practices?
4. the ability to provide work instructions to others?
5. the ability to take work instructions from others?
6. respect for the rights of others?
7. Other, please list _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. GENERAL PERCEPTIONS

1. In general, to what extent do vo-ag students/FFA members develop their social skills competencies through their involvement in vocational agriculture and the FFA? Their extent of development as you perceive it is:

- _____ (1) POOR
- _____ (2) BELOW AVERAGE
- _____ (3) AVERAGE
- _____ (4) ABOVE AVERAGE
- _____ (5) OUTSTANDING

2. Do you believe the opportunities available for vo-ag students/FFA members to develop their social skills are:

- _____ (1) POOR?
- _____ (2) BELOW AVERAGE?
- _____ (3) AVERAGE?
- _____ (4) ABOVE AVERAGE?
- _____ (5) OUTSTANDING?

3. In general, to what extent do students develop their social skills competencies through their involvement in other high school courses (i.e., English, math, history, science, etc.)? Their extent of development as you perceive it is:
- _____ (1) POOR
 _____ (2) BELOW AVERAGE
 _____ (3) AVERAGE
 _____ (4) ABOVE AVERAGE
 _____ (5) OUTSTANDING
4. Do you believe the opportunities available for students to develop their social skills through other high school courses (i.e. English, math, history, science, etc) are:
- _____ (1) POOR?
 _____ (2) BELOW AVERAGE?
 _____ (3) AVERAGE?
 _____ (4) ABOVE AVERAGE?
 _____ (5) OUTSTANDING?
5. In general, what is the most important social skill developed by vo-ag students/FFA members who participated in their FFA chapter's activities?
-
-
6. Excluding the classroom as an important place for developing social skills, please rank the following FFA activities according to their value to the development of vo-ag students/FFA members' social skills. (1=most beneficial activity for social skills development through 12=least beneficial activity for social skills development.)
- _____ a. Public speaking contests
 _____ b. Parliamentary procedure contests
 _____ c. Leadership training conferences
 _____ d. Livestock shows and fairs
 _____ e. Judging contests and field days
 _____ f. Community service programs
 _____ g. Safety awareness programs
 _____ h. Supervised agricultural experience programs (i.e. livestock, crop or horticulture projects, agricultural-related jobs, etc.)
 _____ i. Chapter FFA meetings
 _____ j. State FFA Convention
 _____ k. National FFA Convention
 _____ l. Leadership camps
7. In general, how important do you believe the development of social skills are:
- _____ (1) UNIMPORTANT
 _____ (2) LESS THAN IMPORTANT
 _____ (3) IMPORTANT
 _____ (4) VERY IMPORTANT

8. For what one reason do you believe the development of social skills is important/unimportant?

9. In general, do you favor incorporating the teaching of social skills in the classroom?

- _____ (1) STRONGLY OPPOSE
_____ (2) TEND TO OPPOSE
_____ (3) UNCERTAIN
_____ (4) TEND TO FAVOR
_____ (5) STRONGLY FAVOR

10. How many years have you taught in secondary schools?

- _____ (1) 0 - 5 years
_____ (2) 6 - 10 years
_____ (3) 11 - 15 years
_____ (4) More than 15 years

11. Please write your major area of study for your bachelor's degree (i.e. agricultural education, home economics, etc.)

APPENDIX B

QUESTIONNAIRE - SUPERINTENDENTS

*Social skills are those skills which enhance a person's ability to live and work together in communities or organized groups in a manner acceptable to society. This questionnaire is designed to measure **YOUR PERCEPTION** of the extent of development of social skills competencies achieved by students who were enrolled in vocational agriculture and participated in their FFA chapter's activities. Please check the **ONE** most appropriate response according to **YOUR** perception.*

Extent of Development:

A. LEADERSHIP

In general, to what extent do vo-ag students/FFA members develop:

	1 POOR	2 BELOW AVERAGE	3 AVERAGE	4 ABOVE AVERAGE	5 OUTSTANDING
1. their leadership skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. a sense of pride?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. self-initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. the ability to set priorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. the ability to manage their use of time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. an ability to act as spokespersons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. the ability to live up to the expectations of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. ETIQUETTE

In general, to what extent do vo-ag students/FFA members develop:

1. tactfulness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. sportsmanship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. self-discipline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. a respect for the rights of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. a sense of integrity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. dependability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. punctuality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. CITIZENSHIP

