

PERCEIVED BENEFITS OF YOUNG FARMER CHAPTERS
FOR HIGH SCHOOL VOCATIONAL AGRICULTURE
FFA PROGRAMS IN EASTERN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

Since the passage of the Smith-Hughes act of 1917, Vocational Agriculture teachers have had the responsibility of young and adult farmer education as well as providing educational programs for in-school youth. According to Devore (3) this obligation was then later re-emphasized in the 1963 Vocational Education Act and the 1968 Vocational Education Amendments which stressed that vocational education was to be offered to persons of all ages in all communities of the states.

As interest in young farmer education began to spread, adult farmer education programs in Oklahoma were pursued under various organizations and names prior to its state charter in 1969. During this time, teacher educators along with state vo-ag staff members expressed the need for and emphasized the benefits associated with such an organization, thus young farmer education was perceived as being an important and vital part of the total vocational agriculture program.

As a result, educators and producers alike indicated a definite need for such a post-secondary education program because of continual technological and economic changes in agriculture. These changes along with the present financial difficulties facing people involved in agriculture have established a need for adult education.

The purpose of the young farmer organization in Oklahoma was structured to emphasize "better farming through education." Young

farmer chapters in the state were organized in local communities that have all-day vocational agriculture programs, with the instructor serving as the advisor. In order to satisfy the main purpose of the organization, members have the opportunity to participate in monthly educational meetings concerning topics they have selected. Many chapters take pride in the outstanding resource people they attract to present programs. Members also have the opportunity to participate in many district and state sponsored educational activities such as tours, summer retreats, state conventions and national institutes.

Although primarily an adult education organization, young farmer groups have apparently evolved throughout the years in Oklahoma as a support group for vocational agriculture/FFA programs. In many instances teachers of vocational agriculture receive help from young farmer members at local fairs, field days, and social events. Vocational agriculture/FFA programs have received a tremendous amount of financial support for local fund raising activities along with reaping the benefits of having a strong support group ready, willing and able to undertake any activity deemed necessary.

Apparently there exist educational benefits to the local vocational agriculture instructor in teaching his/her students as a result of conducting young farmer programs. Much of the research material used by resource specialists in instructing young farmer classes is applicable in teaching vocational agriculture classes. Local young farmer members many times provide practical and educational laboratory experiences for vocational agriculture students on their farms.

STATEMENT OF THE PROBLEM

Although there is evidence to conclude that young farmer programs are beneficial to vocational agriculture/FFA programs there still remains a rather large number of vocational agriculture programs that do not offer young/adult farmer educational programs. Therefore, it was apparent that there was a need to determine if there were benefits associated with conducting such a program as perceived by public school administrators and vocational agriculture teachers. A study presenting a positive image of the program could prove beneficial to teacher educators, state staff and local vocational agriculture teachers in promoting and developing such an activity.

PURPOSE OF THE STUDY

The purpose of this study was to determine selected benefits accruing to high school vocational agriculture/FFA programs in Eastern Oklahoma as the result of conducting young/adult farmer educational programs.

OBJECTIVES OF THE STUDY

For the purpose of this study the following objectives were formulated:

1. To elicit demographic data pertaining to vocational agriculture teachers and public school administrators in order to describe the typical respondent.

2. To determine if there were educational benefits that accrue to the vocational agriculture/FFA program as a result of conducting a young/adult farmer program.

3. To determine whether or not having a young farmer program was financially beneficial to vocational agriculture/FFA programs.

4. To determine parental support for the FFA chapter as a result of their membership in a local young farmer program.

5. To compare responses of administrators and vocational agriculture teachers as to the benefits accruing to vocational agriculture/FFA programs as a result of conducting a young farmer program.

6. To ascertain administrative support for the vocational agriculture/FFA program as a result of conducting a local young farmer program.

SCOPE OF THE STUDY

The scope of this study included vocational agriculture teachers who were advisors of young farmer chapters in the eastern one-half of Oklahoma and the selected public school administrators of these same school systems.

ASSUMPTIONS BASIC TO THE STUDY

It was assumed that the instrument used for collection of the data would adequately determine the perceptions of the study population regarding the benefits of young farmer programs. Young farmer advisors and administrators responses were assumed to be their honest perceptions of the program.

DEFINITION OF TERMS

Young Farmer Member: A young and/or adult farmer who is engaged either directly or indirectly in agriculture. This person must be out of high school and be forty years of age or less to hold state office or receive awards, but can be an active member of their local chapter if out of high school regardless of age.

Young Farmer Association: An organization designed primarily for educational purposes for adults with local chapter program based upon education, recreation, leadership and community service.

Eastern Oklahoma: That area of the state which includes everything east of Interstate-35, excluding Noble and Kay counties of the Northwest supervisory district.

Vocational Agriculture: A course of instruction designed to train high school students for a career in production agriculture and agribusiness occupations.

Vocational Agriculture Teacher: An individual that is certified to teach vocational agriculture and that is employed by a secondary school to direct programs designed to meet the needs of all-day and adult young farmer students.

Future Farmers of America (FFA): A national organization for students enrolled in vocational agriculture programs designed to provide training in leadership, citizenship and cooperation.

Selected Public School Administrator: Superintendent of a public school system with a vocational agriculture program that has an organized young farmer program.

Major Building Project: A project that requires a minimum of \$1,000.00 in labor and materials.

Minor Building Project: A project requiring less than \$1,000.00 in labor and materials.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present background information relevant to this study. The major areas covered were the need for young farmer education programs, characteristics contributing to a successful young farmer program, contributions of FFA alumni and other support organizations to vocational agriculture/FFA programs and contributions of young farmer chapters to vocational agriculture/FFA programs.

THE NEED FOR YOUNG FARMER

EDUCATION PROGRAMS

In our everyday society of changing technology in agriculture, simply getting an education and then going out into the world to use it is no longer sufficient. Faust (6) supported this concept for continuous adult education when he stated:

3 Serving persons who are out of school is a very integral part of a total vocational agriculture program. It is not only essential to the development of an effective educational curriculum in vocational agriculture, but it is also an important part of the community's efforts toward total citizenry education (p.29).

Many changes have taken place in recent years which have certainly contributed to the growing need for young farmer educational programs. Quarles and Quarles (17) pointed out some of the important changes as: rapid technological advancement; intensification of the cost-price squeeze; extensive mechanization of farming operations and equipment;

involvement of government in agriculture; market demands and consumer preference. These along with the especially present financial problems facing American farmers today are certainly supportive for the need of young farmer education.

Douglass (4, p. 10) said, "The young farmer oriented person is finding it increasingly difficult to even think about production agriculture as a lifetime vocation." This has been brought about by a number of factors including: depressed farm prices for products, declining land values, poor management, high operating costs and declining equity. These problems point to the need for farmers to secure help in areas of farm business management, marketing, computer usage and many other areas of instruction offered through local young farmer programs. The young farmer class may not provide all the answers and help needed in some cases, but can aid the participant to acknowledge that help is available and where and how to go about securing it.

Claycomb (2) further supported the need for young farmer educational programs when he stated:

In each of our communities, adults are employed in the field of agriculture. If they are to continue, either employed by someone else or self-employed, they must be able to earn a living from the industry (p.5).

CHARACTERISTICS CONTRIBUTING TO SUCCESSFUL

YOUNG FARMER PROGRAMS

In many instances, endurance of young farmer programs has been a problem. This points out the need for extensive work on identifying characteristics that contribute to the success of young farmer chapters.

Such information could prove to be very beneficial to the continual growth and longevity of young farmer programs.

In a personal interview, Mitchell (14) pointed out that the most significant characteristic relating to successful young farmer programs in Oklahoma was the attitude of teachers toward young farmer education.

From the teachers viewpoint Pritchard and Mitchell (16, p. 246) reported the following characteristics contributing to successful young farmer programs as important:

1. Interested local advisors are definitely a major key to successful young farmer chapters.

2. Educational programs must be given major emphasis in every young farmer organization.

3. A good viable set of officers are especially important to chapter success.

4. Even though major emphasis must be given to educational programs, community service projects help to build interest and pride in young farmer programs.

5. Family functions are very important.

6. Organizations of young farmer wives are a compliment to young farmer organizations.

7. Size of local chapters is not really a determining factor in chapter success.

While these factors are significant and characteristic of successful young farmer chapters there are still some missing elements. According to Stockton (19) Tatum pointed out that one of the missing elements and possibly the most important is the element of pride. Further, Miller (13, p.3) reported the need for positive strokes in

instructing and supervising the adult program. "Praising the individual or his accomplishments can serve to improve a teachers effectiveness with adults while serving to instill pride in the individual." Developing the element of pride in the individual about himself along with having a young farmer chapter that excels in any activity it undertakes are certainly factors that need to be considered.

CONTRIBUTIONS OF FFA ALUMNI AND OTHER
SUPPORT ORGANIZATION TO VOCATIONAL
AGRICULTURE/FFA PROGRAMS

In addition to the young farmer program in Oklahoma there are other groups that serve a supporting role to the vocational agriculture/FFA program. Probably the most common one is the FFA Alumni Association.

