

THE EFFECTS OF THE TEN-DAY RULE
OF FFA CHAPTERS AND MEMBERS
IN THE STATE OF OKLAHOMA

by

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CHAPTER I

INTRODUCTION

Much has been said and written in recent years about the quality of education in the public school system. A trend does exist, not only in Oklahoma, but nationwide issuing a call for higher quality education. Many suggestions and ideas for higher quality education have been voiced and some eventually adopted by local and state school officials.

One of the most popular policies for achieving higher quality education in Oklahoma has been the recent adoption of the Ten-Day Ruling on school attendance. The ruling basically limits a student to ten class absences per school year due to participation in extracurricular activities. These absences include both academic and sports related activities which are conducted at a time and place requiring that students be away from the classroom. Many educators will argue the effectiveness of this policy. There are those teachers who may be more successful because they have all their students in the classroom where many believe that learning takes place. There are also those instructors who believe that extracurricular activities are merely an extension of the local classroom.

Teachers of vocational agriculture very often utilize extracurricular activities to reinforce classroom instruction. In other words, attending an interscholastic contest and being successful in that contest would require a student to have been very well trained in a

specific contest area in the classroom. Vo-Ag instructors also feel that attending activities outside the classroom are very educational in nature as well as necessary as part of the student's Supervised Occupational Experience (SOE) Program.

This report will deal with the effects of this regulation on vocational agriculture programs and FFA members in the State of Oklahoma.

Statement of the Problem

The State Board of Education recently adopted a policy on school attendance which in part states, "The maximum number of absences for activities which remove the student from the classroom shall be ten for any one class period of each school year." Has this Ten-Day Ruling on school attendance had an effect on the intracurricular activities of FFA chapters and members in Oklahoma?

Purpose of the Study

The purpose of this study was to determine if the Ten-Day Ruling on school attendance had an effect on the level of participation of FFA chapters in leadership and related activities and the involvement of members in the SOEP.

Objectives of the Study

To accomplish the intent of this study, the following objectives were formulated:

1. To determine what effect the ruling has had on FFA membership.
2. To determine what effect the ruling had on FFA members' SOEP.

3. To determine what effect the ruling had on FFA members' participation in interscholastic contests.
4. To determine what effect the ruling had on other leadership activities on the state and national level.
5. To determine what effect the ruling had on FFA members' participation in livestock exhibitions.

Scope of the Study

The population that will be studied will consist of 120 FFA chapters from across the state of Oklahoma. A stratified random sample of 18 single teacher departments and six multi-teacher departments from each of the supervisory districts will be asked to participate in the study. The questionnaire used in this study was accompanied by the questionnaire of another Master's Degree candidate in order to reduce the amount of postage required to gather the necessary information. One of the questionnaires required information from multi-teacher departments, therefore, six multi-teacher departments from each district were surveyed along with 18 single teacher departments for a total of 24.

Definition of Terms

The following are definitions of certain terms used throughout the study:

1. FFA - Future Farmers of America.
2. Extracurricular - of or relating to officially or semiofficially approved and organized student activities connected with school and usually carrying academic credit.
3. Interscholastic - competitive events carried on between schools

and other organizations such as the FFA and 4-H.

4. FFA Member - a student enrolled in vocational agriculture and meeting other minimal requirements for FFA membership.
5. State Board of Education - a group of educators assembled for the purpose of developing school policies on the state level.
6. SOEP - Supervised Occupational Experience Program: a program of work designed to provide supervised training in a specific field so as to enhance future employment in this field.
7. Intracurricular - those activities conducted at and away from the local classroom which are directly related to the program of instruction.
8. FFA Advisor - the local instructor of vocational agriculture.
9. Livestock Exhibitions - competitive event carried on among 4-H and FFA members resulting from the feeding, grooming, and presentation of different species of farm animals.

CHAPTER II

REVIEW OF LITERATURE

Vocational agriculture has always prided itself as being a course of instruction within the secondary school system which provides a practical and "hands on" type of experience. The practical experience described has often been a result of an organization known as the Future Farmers of America (FFA). The FFA is an organization designed for students of vocational agriculture and provides the bulk of the leadership and extracurricular activities experienced by these students. Instruction in vo-ag provides the basis for competitive, interscholastic events through the FFA.