In general, to what extent do vo-ag students/FFA members develop:

1. respect for national symbols? (such as U.S. flag)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. an appreciation for a democratic society?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. a sense of civic responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. behavior in accordance with law and order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. an interest in politics and the political process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. COMMUNITY SERVICE

In general, to what extent do vo-ag students/FFA members develop:

1. pride in their community and its surroundings?
2. an appreciation of a progressive community?
3. a concern for the welfare of the people in the community?
4. a sense of responsibility to keep the community clean?
5. enthusiasm for community events?
6. Other, please list _____

Extent of Development:				
1	2	3	4	5
POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. COOPERATION

In general, to what extent do vo-ag students/FFA members develop:

1. the ability to work with others?
2. patience?
3. good attendance practices?
4. the ability to provide work instructions to others?
5. the ability to take work instructions from others?
6. respect for the rights of others?
7. Other, please list _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. GENERAL PERCEPTIONS

1. In general, to what extent do vo-ag students/FFA members develop their social skills competencies through their involvement in vocational agriculture and the FFA? Their extent of development as you perceive it is:

- _____ (1) POOR
- _____ (2) BELOW AVERAGE
- _____ (3) AVERAGE
- _____ (4) ABOVE AVERAGE
- _____ (5) OUTSTANDING

2. Do you believe the opportunities available for vo-ag students/FFA members to develop their social skills are:

- _____ (1) POOR?
- _____ (2) BELOW AVERAGE?
- _____ (3) AVERAGE?
- _____ (4) ABOVE AVERAGE?
- _____ (5) OUTSTANDING?

3. In general, to what extent do students develop their social skills competencies through their involvement in other high school courses (i.e., English, math, history, science, etc.)? Their extent of development as you perceive it is:
- _____ (1) POOR
 _____ (2) BELOW AVERAGE
 _____ (3) AVERAGE
 _____ (4) ABOVE AVERAGE
 _____ (5) OUTSTANDING
4. Do you believe the opportunities available for students to develop their social skills through other high school courses (i.e. English, math, history, science, etc) are:
- _____ (1) POOR?
 _____ (2) BELOW AVERAGE?
 _____ (3) AVERAGE?
 _____ (4) ABOVE AVERAGE?
 _____ (5) OUTSTANDING?
5. In general, what is the most important social skill developed by vo-ag students/FFA members who participated in their FFA chapter's activities?
- _____
- _____
6. Excluding the classroom as an important place for developing social skills, please rank the following FFA activities according to their value to the development of vo-ag students/FFA members' social skills. (1=most beneficial activity for social skills development through 12=least beneficial activity for social skills development.)
- _____ a. Public speaking contests
 _____ b. Parliamentary procedure contests
 _____ c. Leadership training conferences
 _____ d. Livestock shows and fairs
 _____ e. Judging contests and field days
 _____ f. Community service programs
 _____ g. Safety awareness programs
 _____ h. Supervised agricultural experience programs (i.e. livestock, crop or horticulture projects, agricultural-related jobs, etc.)
 _____ i. Chapter FFA meetings
 _____ j. State FFA Convention
 _____ k. National FFA Convention
 _____ l. Leadership camps
7. In general, how important do you believe the development of social skills are:
- _____ (1) UNIMPORTANT
 _____ (2) LESS THAN IMPORTANT
 _____ (3) IMPORTANT
 _____ (4) VERY IMPORTANT

8. For what one reason do you believe the development of social skills is important/unimportant?

9. In general, do you favor incorporating the teaching of social skills in the classroom?

- _____ (1) STRONGLY OPPOSE
_____ (2) TEND TO OPPOSE
_____ (3) UNCERTAIN
_____ (4) TEND TO FAVOR
_____ (5) STRONGLY FAVOR

10. How many years have you been an administrator?

- _____ (1) 0 - 5 years
_____ (2) 6 - 10 years
_____ (3) 11 - 15 years
_____ (4) More than 15 years

11. Please write your major area of study for your bachelor's degree (i.e. agricultural education, home economics, etc.)

APPENDIX C

COVER LETTERS



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078
AGRICULTURAL HALL 448
405-624-5129

April 21, 1989

Dear Superintendent:

We are conducting research designed to determine the extent of social skills development by vocational agriculture students/FFA members as perceived by vocational educators and public school superintendents. Based on your high school FFA chapter's recent recognition as an outstanding chapter on both the state and national level, you have been selected to assist in this research effort.