The FFA alumni can be a very active support group that will assist the teacher in FFA related activities. This was reported by Griffin (7) when talking about areas of help provided by his local alumni group. He mentioned assistance at livestock shows, scholarship programs for FFA students, transportation to contests and fund raisers to aid the local program.

In Oklahoma, the FFA alumni association has as its primary goal leadership development for FFA members. According to Kastl (11) the Oklahoma group sponsors an annual leadership training camp which is available to FFA members that come from chapters having a local alumni affiliate. For each ten alumni members, one FFA member can attend the camp at no expense.

Another group commonly mentioned in Oklahoma is the FFA mothers club. This group is comprised of mothers of students in vocational

agriculture programs. They also serve as a support group. The contributions of FFA mothers club was pointed out in a personal interview with Henry (10). He mentioned meal preparation at local FFA banquets, fund raisers for the vocational agriculture program, the construction of a livestock show-barn and increased parental support as some of the contributions received to the Stratford vocational agriculture program as the result of a FFA mothers club.

Similar contributions have also been brought out as a result of local FFA booster clubs. This group is usually comprised of parents of FFA members and other interested supporters.

While there are definite contributions to the vocational agriculture/FFA program as a result of alumni groups and other support organizations there are in some cases concern from teachers. The most commonly perceived concern seems to be the initiation of a group that may try to dominate the operation of the total vocational agriculture/FFA program.

CONTRIBUTIONS OF YOUNG FARMER CHAPTERS
TO VOCATIONAL AGRICULTURE/FFA
PROGRAMS

Although the Oklahoma Young Farmer Association stipulates that its main purpose is education for adults there has evolved out of this a number of significant contributions to local vocational agriculture/FFA programs where young farmer chapters are in operation.

The areas of financial support and donated labor to the vocational agriculture/FFA program are very commonly pointed out by teachers as part of the contributions young farmers extend to the total agriculture

program. Attendance at slave sales, premium auctions and help at livestock shows are frequently heard. These type contributions were pointed out by Kelly and Floyd (12) when they mentioned the construction of a \$20,000.00 livestock show-barn and the sponsorship of plaques at their annual FFA/4-H livestock show as a result of their local young farmer members.

The all-day program can be strengthened as a result of having a young farmer program. Ekstrom and McClelland (5) found that farmers who attend adult farmer classes and have children in vocational agriculture take more interest in the department and cooperate more enthusiastically with the teacher in his endeavors. They also suggested that the teacher becomes more effective as an instructor of vocational agriculture because of the increased knowledge received at educational meetings and familiarity with problems incurred by local farmers. According to Mulberry (15) Bushoom agreed with this concept by stressing that out-of-school programs are an excellent form of publicity for the department, the school and the instructor.

Increased administrative support of vocational agriculture/FFA programs has been apparent in schools where active young farmer programs are intact. This was further supported in a personal interview with Hart (8) in pointing out that increased administrative support is observed in many programs that have school board members and/or administrators as members.

Henderson (9) found that superintendents in Nebraska were in favor of adult farmer education for three reasons: (1) Good public relations, (2) Provides up-to-date knowledge for farmers in their communities and (3) Gives adults a better perspective of the school. Further, according

to Mulbery (15) Phipps felt that local administrators should encourage adult farmer classes by allowing teachers of vocational agriculture time to conduct and supervise such courses since it is the responsibility of a school with a vocational agriculture department to promote adult classes.

Increased enrollment in vocational agriculture classes may be another contribution that could become even more significant as college entrance requirements become more stringent. Adults who are involved in young farmer educational programs should be excellent sources for present and future vocational agriculture students while also serving as an excellent recruitment group.

While the contributions mentioned that are associated with young farmer programs are significant there still remains a rather large number of vocational agriculture teachers that do not offer young farmer educational programs. The most commonly perceived disadvantage by teachers seems to be the additional time they feel would be required to conduct a young farmer program. Other concerns may include the fear of excessive domination by young farmer members influence on the vocational agriculture/FFA program. Another fear may be the embarrassment of low attendance at meetings.

SUMMARY

The literature reviewed covered four areas pertinent to the study. The purpose of the review was to supply available information pertinent to the study.

The need for young farmer education programs has been pointed out by the fact that adult education is an integral part of the total

vocational agriculture program. The everyday technological changes and demands of our society along with the present financial difficulties encountered by American farmers also supports the concept that young farmer education is needed.

While many factors were mentioned that are characteristic of successful young farmer programs, the most common factor found was the attitude of the vocational agriculture teacher toward young farmer education. Another important characteristic found that may have been overlooked in many instances was the element of pride.

Contributions of the FFA alumni and other support groups to vocational agriculture/FFA programs were viewed as beneficial and supportive to the total vocational agriculture program.

There was found to be a significant number of contributions to the vocational agriculture/FFA program as a result of conducting a young farmer program that serves to strengthen the total program. Financial support, donated labor, increased administrative support and increased effectiveness of the vocational agriculture teacher were among the contributions mentioned.

This study was concerned with benefits associated with young farmer chapters that compliment high school vocational agriculture/FFA programs as perceived by advisors and administrators of active young farmer programs in the eastern one-half of Oklahoma. The need for young farmer education programs, contributions of FFA alumni and other support organizations to vocational agriculture/FFA programs and contributions of young farmer chapters to vocational agriculture/FFA programs provided the background for this investigation.

CHAPTER III

DESIGN AND METHODOLOGY

The primary purpose of this study was to determine benefits accruing to high school vocational agriculture/FFA programs in "Eastern" Oklahoma as the result of conducting young/adult farmer educational programs. Six specific objectives were formulated and utilized to provide direction for the conduct and design of the research. The specific objectives were:

1. To elicit demographic data pertaining to vocational agriculture teacher and public school administrator in order to describe the typical respondent.

2. To determine if there were educational benefits that accrue to the vocational agriculture/FFA program as a result of conducting a young farmer program.

3. To determine whether or not having a young farmer program was financially beneficial to vocational agriculture/FFA program.

4. To determine parental support for the FFA chapters as a result of their membership in a local young farmer program.

5. To compare responses of administrators and vocational agriculture teachers as to the benefits accruing to the vocational agriculture/FFA program as a result of conducting a young farmer program.

6. To ascertain administrative support for the vocational agriculture/FFA program as a result of conducting a local young farmer program.

THE POPULATION

The population for this study consisted of the young farmer advisors and public school administrators in those school systems having active young/adult farmer programs located in the eastern one-half of the state excluding Noble and Kay counties. From information obtained at the State Department of Vocational and Technical Education it was determined that on October 15, 1985, there were 56 active young farmer programs in the study area. One hundred twenty-eight questionnaire were mailed in early November to the advisors of 56 young/adult farmer chapters, representing a total of 72 teachers. The instrument was also mailed to the superintendent in each of the 56 local public schools.

The distribution of the population surveyed by districts was as follows: 28 - southeast district schools, 14 - northeast district schools, and 14 - central district schools. The 72 teachers that were mailed questionnaires represented 40 single teacher departments and 16 multiple teacher programs.

The proportion of return for the instrument was 65 of the 72 young farmer advisors, which represents 90.3%, while the school superintendents returned 39 of the 56 questionnaires mailed or 69.6%. A follow-up letter was sent to non-respondents on December 16, 1985. In a few cases a telephone call was used to acquire responses from non-respondents.

Four of the non-respondents represented single teacher vo-ag programs. The other three non-respondents came from two multiple teacher programs, one of which neither teacher responded.

DEVELOPMENT OF THE INSTRUMENT

In developing the questionnaire the investigator reviewed literature and instruments used by several previous researchers. Suggestions from teacher educators and state staff were also very helpful.

The instrument was divided into three parts, with the first dealing with demographic information concerning the respondents. Part one was given two different headings, "Form R" and "Form G" for identification and reference purposes. "Form R" were questionnaires sent to young farmer advisors and "Form G" were those instruments mailed to school superintendents. The demographic data included the following: age, years of teaching experience, tenure as a young farmer advisor and teaching in a single or multiple teacher department. Data obtained from the public school administrators included: age, years of service as superintendent, area of teaching experience and whether or not a member of the local young farmer chapter. This section of the questionnaire was designed to show background characteristics of the respondents.

Part two of the instrument contained opinion statements selected to determine benefits accruing to vocational agriculture/FFA programs as the result of conducting young farmer educational programs. A likert-type scale was utilized to ascertain participant responses.

The major areas of benefits incorporated in part two of the instrument were: educational, financial, parental support and administrative approval.

Part three of the instrument contained open-ended questions to obtain information concerning specific benefits of Young Farmer Programs and to allow for suggestions on possible improvements of the young/adult farmer program.

After formulation, the instrument was field tested by vocational agriculture teachers and superintendents in seven public school systems and suggested changes were made.

ANALYSIS OF THE DATA

"Form R" and "Form G" were administered to young farmer advisors and school administrators respectively.