Students of vocational agriculture are also involved with the Supervised Occupational Experience Program (SOEP). Many times the student's SOEP consists of, or results in, exhibition of livestock. This type of experience not only provides extensive training in the specific area of interest but also enhances leadership and citizenship development.

The FFA not only provides local activities that aid in leadership development, but also provides activities on the state and national level. These activities include the State and National FFA Conventions as well as numerous interscholastic contests.

The preceding paragraphs have been written in order to illustrate a very critical aspect relating to the development of this study. Participation in FFA activities requires that students of vocational

agriculture often be absent from the traditional classroom. Recent legislation in the state of Oklahoma has placed a limit on the number of days which a student may be absent from class. This chapter will detail the sequence of events which led to the development of the Ten-Day Attendance Policy. This subject will be examined from the standpoint of the classroom instructor, the administrators, the parents, as well as from the view of vocational agriculture instructors and FFA advisors.

The recent move to reform education in the state of Texas will also be investigated as a possible factor to the development and implementation of Oklahoma's current attendance policy including exemptions from the policy and development of the local school district's committee on implementing and governing this policy.

Developing School Reform

The general public has issued a call recently for extensive reform of the nation's public school system and Oklahoma is no exception. The past few years have revealed many academic problems within the public school system. Achievement tests are continuing to point out the very low levels of basic skills possessed by our students. We're finding a great number of high school seniors who are not able to master the basic educational skills such as reading, writing, and arithmetic. The question often arises, "How did these students arrive at the high school level without these basic skills?" This is indeed a difficult question to answer from the educator's standpoint.

Many educators have blamed extracurricular activities for our nation's academic failures. We seem to find a way to pass students who

are good athletes or contribute in some other way to our school system. These students who are continually absent from class present many problems to our educational systems. It is difficult to present material to a class when a percentage of that class is absent. It is also difficult to teach students in class and be continually faced with the problem of helping absentees catch up when they return to school.

The most obvious solution to our nation's educational system is to return the student to the classroom where education takes place. Students who do not attend classes cannot be taught (1). We as parents often use classroom time for conducting business concerning our children such as doctor and dentist appointments. Many of these problems could be taken care of after school hours if we would only strive to keep students in school.

The state of Texas has taken the most drastic steps in educational reform as a result of studies conducted by the H. Ross Perot Commission (2). One of the most controversial policies adopted by the Texans has been the "No Pass - No Play" rule which requires that a student must be passing in all subject areas before participating in an athletic contest or other extracurricular activities.

Oklahoma's School Reform

Oklahoma, like other states in the nation, has also taken steps to improve our educational system. The first legislation to improve education was the writing of House Bill 1706. This was primarily designed to improve our public school system by imposing higher standards on new teachers.

The most dramatic policy on school reform in Oklahoma has been the

adoption of the Ten-Day Rule on school attendance. This policy reads as follows:

Attendance/Activities Regulations

The State Board of Education encourages students to be in attendance in their regularly scheduled classes so that maximum learning can occur. Educational programs are built on the foundation of continuity of instruction and participation in the classroom setting. Consistent classroom attendance can assist students toward development of strong work habits, responsibility and self-discipline. Since the educational merit of the co-curricular program is recognized, the goal of the State Board of Education is to facilitate a balanced education for each student. It is with the above goals and philosophy that the State Board of Education establishes the following Attendance/Activities Regulations.

Regulation 1:

It is the intent of the State Board of Education that the Superintendent and local Board of Education annually review the scheduling of activities so that minimal interruptions occur in the instructional program of a child.

Regulation 2:

The maximum number of absences for activities, whether sponsored by the school or outside agency/organization, which removes the student from the classroom shall be ten (10) for any one class period of each school year. Excluded from this number are state and national levels of school sponsored contest. State and national contest are those for which a student must earn the right to compete. (The criteria for earning the right to represent the school in any activity or contest must be submitted in writing by local school sponsors and approved by the local Board of Education.)

Regulation 3:

Each local Board of Education shall appoint, at the beginning of the school year, an Internal Activities Review Committee. This committee shall be responsible for reviewing and recommending any deviation of the activities policy to the local Board of Education.

Regulation 4:

Each school district shall be responsible for maintaining an addendum to the attendance records to verify the conditions within the school system that apply to the above regulation.