By sharing your perceptions, you will also be helping me to complete my degree requirements for a Master of Science degree in Agricultural Education at Oklahoma State University.

The enclosed questionnaire should require approximately ten minutes of your time. Please be assured that your responses will remain confidential and will be included as a part of the total findings of this research.

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and congratulations for having a nationally-recognized program of agricultural education in your school.

Sincerely,

Shelly R. Peper
Shelly R. Peper
Graduate Student

Eddy Finley
Dr. Eddy Finley
Associate Professor
Agricultural Education

Enclosures





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078
AGRICULTURAL HALL 448
405-624-5129

April 21, 1989

Dear Vocational Educator:

We are conducting research designed to determine the extent of social skills development by vocational agriculture students/FFA members as perceived by vocational educators and public school superintendents. Based on your high school FFA chapter's recent recognition as an outstanding chapter on both the state and national level, you have been selected to assist in this research effort.

By sharing your perceptions, you will also be helping me to complete my degree requirements for a Master of Science degree in Agricultural Education at Oklahoma State University.

The enclosed questionnaire should require approximately ten minutes of your time. Please be assured that your responses will remain confidential and will be included as a part of the total findings of this research.

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and congratulations for having a nationally-recognized program of agricultural education in your school.

Sincerely,

Shelly R. Peper
Graduate Student

Dr. Eddy Finley
Associate Professor
Agricultural Education

Enclosures





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078
AGRICULTURAL HALL 448
405-624-5129

May 5, 1989

Dear Vocational Educator:

We are attempting to conclude our research which is designed to determine the extent of social skills development by vocational agriculture students/FFA members as perceived by vocational educators and public school superintendents. We would really like to have your input because your high school FFA chapter was recognized as an outstanding chapter on both the state and national level. Even though we forwarded to you (approximately two weeks ago) a request for your assistance, apparently it has become lost or misplaced.

By sharing your perceptions, you will also be helping me to complete my degree requirements for a Master of Science degree in Agricultural Education at Oklahoma State University.

The enclosed questionnaire should require approximately ten minutes of your time. Please be assured that your responses will remain confidential and will be included as a part of the total findings of this research.

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and congratulations for having a nationally-recognized program of agricultural education in your school.

Sincerely,

Shelly R. Peper
Graduate Student

Dr. Eddy Finley
Associate Professor
Agricultural Education

Enclosures





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

STILLWATER, OKLAHOMA 74078
AGRICULTURAL HALL 448
405-624-5129

May 5, 1989

Dear Superintendent:

We are attempting to conclude our research which is designed to determine the extent of social skills development by vocational agriculture students/FFA members as perceived by vocational educators and public school superintendents. We would really like to have your input because your high school FFA chapter was recognized as an outstanding chapter on both the state and national level. Even though we forwarded to you (approximately two weeks ago) a request for your assistance, apparently it has become lost or misplaced.

By sharing your perceptions, you will also be helping me to complete my degree requirements for a Master of Science degree in Agricultural Education at Oklahoma State University.

The enclosed questionnaire should require approximately ten minutes of your time. Please be assured that your responses will remain confidential and will be included as a part of the total findings of this research.

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and congratulations for having a nationally-recognized program of agricultural education in your school.

Sincerely,

Shelly R. Peper
Shelly R. Peper
Graduate Student

Eddy Finley
Dr. Eddy Finley
Associate Professor
Agricultural Education

Enclosures



2
VITA

Shelly R. Peper

Candidate for the Degree of

Master of Science

Thesis: EXTENT OF SOCIAL SKILLS DEVELOPMENT BY VOCATIONAL
AGRICULTURE STUDENTS/FFA MEMBERS AS PERCEIVED BY
SELECTED VOCATIONAL EDUCATORS AND PUBLIC SCHOOL
SUPERINTENDENTS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Pryor, Oklahoma, November 13, 1965,
the daughter of Arthur H. and Mildred R. Peper.

Education: Graduated from Adair High School, Adair, Oklahoma,
May, 1984; received the Bachelor of Science degree from
Oklahoma State University, Stillwater, Oklahoma, May, 1988,
with a major in Agricultural Communications; completed the
requirements for the Master of Science degree at Oklahoma
State University in July, 1989.