The questionnaires contained short answer items and statements requiring responses on an interval scale. Major areas included in the study were demographics concerning both young farmer advisors and administrators as well as program benefits perceived by both groups of respondents.

Data collected were key-punched on a Series One IBM System 3081. A SAS (Statistical Analysis System) program was utilized to derive statistical computations from the data.

Frequency distributions, percentages, and ratings were the descriptive statistics utilized to treat the data, while means were also derived from each of the respective statements.

The "t" test was utilized to determine if significant differences existed among young farmer advisors and administrators perceptions concerning benefits derived as a result of conducting young farmer programs.

Barr et al; (1, p. 275) stated in their manual, A User's Guide to SAS '76, that: "T" test computes "t" statistics for testing the hypothesis that the means of two groups of data are equal. A "t" statistic is computed assuming the variances are equal in each group.

Steele and Torrie (18, p. 73) further emphasized that:
 ". . . A comparison of two sample means, with unpaired observations and equal variances . . .
 We are to test the null hypothesis $H_0: \mu_1 = \mu_2$ assuming that the populations are normally distributed and have a common but unknown variance. In the test criteria, S^2 is an estimated of σ^2 and subject to sampling variation. We first estimate σ^2 by pooling the sums of squares of the two samples and dividing by the pooled degrees of freedom . . . This is a weighted average of the sample variances and is superior to the arithmetic average which gives equal weight to the sample variances. The weighted and arithmetic averages are the same size. The criterion "t" is distributed as students "t" for random samples from normal populations but considerable departures from normality seriously affect the distribution, especially near the commonly used 5 and 1% points.

For each of the respective statements a four-point "Likert-type" scale was utilized to appropriately describe the benefits of young farmer programs as perceived by both advisors and school administrators. The response categories were assigned the following numerical values: "always beneficial" = 4; "usually beneficial" = 3; "seldom beneficial" = 2; "never beneficial" = 1; while "no opinion" was calculated as missing data, therefore not skewing the mean.

Real limits were set at 3.5 and above for "always beneficial"; 2.5 to 3.49 for "usually beneficial"; 1.5 to 2.49 for "seldom beneficial"; .5 to 1.49 for "never beneficial".

Significance levels reported for this study were considered statistically significant at the .05 level of probability.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The primary purpose of this chapter was to present and analyze data secured concerning benefits associated with young farmer chapters that complement vocational agriculture/FFA programs in the eastern one-half of Oklahoma. To accomplish this purpose, the following objectives were formulated:

1) To elicit demographic data pertaining to vocational agriculture teachers and public school administrators in order to describe the typical respondent.

2) To determine if there were educational benefits that accrue to the vocational agriculture/FFA program as a result of conducting a young farmer program.

3) To determine whether or not having a young farmer program was financially beneficial to vocational agriculture/FFA programs.

4) To determine parental support for the FFA chapter as a result of their membership in a local young farmer program.

5) To compare responses of administrators and vocational agriculture teachers as to the benefits accruing to vocational agriculture/FFA programs as a result of conducting a young farmer program.

6) To ascertain administrative support for the vocational agriculture/FFA program as a result of conducting a local young farmer program.

Data presented in this chapter represents 65 responses from young farmer advisors and 39 responses from public school administrators. The advisor responses were 90.3 percent of the population surveyed and the school administrator responses were 69.6 percent of the group surveyed.

SELECTED DEMOGRAPHIC DATA OF THE TEACHER AND
ADMINISTRATORS PARTICIPATING IN
THE STUDY

Tables I and II summarized selected characteristics of participating respondents by age and years of teaching experience. Of the 65 advisors responding, 17 (26.15 percent) were 30 to 34 years of age with those teachers ranging in age from 25 to 39 representing 60 percent of the study population. In addition, there were only four advisors over 54 years of age that responded. The highest percentage of school administrators responding (23.08 percent) were from 45 to 49 years of age, while five responses were from administrators 34 years of age and younger. Vocational agriculture teachers having taught less than five years represented the largest group (30.77 percent) of responding advisors. Only five teachers (7.69 percent) had 30 years of experience or more. The highest percent of school administrators (25.64 percent) had 10 to 14 years of experience, while the smallest group (5.13 percent) had 30 or more years experience.

Table III revealed that the majority of vocational agriculture teachers serving as young farmer advisors had five years or less

experience in that capacity. Those teachers with less than three years experience represented 30.77 percent of the young farmer advisors with 27.69 percent coming from the group having taught 3 to 5 years. However, only four teachers (6.15 percent) had fifteen years or more experience as a young farmer chapter advisor. The number of teachers having a young farmer program were relatively even when comparing single teacher departments to multiple teacher programs. This was shown in Table IV where 52.31 percent of the respondents surveyed were in single teacher programs and 47.69 percent in multiple teacher departments.

TABLE I
A SUMMARY OF VO-AG TEACHERS AND ADMINISTRATORS
BY AGE CATEGORY

Age Category	<u>Distribution of Categories</u>				Total Respondents
	Advisors (N=65) n	%	Administrators (N=39) n	%	
Under 25	7	10.77	0	0	7
25 - 29	11	16.92	0	0	11
30 - 34	17	26.15	5	12.82	22
35 - 39	11	16.92	3	7.69	14
40 - 44	7	10.77	8	20.51	15
45 - 49	3	4.62	9	23.08	12
50 - 54	5	7.69	6	15.38	11
55 - 59	3	4.62	5	12.82	8
60 and over	1	1.54	3	7.69	4
TOTAL	65	100%	39	100%	104

TABLE II
A SUMMARY OF TEACHERS AND ADMINISTRATORS
BY YEARS OF TEACHING EXPERIENCE

Year of Experience	<u>Distribution of Experience</u>				Total Respondents
	Advisors (N=65)		Administrators (N=39)		
	n	%	n	%	
Less than 5	20	30.77	3	7.69	23
5 - 9	15	23.08	7	17.95	22
10 - 14	10	15.38	10	25.64	20
15 - 18	8	12.31	4	10.26	12
20 - 24	3	4.62	8	20.51	11
25 - 29	4	6.15	5	12.82	9
30 and over	5	7.69	2	5.13	7
TOTAL	65	100%	39	100%	104

TABLE III
A SUMMARY OF VO-AG TEACHERS' TENURE
AS YOUNG FARMER ADVISORS

Years of Experience	Advisors	Percent
Less than 3	20	30.77
3 - 5	18	27.69
6 - 8	12	18.46
9 - 11	8	12.31
12 - 14	3	4.62
15 and over	4	6.15
TOTAL	65	100%

TABLE IV
A SUMMARY OF TEACHER RESPONDENTS
BY DEPARTMENTAL CLASSIFICATION

Departmental Classification	Advisors (N=65)	Percent
Single	34	52.31
Multiple	31	47.69
TOTAL	65	100%

Tables V and VI summarized characteristics of participating school administrators in regard to their area of teaching experience as well as those who were members of their local young farmer chapter. Table V revealed that the most common area of teaching experience was in secondary education where 36 (92.31 percent) of the respondents had experience. Only one respondent (2.56 percent) had a vocational and technical education background. The number of school administrators involved as a member in their local young farmer program was 19 (48.72 percent) compared to 20 (51.28 percent) that were not, as shown in Table VI.

TABLE V
A SUMMARY OF SCHOOL ADMINISTRATORS BY
AREA OF TEACHING EXPERIENCE

Area of Teaching Experience	Administrators (N=39)	Percent
Vocational Education	1	2.56
Elementary	2	5.13
Secondary	36	92.31
TOTAL	39	100%

TABLE VI
A COMPARISON OF YOUNG FARMER MEMBERSHIP
OF SCHOOL ADMINISTRATORS

Young Farmer Membership	Administrators N=39	Percent
Yes	19	48.72
No	20	51.28
Total	39	100%

DETERMINATION OF EDUCATION BENEFITS AS
PERCEIVED BY YOUNG FARMER ADVISORS
AND SCHOOL ADMINISTRATORS

Both young farmer advisors and public school administrators responded to part two of the instrument. Each response was counted and categorized utilizing a five point Likert type scale. The categories for response were assigned the following numerical values: "always beneficial" = 4; "usually beneficial" = 3; "seldom beneficial" = 2; "never beneficial" = 1; and a "no response" was included which was assigned a 0 value and treated as missing data with regard to calculation of the mean. Real limit values were set at: "always beneficial" = 3.5 - 4.5; "usually beneficial" = 2.5 - 3.49; "seldom beneficial" = 1.5 - 2.49; and "never beneficial" = .5 - 1.49.

Table VII reveals the number and percentage of responses by their degree of benefits. Four statements were developed to determine how advisors and administrators felt about the educational benefits to a vocational agriculture program as a result of having a young farmer chapter.

The data revealed in Table VII for young farmer chapter advisors responding to the statement that "many young farmer meetings provide educational information useable in teaching vocational agriculture" indicates that 33 (50.77 percent) felt them to be "always beneficial" and 29 (44.62 percent) agreed they were "usually beneficial" to the vocational agriculture program. There were only 3 respondents (4.62 percent) who classified the educational information as "seldom beneficial" while no advisors found them as "never beneficial".