Regulation 5:

Procedures for filing complaints:

- a) A signed written complaint must first be filed with the local Board of Education. If the complaint is not resolved at the local level, then the complaint should be filed with the Accreditation Section of the State Board of Education. Upon receipt of the complaint the Accreditation Section shall appoint a monitoring team to make an on-site visit and file a written report to the State Board of Education and Accreditation Section. This complaint must include a list of the name(s) of the student(s), date(s) and class(es) missed which exceed Regulation 1.
- b) The school district shall provide to the monitoring team during the on-site visit the necessary records to verify or deny the violation as specified in the written complaint.
- c) The monitoring team shall submit a written report to the superintendent and local board of education within ten (10) school days of the on-site visit.

Regulation 6:

Upon the recommendation of the monitoring team, the superintendent may be called to appear before the State Board of Education for determination of the appropriate action to be taken. In cases of flagrant violation, state funds may be deducted/withheld from the school district. (3)

First examination of this policy leaves one with the impression that it may indeed be a step toward higher quality education. In some instances this is probably the case, but for rural students who may be involved in athletics, agriculture, and other activities, this policy may create a hardship (4). Opponents also argue the rule penalizes the best and most active students within the school system (5). Many educators or activity sponsors require that students missing class for an activity complete all other classwork before missing the class.

Summary

The current policy on school attendance may indeed correct some of the problems outlined in the study, "A Nation At Risk" (6). The policy

on attendance may also damage excellent programs and high achieving students by forcing a reduction in activities which remove the students from the classroom. It is indeed very important that students be present in the classroom, but we must also keep in mind that education also takes place outside of the traditional classroom setting (7).

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this chapter is to illustrate the methods used and the procedures followed in conducting this study. In order to collect data which would provide information relating to the purposes and objectives of this study, the sample was determined and the instrument was developed for data collection. A procedure was established for data collection and methods of data analysis were selected. Information for this study was collected during the Spring of 1986. Specific objectives were formulated to provide direction and organization of the research.

The Study Population

The population of this study consisted of a stratified random sample of 24 FFA advisors from each of the five supervisory districts of Oklahoma. The selection process included acquiring a current list of FFA chapters and advisors from the State Department of Vocational-Technical Education. From this list, it was determined that approximately 75 percent of the programs in the state had one FFA advisor while 25 percent had more than one advisor. With these figures in mind, 18 single teacher departments and six multi-teacher departments were utilized from each district in order to stay in line with the figures of the entire state. A questionnaire was mailed to each of the 120 selected departments with one response requested from each program. A cover

letter and a postage-paid return envelope were sent with each of the questionnaires.

The researcher had a goal of having at least 100 FFA advisors respond to the request for information by returning the completed questionnaire. In order to be assured of having 100 responses, a total of 120 questionnaires were sent out.

Development of the Instrument

In the preparation of an instrument to meet the objectives of this study, the author considered personal concerns as well as those of others working in this profession. Since very little research has been done in this area, the author chose to use a questionnaire. Suggestions from other instructors and faculty members of the Oklahoma State University Agricultural Education Department were utilized in order to develop an appropriate instrument.

Validating the Instrument

After development of the instrument, it was reviewed by members of a graduate research class, FFA advisors, and faculty members of the Oklahoma State University Agricultural Education Department for recommendations as to clarity and completeness. Several valid comments and questions were raised by this group allowing for further strengthening of several areas within the interview.

Administering the Instrument

The instrument was administered to those participating in the study by way of the U. S. Postal Service during the Spring of 1986.

Analysis of Data

The data collected for this study was broken down into specific categories according to the questions within the instrument. Tables and graphs were constructed so as to clearly present the findings of this study. The use of statistics were utilized in analyzing the information provided by the respondents.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data gathered from surveying FFA advisors from each of the five supervisory districts of Oklahoma. Tables have been compiled, where applicable, to facilitate presentation of data accumulated as a result of the survey.