Inspection of the data revealed that school administrators also agreed there were educational benefits associated with having a young farmer program but not to the extent as did advisors. Twenty administrators (51.28 percent) felt educational information gained was "usually beneficial", 10 (25.64 percent) found the information "always beneficial", 6 (15.38 percent) respondents felt the information was "seldom beneficial", while 1 (2.56 percent) administrator classified the same as "never beneficial".

Responses to the statement that young farmer members were good resource people available for teaching vocational agriculture were similar by both advisors and administrators. Of the advisors responding, 37 (56.92 percent) ranked the statement as "usually beneficial", 8 (12.31 percent) as "seldom beneficial", 2 (3.07 percent) as "never beneficial" and 3 (4.62 percent) had "no opinion". Comparatively, 22 (56.41 percent) administrators ranked the statement as "usually beneficial", 7 (17.95 percent) as "always beneficial", 7 (17.95 percent) as "seldom beneficial", 1 (2.56 percent) as "never beneficial" and 2 (5.13 percent) had "no opinion".

Thirty-six (56.92 percent) of the responding young farmer advisors agreed that young farmer members are "usually beneficial", in providing educational laboratory experiences for vocational agriculture students, 17 (26.15 percent) of the advisors responded in the "always beneficial" category, 11 (16.92 percent) responded "seldom beneficial", while 1 (1.54 percent) indicated it was "never beneficial". Administrators also felt strong about the statement as 18 (46.15 percent) ranked the benefit "usually beneficial", while 8 (20.51 percent) responded as "always beneficial".

TABLE VII
A SUMMARY OF RESPONSES TO STATEMENTS CONCLUDING
EDUCATIONAL BENEFITS OF YOUNG
FARMER PROGRAM

Statements	Type	Number and Percentage of Responses by Degree of Benefit										Total	
		Never Beneficial		Seldom Beneficial		Usually Beneficial		Always Beneficial		No Opinion		N = 104	
		n	%	n	%	n	%	n	%	n	%	n	%
Many young farmer meetings provide educational information that is useable in teaching vocational agriculture.	a	0	0	3	4.62	29	44.62	33	50.77	0	0	65	100
	b	1	2.56	6	15.38	20	51.28	10	25.61	2	5.13	39	100
Young farmer members are good resource people that are available in teaching vocational agriculture.	a	2	3.07	8	12.31	37	56.92	15	23.08	3	4.62	65	100
	b	1	2.56	7	17.95	22	56.41	7	17.95	2	5.13	39	100
Young farmer members are helpful in providing educational laboratory experiences for vocational agriculture students.	a	1	1.54	11	16.92	36	55.38	17	26.15	0	0	65	100
	b	3	7.69	6	15.38	18	46.15	8	20.51	4	10.26	39	100
Becoming familiar with local young farmers individual operations is beneficial in providing practical classroom and/or laboratory related information to vocational agriculture students.	a	0	0	9	13.85	28	43.08	28	43.08	0	0	65	100
	b	1	2.56	2	5.13	25	64.10	9	23.08	2	5.13	39	100

a = Young Farmer Advisors

b = School Administrators

Both advisors and administrators were once again in agreement with the statement that becoming familiar with local young farmers individual operations was beneficial to the local vocational agriculture teacher in providing practical classroom and/or laboratory related information to students. Over eighty percent of advisors and administrators felt the benefit was either "always beneficial" or "usually beneficial".

DETERMINATION OF FINANCIAL BENEFITS

AS PERCEIVED BY RESPONDENTS

A review of the responses presented in Table VIII reflects the perception of respondents in regard to financial benefits derived by the local vocational agriculture program. From this analysis it was determined that the greatest benefit as perceived by both groups of respondents as support for FFA fund raising events by local young farmer members. Thirty-four (52.31) percent advisors and 16 (41.03 percent) administrators classified this as being "always beneficial".

The three other statements presented in regard to financial benefits by advisors and administrators were that 1) young farmer members have been helpful in major vocational agriculture related building projects (projects requiring a minimum of \$1,000.00 in labor and materials), 2) young farmer members have been helpful in minor vocational agriculture related building projects (projects requiring less than \$1,000.00 in labor and materials), 3) young farmer members were actively involved in soliciting funding which supplemented financial needs for a vocational agriculture program. It should be noted that school administrators had fewer positive responses concerning the three statements compared to advisors. Also, the lowest number of

positive response by both groups of respondents was on the statement that young farmer members have been helpful in major vocational agriculture building projects. Twenty (30.77 percent) advisors regarded the statement as "always beneficial" and 14 (21.54 percent) as "usually beneficial", while 3 (7.69 percent) and 13 (33.33 percent) of the administrators responded "always beneficial" and "usually beneficial" respectfully.

TABLE VIII
A SUMMARY OF RESPONSES TO STATEMENTS
CONCERNING FINANCIAL BENEFITS
OF YOUNG FARMER PROGRAM

Statements	Type	Number and Percentage of Responses by Degree of Benefit										Total	
		Never Beneficial		Seldom Beneficial		Usually Beneficial		Always Beneficial		No Opinion		N = 104	
		n	%	n	%	n	%	n	%	n	%	n	%
Local young farmer members have strongly supported fund raising events of the local FFA Chapter.	a	2	3.08	13	20.00	16	24.62	34	52.31	0	0	65	100
	b	3	7.69	6	15.39	13	33.33	16	41.03	1	2.56	39	100
Young farmer members have been helpful in major vocational agriculture related building projects (projects requiring a minimum of \$1,000.00 in labor and materials).	a	7	10.77	16	24.62	14	21.54	20	30.77	8	12.30	65	100
	b	6	15.39	10	25.64	13	33.33	3	7.69	7	17.95	39	100
Young farmer members have been helpful in minor vocational agriculture related building projects (projects requiring less than \$1,000.00 in labor and materials).	a	3	4.62	13	20.00	25	38.46	19	29.23	5	7.69	65	100
	b	6	15.38	7	17.95	12	30.77	9	23.08	5	12.82	39	100
Young farmer members have been actively involved in soliciting funding which supplements financial demands for a vocational agriculture program.	a	5	7.70	14	21.54	24	36.92	17	26.15	5	7.69	65	100
	b	7	17.95	9	23.08	13	33.33	5	12.82	5	12.82	39	100

a = Young Farmer Advisors
b = School Administrators

DETERMINATION OF PARENTAL SUPPORT
FOR FFA CHAPTERS

Three statements were developed to determine the perceived level of parental support of young farmer programs for FFA chapters. Table IX reveals the frequency of responses by perceived benefit.

Responses to the statement that the overall level of parental support of the local vocational agriculture/FFA program was strengthened as a result of conducting a young farmer program were rather positive by both advisors and administrators. Thirty-two (49.23 percent) rated the statement as "usually beneficial", 9 (13.85 percent) as "seldom beneficial", 2 (3.08 percent) as "never beneficial", and 1 (1.53 percent) had "no opinion". Comparatively, 19 administrators (48.72 percent) ranked the statement "usually beneficial", 11 (28.20 percent) as "always beneficial", 3 (7.39 percent) as "seldom beneficial", 2 (5.13 percent) as "never beneficial" and 4 (10.26 percent) had "no opinion".

The most positive responses by advisors and administrators concerned the statement indicating that "the level of parental interest/involvement in students vocational agriculture work is generally higher among parents that were young farmer members." Thirty-one (47.69 percent) advisors regarded the statement as "always beneficial" and 30 (46.15 percent) as "usually beneficial" while 13 (33.33 percent) and 22 (56.41 percent) of the administrators responded "always beneficial" and "usually beneficial" respectfully. There were no responses from either group classifying the benefit as "never beneficial".

The last statement in Table IX illustrates that "the number of parental problems or concerns is lower among parents that were involved

in the young farmer program" received rather positive responses also, especially from young farmer advisors. Thirty-one (47.69 percent) regarded the statement as "always beneficial" while 27 (41.54 percent) felt it was "usually beneficial". Seven (17.95 percent) school administrators rated the statement as "always beneficial" while 22 (56.41 percent) selected "usually beneficial". Only one administrator felt the young farmer program was "never beneficial" in this particular situation.

TABLE IX
A SUMMARY OF RESPONSES TO STATEMENTS CONCERNING
PARENTAL SUPPORT TO VOCATIONAL
AGRICULTURE/FFA PROGRAM

Statements	Type	Number and Percentage of Responses by Degree of Benefit											
		Never Beneficial		Seldom Beneficial		Usually Beneficial		Always Beneficial		No Opinion		Total N = 104	
		n	%	n	%	n	%	n	%	n	%	n	%
The overall level of parental support of the local vocational agriculture FFA program has been strengthened as a result of having a young farmer program.	a	2	3.08	9	13.85	32	49.23	21	32.31	1	1.53	65	100
	b	2	5.13	3	7.69	19	48.72	11	28.20	4	10.26	39	100
The level of parental interest/involvement in students vocational agriculture work is in general higher among parents that are young farmer members.	a	0	0	2	3.08	30	46.15	31	47.69	2	3.08	65	100
	b	0	0	1	2.56	22	56.41	13	33/33	3	7.70	39	100
The number of parental problems or concerns is lower among parents that are involved in the young farmer program.	a	0	0	4	6.15	27	41.54	31	47.69	3	4.62	65	100
	b	1	2.56	4	10.26	22	56.41	7	17.95	5	12.82	39	100

a = Young Farmer Advisor
b = School Administrators

DETERMINATION OF ADMINISTRATIVE AND
OVERALL PROGRAM SUPPORT

In determining the level of administrative and overall program support there were four statements developed. Table X reflects the results as perceived by the respondents.

Responses by advisors and administrative support of the vocational agriculture/FFA program has been strengthened as a result of conducting a young farmer program were positive by both groups. Twenty-nine (44.62 percent) advisors rated the statement "always beneficial" with another 22 (33.85 percent) responding "usually beneficial". Comparatively, 13 (33.33 percent) administrators rated the statement "always beneficial" while 19 (48.72 percent) responded "usually beneficial".

Thirty-three (50.77 percent) advisors felt that their young farmer program was "always beneficial" in strengthening community support for the vocational agriculture program while another 25 (38.46 percent) felt the program is "usually beneficial" with 4 (6.15 percent) responding "seldom beneficial" and 2 (3.07 percent) "never beneficial". Administrators also felt strong about the strengthening of support as 19 (48.72 percent) ranked the benefit "always beneficial"; followed by 17 (43.59 percent) "usually beneficial"; and 2 (5.13 percent) "seldom beneficial". There was one advisor and one administrator who expressed "no opinion".

Inspection of the data also revealed a positive response to the statement indicating that school board members who were members of local young farmer chapters were supportive of the vocational agriculture program. Results showed that 31 (47.69 percent) advisors felt the support was "always beneficial" followed by 21 (32.31 percent) "usually

beneficial"; 4 (6.15 percent) "seldom beneficial"; 1 (1.54 percent) "never beneficial" and 8 (12.31 percent) "no opinions". Similar responses were recorded from administrators as 19 (48.72 percent) felt "always beneficial" followed by 14 (35.90 percent) "usually beneficial"; 3 (7.69 percent) "seldom beneficial"; and 3 (7.69 percent) had "no opinion".

Positive responses were also noted in Table X pertaining to the statement that the initiation of a young farmer program has helped to strengthen the overall quality of the local vocational agriculture program. Thirty (46.14 percent) advisors ranked the statement "always beneficial" followed by 26 (40.0 percent) "usually beneficial"; 8 (12.31 percent) "seldom beneficial"; and 1 (1.54 percent) expressed "no opinion". Comparatively, 15 (38.46 percent) administrators indicated it was "always beneficial" followed by 17 (43.60 percent) "usually beneficial"; 5 (12.82 percent) "seldom beneficial"; 1 (2.56 percent) "never beneficial" and 1 (2.56 percent) expressed "no opinion".

TABLE X
 A SUMMARY OF RESPONSES TO STATEMENTS CONCERNING
 ADMINISTRATIVE AND OVERALL
 PROGRAM SUPPORT

Statements	Type	Number and Percentage of Responses by Degree of Benefit										Total	
		Never Beneficial		Seldom Beneficial		Usually Beneficial		Always Beneficial		No Opinion		N = 104	
		n	%	n	%	n	%	n	%	n	%	n	%
Local administrative support of the vocational agriculture/FFA program has been strengthened as a result of having a young farmer program.	a	1	1.53	10	15.38	22	33.85	29	44.62	3	4.62	65	100
	b	1	2.56	4	10.26	19	48.72	12	33.33	2	5.13	39	100
Community support of the local vocational agriculture/FFA program has been strengthened as a result of the local young farmer program.	a	2	3.07	4	6.15	25	38.46	33	50.77	1	1.54	65	100
	b	0	0	2	5.13	17	43.59	19	48.72	1	2.56	39	100
School board members that are actively involved in local young farmer chapters are very supportive of the total vocational agriculture/FFA program.	a	1	1.54	4	6.15	21	32.31	31	47.69	8	12.31	65	100
	b	0	0	3	7.69	14	35.90	19	48.72	3	7.69	39	100
The initiation of a young farmer program has helped to strengthen the overall quality of the local vocational agriculture program.	a	0	0	8	12.31	26	40.00	30	46.15	1	1.54	65	100
	b	1	2.56	5	12.82	17	43.60	15	38.46	1	2.56	39	100

a = Young Farmer Advisors
 b = School Administrators

RESPONSE COMPARISON OF VOCATIONAL AGRICULTURE
TEACHERS AND PUBLIC SCHOOL
ADMINISTRATORS

The data in Table XI illustrated a comparison of the overall mean response to statements in the study instrument. There was a range in overall responses from "usually beneficial" (3.46) to "seldom beneficial" (2.41). The highest mean responses (3.46) was by young farmer advisors on two different statements: 1) The level of parental interest/involvement in students vocational agriculture work was in general higher among parents that are young farmer members; 2) Many young farmer meetings provide educational information that was useable in teaching vocational agriculture. The lowest mean response (2.41) was by school administrators concerning the statement indicating that young farmer members have been helpful in major vocational agriculture related building projects.

Further revealed in the data was the fact that all overall mean responses (15) by young farmer advisors were in the "usually beneficial" category. Comparatively, 13 mean responses by school administrators were in the "usually beneficial" category with only two statements considered "seldom beneficial". It was interesting to note that on 13 of the 15 statements in the study instrument, the overall mean response by young farmer advisors was higher than that of responding school administrators. There was an exact mean score to one response by both advisors and administrators. The statement with a higher mean response by administrators stated that community support of the local vocational agriculture/FFA program was strengthened as a result of the local young farmer program.

TABLE XI
A COMPARISON OF RESPONSES TO STATEMENTS
CONCERNING BENEFITS OF YOUNG
FARMER PROGRAM

Statements	Type	Mean Score
Local administrative support of the vocational agriculture/FFA program has been strengthened as a result of having a young farmer program.	a	3.27
	b	3.19
Community support of the local vocational agriculture/FFA program has been strengthened as a result of the local young farmer program.	a	3.39
	b	3.45
School board members that are actively involved in local young farmer chapters are very supportive of the total vocational/agriculture/FFA program.	a	3.44
	b	3.44
The initiation of a young farmer program has helped to strengthen the overall quality of the local vocational/agriculture program.	a	3.34
	b	3.21
Many young farmer meetings provide educational information that is useable in teaching vocational agriculture.	a	3.46
	b	3.05
Young farmer members have been actively involved in soliciting funding which supplements financial demands for a vocational/agriculture program.	a	2.88
	b	2.47
The overall level of parental support of the local vocational agriculture/FFA program has been strengthened as a result of having a young farmer program.	a	3.13
	b	3.11
The level of parental interest/involvement in students vocational agriculture work is in general higher among parents that are young farmer members.	a	3.46
	b	3.33

a = Young Farmer Advisors

b = School Administrators

TABLE XI (Continued)

Statements	Type	Mean Score
The number of parental problems or concerns is lower among parents that are involved in the young farmer program.	a	3.44
	b	3.03
Young farmer members are good resource people that are available in teaching vocational agriculture.	a	3.05
	b	2.95
Young farmer members are helpful in providing educational laboratory experiences for vocational agriculture students.	a	3.06
	b	2.89
Becoming familiar with local young farmer individual operations is beneficial in providing practical classroom and/or laboratory related information to vocational agriculture students.	a	3.29
	b	3.14
Local young farmer members have strongly supported fund raising events of the local FFA chapter.	a	3.26
	b	3.11
Young farmer members have been helpful in major vocational agriculture related building projects (projects requiring a minimum of \$1,000.00 in labor and materials).	a	2.82
	b	2.41
Young farmer members have been helpful in minor vocational agriculture related building projects (projects requiring less than \$1,000.00 in labor and materials).	a	3.00
	b	2.71

a = Young Farmer Advisors

b = School Administrators

NON-DIRECTED RESPONSES FROM ADVISORS
AND ADMINISTRATORS

It was deemed necessary to the study by the investigator to obtain non-directed responses from young farmer advisors and public school administrators.

Three statements were included to obtain the non-directed responses. They were the following:

1. "Please share the most important benefit received to you and/or your vocational agriculture/FFA program as a result of having a young farmer program."

2. "Please list specific things local young farmer members have done to contribute to the success of your vocational agriculture/FFA program."

3. "If you have suggestions for improving the Oklahoma Young Farmer Association, please include such suggestions."

Results of statement one were included in Table XII, statement two in Table XIII and statement three in Table XIV. Responses to statements one and two was excellent with statement three receiving the least number of responses from both advisors and administrators.

The items for each table are ranked according to the total number or repeat responses from highest to lowest for both advisors and administrators.