Table I is an overview of the study population which indicates the number of FFA advisors responding to the questionnaire. Twenty-four FFA advisors from each supervisory group were asked to participate in this study for a total of 120. Of this 120, 101 responded by answering and returning the questionnaire for a response rate of 84.2 percent. Also included is the response rate breakdown by district which indicates the number of advisors participating from within each district. The Northeast District had the largest response rate with all 24 advisors responding to the questionnaire. The lowest response rate came from the Northwest District with 18 advisors responding for a 75 percent return rate. The Southeast and Southwest Districts each had 19 advisors responding to the questionnaire (79 percent), while the Central District had 21 advisors responding (87.5 percent).

Table II shows a breakdown into the total years of teaching experience possessed by the survey population. It can be seen that 49.5 percent of the respondents have 10 years or less teaching experience. Twenty-seven percent have five or less years of teaching experience.

TABLE I
FFA ADVISORS RESPONDING TO QUESTIONNAIRE
BY SUPERVISORY DISTRICT

District	Surveys Sent (N)	Single Teacher (N)	Multi Teacher (N)	Total (N)	Percent
Northeast	24	18	6	24	100.0
Southeast	24	15	4	19	79.0
Central	24	15	6	21	87.5
Northwest	24	13	5	18	75.0
Southwest	24	13	6	19	79.0
Totals	120	74	27	101	(Avg) 84.2

TABLE II
NUMBER OF YEARS TEACHING EXPERIENCE OF RESPONDENTS

Years	Teachers	Percent
1-5	28	27.7
6-10	22	21.8
11-15	19	18.8
16-20	15	14.9
21-25	7	6.9
25-more	10	9.9
Totals	101	100.0

Table III illustrates the number of years that the advisor has spent at their current school. Nearly one-half (48.6 percent) have taught in their current school five or less years. In addition, 73.4 percent have been in the same position for ten or less years.

TABLE III
NUMBER OF YEARS EXPERIENCE AT CURRENT SCHOOL

Years	Number	Percent
1-5	49	48.6
6-10	25	24.8
11-15	7	6.9
16-20	5	4.9
21-25	8	7.9
25-more	7	6.9
Totals	101	100.0

Table IV is an illustration of the number of FFA members per chapter surveyed. Fifty-four chapters, or 53.6 percent of the teachers responding, had from 15 to 45 FFA chapter members in the program.

Table V presents the results to the question of whether or not the local school had adopted an attendance policy in accordance with the

state policy, and if so, how strictly is the policy enforced by the school administration. Ninety-nine out of 101 teachers surveyed indicated that their administration had adopted an attendance policy in line with the state policy. Forty-five teachers said that the local policy was strictly enforced and 54 said it was only somewhat enforced, which indicates that 98 percent of the schools enforced the policy to some degree. The remaining two indicated no enforcement whatsoever, which is in direct conflict to state regulations.

Table VI illustrates the survey populations' response to the question of declining FFA membership as a result of the ten-day ruling. Only 12 advisors reported a decline in membership and the average decline rate of the 12 was 7.8 members per chapter.

TABLE IV
TOTAL FFA MEMBERSHIP PER CHAPTER

Number of Members	Number of Chapters	Percent
15-30	19	18.8
31-45	35	34.8
46-60	18	17.8
61-75	16	15.9
76-90	5	4.9
91-105	3	2.9
106-over	5	4.9
Totals	101	100.0

TABLE V
THE DEGREE OF ENFORCEMENT OF THE ATTENDANCE
POLICY BY LOCAL ADMINISTRATION

District	Strict Enforcement		Somewhat Strict		None	
	(N)	(%)	(N)	(%)	(N)	(%)
Northeast	11	45.8	13	54.2	0	0
Southeast	10	52.6	9	47.4	0	0
Northwest	7	38.9	11	61.1	0	0
Southwest	9	47.4	9	47.4	1	4.6
Central	8	38.1	12	57.1	1	4.8
Totals	45	(44.6)	54	(53.4)	2	(2.0)

TABLE VI
RESPONSES TO THE QUESTION: HAS YOUR FFA MEMBERSHIP
DECLINED AS A RESULT OF THE RULING, AND
IF SO, BY HOW MANY MEMBERS?

District	Chapters With Decreased Membership		Number of Members Decreased	Chapters With No Decrease	
	(N)	(%)		(N)	(%)
Northeast	3	12.5	28	21	87.5
Southeast	2	10.5	18	17	89.5
Northwest	2	11.1	16	16	88.9
Southwest	0	0	0	19	100.0
Central	5	23.8	32	16	76.2
Totals	12		94	89	

Table VII presents the results to a question as to whether or not other organizations compete with the FFA concerning utilization of the days away from school. Eighty-nine advisors (88.1 percent) reported competition from other school organizations while 12 (11.9 percent) reported no competition from other school organizations for the ten days of excused absences.

TABLE VII
RESPONSES TO THE QUESTION: DO OTHER ORGANIZATIONS
COMPETE WITH YOUR FFA CHAPTER
IN THE ATTENDANCE POLICY?

District	Yes	Percent	No	Percent
Northeast	20	83.3	4	16.7
Southeast	18	94.7	1	5.3
Northwest	14	77.8	4	22.2
Southwest	17	89.5	2	10.5
Central	20	95.2	1	4.8
Totals	89	(88.1)	12	(11.9)

Table VIII indicates which programs in the school compete with the FFA chapter for days away from school. Twenty-four advisors reported that track interfered the most, closely followed by baseball, which was reported the leader by 21 advisors. Fourteen advisors mentioned band as the leader while 10 said that basketball took the lead. "Other" programs such as speech, VICA, DECA, and vocal music were also reported as

the most competitive by 10 advisors. Nine advisors reported that football was the leader, 4 mentioned FHA, while 9 had no response to this question. Baseball, track, and band accounted for 58.5 percent of the competition for the students' available participation time away from the classroom.

TABLE VIII
RESPONSE TO THE QUESTION: WHICH PROGRAMS
OFFER THE MOST COMPETITION?

Program	NE	SE	NW	SW	C	(N)	(%)
Football	3	2	1	1	2	9	8.9
Basketball	1	3	2	1	3	10	9.9
Baseball	6	2	0	6	7	21	20.8
Track	5	3	7	5	4	24	23.8
Band	4	2	4	3	1	14	13.9
FHA	1	1	1	1	0	4	3.9
Other	2	4	0	1	3	10	9.9
No Response	2	2	3	1	1	9	8.9
Totals	24	19	18	19	21	101	100.0

Table IX illustrates the response to the questions concerning involvement of students with the SOE program. When the advisors were asked if their members' participation in the SOE program declined as a result of the ruling, 23 said yes while 78 stated no change. When asked if SOE program quality changed as a result of the ruling, 18 said that

the students' SOE program decreased in quality, 79 showed no change, while 4 advisors mentioned an increase in SOE program quality.

Table X presents the results to a question as to whether students' participation in interscholastic judging contests had changed as a result of the attendance policy. Nearly half of the advisors (43) said that their members' involvement in interscholastic contests had decreased as a result of the ruling, while 54 reported no change in participation and 4 advisors mentioned an increase in interscholastic involvement.

Table XI presents the results to the question concerning the FFA members' involvement in leadership activities on the state and national level. Thirty-three, or one-third, of the advisors reported a decrease in leadership activity participation while 68 reported no effect on their chapter's participation.

Table XII illustrates which leadership activities are affected the most as a result of this ruling. Forty-two advisors reported that attending the National FFA Convention was affected the most. Fifteen advisors said the state convention was a problem while 12 mentioned the sophomore motivation conference as the most affected. Six advisors mentioned other leadership activities were affected. Twenty-six advisors had no response to this question due to the fact that the ruling had no effect on their leadership activities.

When asked what leadership activities were exempt from the local policy, 38 advisors said none, 35 advisors said the National FFA Convention was exempt, 40 said the State FFA Convention, and 11 said the Sophomore Motivation Conference. Several advisors cited two or more exemptions from the policy. The results of this question are presented on Table XIII.

TABLE IX

A SUMMARY OF A POSSIBLE DECLINE IN SOE PARTICIPATION AND SOE QUALITY

District	DECLINE IN PARTICIPATION				CHANGE IN QUALITY					
	Yes	%	No	%	Decrease	%	NC	%	Improve	%
Northeast	4	16.7	20	83.3	2	8.3	21	87.5	1	8.5
Southeast	2	10.5	17	89.5	2	10.5	15	78.9	2	10.5
Northwest	5	27.8	13	72.2	2	11.1	16	88.9	0	0
Southwest	5	26.3	14	73.7	7	36.8	12	63.2	0	0
Central	7	33.3	14	66.7	5	23.8	15	71.4	1	4.8
Totals	23	(22.8)	78	(77.2)	18	(17.8)	79	(78.2)	4	(3.9)

TABLE X

RESPONSE TO THE QUESTION: HAS MEMBERS' PARTICIPATION
IN INTERSCHOLASTIC JUDGING CONTESTS CHANGED
AS A RESULT OF THE ATTENDANCE POLICY?