Table XII is a compilation of data concerning statement one (Please share the most important benefit received by you and/or your vocational agriculture/FFA program as a result of having a young farmer program). The following items were shown rated from one to six by total response from both advisors and administrators:

1. Public relations.
2. Community support to vocational agriculture program.
3. Construction of a new vocational agriculture facility.
4. Educational ideas and awareness of educational changes.
5. Community support of overall school system.
6. Sponsorship of local livestock show.

Inspection of the data reveals that advisors and administrators agree completely on the rating for all items with the exception of item six. Item one, "Public relations", was the overwhelming choice by both groups (24 advisors) and (14 administrators) as the most important benefit. Item two, "Community support to vocational agriculture program", was also a frequently mentioned benefit by 15 advisors and six administrators.

Item three, "Construction of a new vocational agriculture facility" was the third most popular choice by six advisors and three administrators. Other items mentioned in their order of preference was educational ideas and awareness of educational changes, community support of overall school system and sponsorship of local livestock shows.

Table XIII reveals the results of statement two, "Please list specific things local young farmer member have done to contribute to the success of your vocational agriculture/FFA program." Inspection of the data reveals that advisors and administrators were in strong agreement concerning, "Support and/or sponsorship of FFA fund raising events."

Item two, "Financial support of county livestock shows," was rated second (ten advisors) by advisors and fifth (two administrators) by administrators.

Item three, "Educational assistance for all day students," was rated second (five administrators) by administrators and third (six advisors) by advisors.

Item four and five, both dealing with transportation of either livestock to shows or students to FFA events, were also considered popular choices. Item four received five responses from advisors and four from administrators with item five collecting five advisor responses and three administrators.

Furthermore, item six through eleven garnered fewer responses and several tied ratings. It should be noted that all responses from administrators concerned the first five benefits.

Table XIV was the result of data tabulation concerning statement three, "If you have suggestions for improving the Oklahoma Young Farmer Association, please include such suggestions." This statement received little response and with no apparent suggestions. There were only nine responses, eight of which were completely different suggestions. The only suggestion receiving two responses were item one, "Require each vocational agriculture department to have a young farmer program." Responses to open-ended portion of the questionnaire by teachers and administrators can be found in the appendix.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter was to present a summary of the study conducted to determine the benefits associated with a young farmer chapter to a local vocational agriculture/FFA program as perceived by the local young farmer advisor and public school administrator. Conclusions and recommendations presented were based upon careful analysis of the data received.

Summary of the Study

Purpose of the Study

The primary purpose of this study was to determine benefits accruing to high school vocational agriculture/FFA programs in Eastern Oklahoma as the result of conducting young farmer educational programs.

Specific Objectives of the Study

The following specific objectives were formulated to accomplish the major purpose of the study:

1. To elicit demographic data pertaining to vocational agriculture teacher and public school administrator in order to describe the typical respondent.

2. To determine if there were educational benefits that accrue to the vocational agriculture/FFA program as a result of conducting a young farmer program.

3. To determine whether or not having a young farmer program was financially beneficial to vocational agriculture/FFA programs.

4. To determine parental support for the FFA chapter as a result of their membership in a local young farmer program.

5. To compare responses of administrators and vocational agriculture teachers as to the benefits accruing to vocational agriculture/FFA programs as a result of conducting a young farmer program.

6. To ascertain administrative support for the vocational agriculture/FFA program as a result of conducting a local young farmer program.

Rationale for the Study

Although there was evidence to conclude that young farmer programs are beneficial to vocational agriculture/FFA programs, there still remains a rather large number of vocational agriculture programs that do not offer young farmer educational instruction.

A need was established to determine benefits accruing to high school vocational agriculture/FFA programs as the result of conducting young farmer educational programs. This was accomplished by surveying the local advisors and school administrators with active young farmer programs. The results of the study offers possibilities of increasing the number of active young farmer programs in Oklahoma.

Design of the Study

Following a review of literature and research relating to the study, procedures were determined to satisfy the purpose and objectives of the study. The major procedures involved were: 1) Determining the study population; 2) Developing the instrument; 3) Collecting data and; 4) Analyzing the findings.

The study population consisted of selected young farmer advisors and public school administrators in those school systems having active young farmer programs located in the eastern one-half of the state of Oklahoma. A questionnaire was mailed in early November to each advisor of the group of 56 chapters, representing a total of 72 teachers. The instrument was also mailed to the superintendent at each of the above schools. A total of 128 questionnaires were mailed.

The response for this study was 65 of the 72 young farmer advisors which represents 90.3 percent. The 56 school administrators surveyed returned 39 questionnaires or 69.6 percent. A follow-up letter and in a few cases a telephone call was used to acquire responses from non-respondents.

The distribution of the population surveyed by districts was as follows: 28 - southeast district schools, 14 - northeast district schools and 14 - central district schools. The 72 teachers surveyed represented 40 single teacher departments and 16 multiple teacher programs.

The instrument was divided into three parts which provided the

researcher with demographic data about the respondent, results of opinion statements and responses to open-ended questions.

Findings of the Study

This study was concerned with determining benefits associated with young farmer chapters that benefit high school vocational agriculture/FFA programs. Six specific objectives were selected for the study.

Selected Demographic Data of Young Farmer Advisors and Administrators

The largest age group of advisors responding to the study were in the 30-34 years age category (26.15 percent). It was discovered that 70.76 percent of the advisors were 39 years of age or younger with only 6.16 percent 55 years or older.

Thirty-one percent of those teachers participating in this study had less than five years experience, while over 69 percent had 14 years of teaching experience or less. Approximately 14 percent of the advisors had 25 years or more experience. Comparatively, over 58 percent of the teachers had five years or less experience as a young farmer advisor. Only 11 percent of the instructors had 12 years or more experience as advisor of a young farmer program. Thirty-four of the respondents were from single teacher programs with 31 from multiple teacher programs.

It was determined that over 43 percent of the administrators surveyed were from 40 to 49 years of age with only a slightly over 20

percent 39 years of age or less. Over 43 percent of the administrators surveyed had five to fourteen years experience with only 17.95 percent having over 25 years experience. In regard to the area of teaching experience of school administrators, secondary education was an overwhelming choice as over 92 percent had experience in that area. Only one respondent (2.56 percent) had previous experience in vocational and technical education.

The percentage of administration that were members of their local young farmer chapter was 48.72 percent.

Educational Benefits of Young Farmer Programs

Teachers and administrators both indicated a positive response to statements concerning educational benefits of a young farmer program. The following findings were disclosed:

1. Advisors and administrators expressed a mean response of "usually beneficial" that young farmer meetings provide educational information useable in teaching vocational agriculture. This was indicated by an overall mean response of 3.46 by advisors and 3.05 by administrators.

2. An overall mean response of 3.05 and 2.95 by the advisors and administrators, respectfully, indicated they agreed young farmer members are good resource people that were available in teaching vocational agriculture.

3. Both groups of respondents were in agreement that young farmer members were helpful in providing educational laboratory experiences for

vocational agriculture students. A mean response of 3.06 by advisors and 2.89 by administrators was recorded.

4. Administrators expressed a 3.14 mean response and young farmer advisors a 3.29 mean response toward the statement indicating familiarity with young farmer individual operations is beneficial in providing practical classroom and/or laboratory related information to vocational agriculture students.

Financial Benefits of Young Farmer Programs

The following was a summary of the young farmer advisors and public school administrators reactions to selected statements to determine financial benefits of young farmer chapters to vocational agriculture/FFA programs.

1. Advisors and administrators expressed a mean response of "usually beneficial" that young farmer members strongly supported fund raising events of the local FFA chapters. This was indicated by an overall mean response of 3.26 by advisors and 3.11 by administrators.

2. Advisors expressed a "usually beneficial" response to the statement indicating that young farmer members have been helpful in major vocational agriculture building projects while administrators responded with a "seldom beneficial" response.

3. Both groups of respondents were in agreement that young farmer members have been helpful in minor vocational agriculture related building projects. A mean response of 3.0 from advisors and 2.71 from administrators was recorded.

4. Varying responses were recorded to the statement that young farmer members have been actively involved in soliciting funding which supplements financial demands for a vocational agriculture program. Advisors expressed a "usually beneficial" response while the administrators recorded a "seldom beneficial" response.

Parental Support Resulting From
Young Farmer Membership

Very positive responses were recorded from statements dealing with parental support to a vocational agriculture program resulting from membership in a young farmer program. The following was a summary of the findings:

1. Both advisors and administrators expressed a mean response of "usually beneficial" to all three statements dealing with parental support.

2. Both groups of respondents expressed the highest overall mean response score to the statement that the level of parental interest/involvement in students vocational agriculture work was generally higher among parents that were young farmer members. Those scores were 3.46 from advisors and 3.33 from administrators.

Administrative and Overall
Program Support

The highest average in overall mean scores to a group of statements dealt with the area of increased administrative and overall program support to the vocational agriculture program as a result of conducting a young farmer program. All responses were "usually beneficial". The

lowest mean score was 3.19 with the highest being 3.45, all of which are moderate to high responses for the "usually beneficial" category. The four statements used in the instrument to determine administrative and overall program support along with their mean scores were shown as follows:

1. Local administrative support of the vocational agriculture/FFA program was strengthened as a result of having a young farmer program. Advisors mean score - 3.27; administrators mean score - 3.19.

2. Community support of the local vocational agriculture/FFA program was strengthened as a result of the local young farmer program. Advisor mean score - 3.39; administrator mean score - 3.45.

3. School board members that were actively involved in local young farmer chapters were supportive of the total vocational agriculture/FFA program. Advisors mean score - 3.44; administrators mean score - 3.44.

4. The initiation of a young farmer program has helped to strengthen the overall quality of the local vocational agriculture program as perceived by an advisors mean score - 3.34; administrators mean score - 3.21, respectfully.

Response Comparison of Vocational Agriculture

Teachers and Public School Administrators

There was relatively close agreement among advisors and administrators concerning benefits associated with having a young farmer program. The overall mean responses of the group ranged from a high of 3.46 to a low of 2.41.

Analysis of the data revealed that all overall mean responses (15) by young farmer advisors were in the "usually beneficial" category. Comparatively, 13 mean responses by school administrators were in the

"usually beneficial" category with only two statements considered "seldom beneficial". Overall mean responses were higher from advisors on 13 of the 15 statements in the study instrument.

Non-Directed Responses From Advisors and Members

The following is a summary of the responses to Statement 1 (Please share the most important benefit received to you and/or vocational agriculture/FFA program as a result of having a young farmer program).

Responses were compiled and the following items listed below were the most common mentioned. Item 1 "Public relations" was the most commonly mentioned response followed by community support, construction of a new vocational agriculture facility, educational ideas, community support of overall school system and sponsorship of local livestock show in that order.

A summary of Statement 2 (Please list specific things local young farmer members have done to contribute to the success of your vocational agriculture/FFA program), disclosed that advisors and administrators strongly agreed on the first item, "support and/or sponsorship of FFA fund raising events."

Item 2, "financial support of county livestock shows", was ranked second by advisors and fifth by administrators. Item 3, "educational assistance for all day students", was ranked second by administrators and third by advisors. Items 4 and 5, both dealing with transportation of either livestock to shows or students to FFA events were also relatively popular choices.

The results of data concerning Statement 3 "If you have suggestions for improving the Oklahoma Young Farmer Association, please include such suggestions," revealed no apparent popular response. There was only a total of nine responses received with eight of those revealing different suggestions. The only suggestion receiving two responses was one suggesting that each vocational agriculture department have a young farmer program.

Conclusions

After analysis of the data was collected, the investigator feels he can make the following conclusions:

1. An active young farmer program is an educational asset to the overall vocational agriculture program since it provides the opportunity to allow for a transfer of information and practical experiences beneficial to vocational agriculture students.
2. Young farmer members are supportive of financial demands of a vocational agriculture program. They are especially supportive of FFA fund raising events.
3. The initiation of a young farmer program increases parental support of the vocational agriculture program while stimulating parental interest and involvement in students work.
4. Administrative support of a vocational agriculture program is strengthened through having a young farmer program.
5. A young farmer program improves the overall quality of the local vocational agriculture program.
6. Public relations is an important benefit to a local teacher and

the vocational agriculture program as a result of a young farmer program.

7. Overall, young farmer advisors and administrators agree that the young farmer organization is beneficial; however, vocational agriculture teachers seem more convinced.

Recommendations

As a result of the major findings and conclusions, the writer recommends that:

1. The young farmer program be utilized to satisfy the program requirements for adult education.

2. Education for adults continues to be the main emphasis of a young farmer program.

3. The number of state staff promoting the young farmer organization be increased.

4. Innovative ideas be implemented to keep chapters active.

5. Present district and state young farmer educational and leadership related activities be continued.

6. The local young farmer advisor be recognized as the "key" person in initiating and maintaining a young farmer program.

7. The importance of getting local members involved in educational program planning, calling committees, recreational committees and any other needed capacities be recognized.

8. The state young farmer organization take a more active role in supporting FFA sponsored events.

9. An activity be formulated in which advisors of successful young farmer chapters share their ideas and activities with interested young farmer advisors, state staff and teacher educators.

10. Both husband and wife be encouraged to belong to young farmer groups.

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APPENDIXES

APPENDIX A
QUESTIONNAIRE

(1-2) I.D. Number (for office use only)

YOUNG FARMER QUESTIONNAIRE

(Form R)

(Check the appropriate blank)

(3) 1. AGE:

- | | | | | | |
|-------------|-------|----------|-------|---------------|-------|
| 1. Under 25 | _____ | 4. 35-39 | _____ | 7. 50-54 | _____ |
| 2. 25-29 | _____ | 5. 40-44 | _____ | 8. 55-59 | _____ |
| 3. 30-34 | _____ | 6. 45-49 | _____ | 9. 60 or over | _____ |

(4) 2. NUMBER OF YEARS VO-AG TEACHING EXPERIENCE:

- | | | | | | |
|----------------|-------|----------|-------|------------|-------|
| 1. Less than 5 | _____ | 4. 15-19 | _____ | 7. Over 30 | _____ |
| 2. 5-9 | _____ | 5. 20-24 | _____ | | |
| 3. 10-14 | _____ | 6. 25-29 | _____ | | |

(5) 3. NUMBER OF YEARS SERVED AS ADVISOR OF AN ACTIVE YOUNG FARMER CHAPTER:

- | | | | | | |
|----------------|-------|---------|-------|------------|-------|
| 1. Less than 3 | _____ | 3. 6-8 | _____ | 5. 12-14 | _____ |
| 2. 3-5 | _____ | 4. 9-11 | _____ | 6. Over 14 | _____ |

(6) 4. DEPARTMENT TEACHING IN:

- | | |
|-------------|-------|
| 1. Single | _____ |
| 2. Multiple | _____ |

Please indicate the extent to which you agree or disagree with each of the following statements as it applies to your local situation. Check the appropriate response to the right of the statement.

The response categories are as follows:

AB - Always Beneficial	UB - Usually Beneficial	SB - Seldom Beneficial
(4)	(3)	(2)
NB - Never Beneficial	NO - No Opinion	
(1)	(0)	

(1-2) _____
 I.D. Number (for office use only)

YOUNG FARMER QUESTIONNAIRE

(Form G)

(Check the appropriate blank)

(3) 1. AGE:

<input type="checkbox"/> 1. Under 25	<input type="checkbox"/> 4. 35-39	<input type="checkbox"/> 7. 50-54
<input type="checkbox"/> 2. 25-29	<input type="checkbox"/> 5. 40-44	<input type="checkbox"/> 8. 55-59
<input type="checkbox"/> 3. 30-34	<input type="checkbox"/> 6. 45-49	<input type="checkbox"/> 9. 60 or over

(4) 2. YEARS OF PUBLIC SCHOOL ADMINISTRATOR EXPERIENCE:

<input type="checkbox"/> 1. Less than 5	<input type="checkbox"/> 4. 15-19	<input type="checkbox"/> 7. Over 30
<input type="checkbox"/> 2. 5-9	<input type="checkbox"/> 5. 20-24	
<input type="checkbox"/> 3. 10-14	<input type="checkbox"/> 6. 25-29	

(5) 3. AREA OF TEACHING EXPERIENCE:

<input type="checkbox"/> 1. Vocational and Technical Education	<input type="checkbox"/> 3. Secondary
<input type="checkbox"/> 2. Elementary	

(6) 4. ARE YOU A MEMBER OF THE LOCAL YOUNG FARMER CHAPTER?

<input type="checkbox"/> 1. Yes
<input type="checkbox"/> 2. No

Please indicate the extent to which you agree or disagree with each of the following statements as it applies to your local situation. Check the appropriate response to the right of the statement.

The response categories are as follows:

AB - Always Beneficial (4)	UB - Usually Beneficial (3)	SB - Seldom Beneficial (2)
NB - Never Beneficial (1)	NO - No Opinion (0)	

- (7) 5. Local administrative support of the vocational agriculture/FFA program has been strengthened as a result of having a young farmer program.
- (8) 6. Community support of the local vocational agriculture/FFA program has been strengthened as a result of the local young farmer program.
- (9) 7. School board members that are actively involved in local young farmer chapters are very supportive of the total vocational agriculture/FFA program.
- (10) 8. The initiation of a young farmer program has helped to strengthen the overall quality of the local vocational agriculture program.
- (11) 9. Many young farmer meetings provide educational information that is useable in teaching vocational agriculture.
- (12) 10. Young farmer members are good resource people that are available in teaching vocational agriculture.
- (13) 11. Young farmer members are helpful in providing educational laboratory experiences for vocational agriculture students.
- (14) 12. Becoming familiar with local young farmers individual operations is beneficial in providing practical classroom and/or laboratory related information to vocational agriculture students.
- (15) 13. Local young farmer members have strongly supported fund raising events of the local FFA Chapter.
- (16) 14. Young farmer members have been helpful in major vocational agriculture related building projects (projects requiring a minimum of \$1,000.00 in labor and materials.)
- (17) 15. Young farmer members have been helpful in minor vocational agriculture related building projects (projects requiring less than \$1,000.00 in labor and materials.)
- (18) 16. Young farmer members have been actively involved in soliciting funding which supplements financial demands for a vocational agriculture program.
- (19) 17. The overall level of parental support of the local vocational agriculture/FFA program has been strengthened as a result of having a young farmer program.
- (20) 18. The level of parental interest/involvement in students vocational agriculture work is in general higher among parents that are young farmer members.
- (21) 19. The number of parental problems or concerns is lower among parents that are involved in the young farmer program.

	AB	UB	SB	NB	NO
(7) 5. Local administrative support of the vocational agriculture/FFA program has been strengthened as a result of having a young farmer program.					
(8) 6. Community support of the local vocational agriculture/FFA program has been strengthened as a result of the local young farmer program.					
(9) 7. School board members that are actively involved in local young farmer chapters are very supportive of the total vocational agriculture/FFA program.					
(10) 8. The initiation of a young farmer program has helped to strengthen the overall quality of the local vocational agriculture program.					
(11) 9. Many young farmer meetings provide educational information that is useable in teaching vocational agriculture.					
(12) 10. Young farmer members are good resource people that are available in teaching vocational agriculture.					
(13) 11. Young farmer members are helpful in providing educational laboratory experiences for vocational agriculture students.					
(14) 12. Becoming familiar with local young farmers individual operations is beneficial in providing practical classroom and/or laboratory related information to vocational agriculture students.					
(15) 13. Local young farmer members have strongly supported fund raising events of the local FFA Chapter.					
(16) 14. Young farmer members have been helpful in major vocational agriculture related building projects (projects requiring a minimum of \$1,000.00 in labor and materials.)					
(17) 15. Young farmer members have been helpful in minor vocational agriculture related building projects (projects requiring less than \$1,000.00 in labor and materials.)					
(18) 16. Young farmer members have been actively involved in soliciting funding which supplements financial demands for a vocational agriculture program.					
(19) 17. The overall level of parental support of the local vocational agriculture/FFA program has been strengthened as a result of having a young farmer program.					
(20) 18. The level of parental interest/involvement in students vocational agriculture work is in general higher among parents that are young farmer members.					
(21) 19. The number of parental problems or concerns is lower among parents that are involved in the young farmer program.					

DISCUSSION: ANSWER IN THE SPACE PROVIDED

1. Please share the most important benefit received to you and/or your vocational agriculture/FFA Program as a result of having a Young Farmer Program.

2. Please list specific things local young farmers members have done to contribute to the success of your vocational agriculture/FFA Program.

3. If you have suggestions for improving the Oklahoma Young Farmer Association, please include such suggestions.

APPENDIX B

COVER AND FOLLOW-UP LETTERS

November 22, 1985

Dear Vo-Ag Instructor:

I am in the process of conducting a research effort that will hopefully have positive implications for vocational agriculture and FFA programs in Oklahoma. The main purpose in this study is to determine if there are benefits that accrue to high school vocational agriculture/FFA programs as the result of conducting young farmer programs. The enclosed questionnaire should assist you to express your opinions as to the benefits of the young farmer program in your area.

Thanks for taking time away from a busy schedule to assist with a most important and beneficial development for Oklahoma FFA. If you have any questions, please feel free to call.

Respectfully,

Rick Griffin
Eastern Oklahoma
Young Farmer Coordinator

RG:cd

Enclosure

November 22, 1986

Dear School Administrator:

I am in the process of conducting a research effort that will hopefully have positive implications for vocational agriculture and FFA programs in Oklahoma. The main purpose in this study is to determine if there are benefits that accrue to high school vocational agriculture/ FFA programs as the result of conducting young farmer programs. The enclosed questionnaire should assist you in expressing your opinion concerning your perception of the value of young farmer programs.

Thank you for taking time away from a busy schedule to assist with a most important beneficial development for Oklahoma FFA. If you have any questions please feel free to call.

Respectfully,

Rick Griffin
Eastern Oklahoma
Young Farmer Coordinator

RG:cd

Enclosure

December 16, 1985

Dear Vo-Ag Instructor:

I need your help in completing the enclosed questionnaire to provide information for determining the benefits associated with having a young farmer chapter.

This follow-up letter is for advisors who have not responded. I hope that you will take a few minutes of your time to give me your thoughts and ideas about the young farmer organization.

To date, I have received approximately 75% of the advisors responses. I have enclosed a questionnaire and self-addressed envelope for your convenience.

Thank you,

Rick Griffin
Young Farmer Coordinator

RG:cd

Enclosure

December 16, 1985

Dear School Administrators:

I need your help in completing the enclosed questionnaire to provide information for determining the benefits associated with having a young farmer chapter.

This follow-up letter is for administrators who have not responded. I hope that you will take a few minutes of your time to give me your thoughts and ideas about the young farmer organization.

To date, I have received approximately 60% of the administrators responses. I have enclosed a questionnaire and self-addressed envelope for your convenience.

Thank you,

Rick Griffin
Young Farmer Coordinator

RG:cd

Enclosure

APPENDIX C
TABLES XII, XIII AND XIV

TABLE XII
 RATINGS OF DISCUSSION QUESTIONS CONCERNING THE
 MOST IMPORTANT BENEFITS TO VOCATIONAL
 AGRICULTURE/FFA PROGRAMS BY
 ADVISORS AND ADMINISTRATORS

Benefits	Advisor Responses		Administrator Responses		Total Responses	
	N	Rating	n	Rating	n	Rating
1. Public Relations	24	1	14	1	38	1
2. Community support to vocational agriculture program.	15	2	6	2	21	2
3. Construction of a new vocational agriculture facility.	6	3	3	4	9	3
4. Educational ideas and awareness of educational changes.	2	4	4	3	6	4
5. Community support of overall school system.	2	4	2	5	4	5
6. Sponsorship of local livestock show.	1	5	0	0	1	6

TABLE XIII
 A COMPARISON OF OPINIONS FROM ADVISORS AND ADMINISTRATORS
 AS TO SPECIFIC BENEFITS OF YOUNG FARMER PROGRAMS
 TO VOCATIONAL AGRICULTURE/FFA PROGRAM

Specific Benefits	Advisors Responses		Administrator Responses		Total Response	
	n	Rating	n	Rating	n	Rating
1. Support and/or sponsorship of FFA fund raising events.	23	1	6	1	29	1
2. Financial support of county livestock shows.	10	2	2	5	12	2
3. Educational assistance for all day students.	6	3	5	2	11	3
4. Assistance in hauling livestock to shows.	5	4	4	3	9	4
5. Assistance in hauling students to FFA events.	5	4	3	4	9	5
6. Construction of FFA showbarns.	4	6	0	0	4	6
7. Sponsorship of plaques for FFA speech contests.	2	7	0	0	2	7
8. Employment of Vo.Ag. students.	2	7	0	0	2	8
9. Assistance in getting approval for financial request for program.	1	9	0	0	1	8
10. Assistance in chapter BOAC activity.	1	9	0	0	1	8
11. Sponsorship of tractor safety event.	1	9	0	0	1	8

TABLE XIV
 A RATING OF DISCUSSION QUESTIONS CONCERNING SUGGESTIONS
 FOR YOUNG FARMER PROGRAMS BY ADVISORS
 AND ADMINISTRATORS

Specific Suggestions	Advisor Responses		Administrator Responses		Total Response	
	n	Rating	n	Rating	n	Rating
1. Require each vocational agriculture department to have a young farmer program.	2	1	0	0	2	1
2. Increase number of staff promoting the young farmer organization.	1	2	0	0	1	2
3. Initiate a monthly newsletter sharing activities of young farmer chapters.	1	2	0	0	1	2
4. Create innovative ways to involve older members.	1	2	0	0	1	2
5. Create ways to keep chapters active.	1	2	0	0	1	2
6. Eliminate age limit on serving as a state officer.	1	2	0	0	1	2
7. Eliminate the judging of state young farmer awards by state officers.	1	2	0	0	1	2
8. Increase the amount of advertising about the young farmer program.	0	0	1	1	1	2

VITA

Rick N. Griffin

Candidate for the Degree of

Master of Science

Thesis: PERCEIVED BENEFITS OF YOUNG FARMER CHAPTERS FOR HIGH SCHOOL
VOCATIONAL AGRICULTURE/FFA PROGRAMS IN EASTERN OKLAHOMA

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Professional Organizations: Member of Oklahoma Vocational
Agriculture Teachers' Association; National Vocational
Agriculture Teachers' Association; Oklahoma Vocational
Association and American Vocational Association; "Pete Gailey
Plan"; Oklahoma Young Farmers Association; and Oklahoma FFA
Alumni Association.