District	Decreased Participation		No Change		Increased Participation	
	(N)	(%)	(N)	(%)	(N)	(%)
Northeast	6	25.0	18	75.0	0	0
Southeast	11	57.9	6	31.6	2	10.5
Northwest	7	38.9	10	55.6	1	5.5
Southwest	13	68.4	6	31.6	0	0
Central	6	28.6	14	66.7	1	4.7
Totals	43	(42.6)	54	(53.5)	4	(3.9)

TABLE XI

RESULTS OF THE QUESTION: HAS THE ATTENDANCE
POLICY HAD AN EFFECT ON PARTICIPATION
IN LEADERSHIP ACTIVITIES?

District	Yes		No	
	Count	Percent	Count	Percent
Northeast	7	29.2	17	70.8
Southeast	5	26.3	14	73.7
Northwest	6	33.3	12	66.7
Southwest	8	42.1	11	57.9
Central	7	33.3	14	66.7
Totals	33	(32.7)	68	(67.3)

TABLE XII

ILLUSTRATION OF THE EFFECT OF THE RULING ON SPECIFIC LEADERSHIP ACTIVITIES

Activity	NE		SE		NW		SW		C		Totals	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%		
National Convention	14	58.3	6	31.5	8	44.4	9	47.4	5	23.8	42	41.6
State Convention	3	12.5	4	44.4	2	11.1	2	10.5	4	19.0	15	14.8
Sophomore Conference	3	12.5	1	5.3	1	55.6	2	10.5	5	23.8	12	11.9
Other	1	4.2	1	5.3	2	11.1	2	10.5	0	0	6	6.0
No Response	3	12.5	7	36.8	5	27.8	4	21.1	7	33.4	26	25.7
Totals	24		19		18		19		21		101	100.0

TABLE XIII
ILLUSTRATION OF THE LEADERSHIP ACTIVITIES WHICH
ARE EXEMPT FROM THE TEN-DAY RULING

District	None		Nat. Conv.		State Conv.		Soph. Conf.	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Northeast	12	50.0	6	25.0	6	25.0	6	25.0
Southeast	10	52.6	5	26.3	5	26.3	0	0
Northwest	3	16.7	9	50.0	11	61.1	0	0
Southwest	6	31.6	8	42.1	11	57.9	0	0
Central	7	33.3	7	33.3	7	33.3	5	23.8
Totals	38	(37.6)	35	(34.6)	40	(39.5)	11	(10.9)

The question: Does your chapter participate in livestock exhibitions, was not reported in a table. One hundred advisors said they did participate in livestock exhibitions and only one advisor reported no participation.

Table XIV reports the results questioning whether or not the students' involvement in livestock exhibitions had changed as a result of the ten-day ruling. Fifty-one advisors reported no change in the number of students involved in livestock exhibitions, while 50 advisors reported decreased participation on the part of FFA members. It may be pointed out that the Southeast district was affected the most by showing a 79 percent decrease in the number of students participating in livestock exhibitions while the Northeast district was affected the least with only a 33.3 percent decrease.

TABLE XIV

RESPONSE TO QUESTION: WHAT EFFECT HAS THE ATTENDANCE
POLICY HAD ON THE NUMBER OF STUDENTS PARTICIPATING
IN LIVESTOCK EXHIBITIONS?

District	No Effect		Decreased Participation		Increased Participation	
	(N)	(%)	(N)	(%)	(N)	(%)
Northeast	16	66.7	8	33.3	0	0
Southeast	4	21.0	15	79.0	0	0
Northwest	11	61.1	7	38.9	0	0
Southwest	9	47.3	10	52.7	0	0
Central	11	52.3	10	47.7	0	0
Totals	51	(50.5)	50	(49.5)	0	(0)

Table XV reports the results of advisors' response to questioning regarding the number of livestock exhibitions that the chapter attends as a result of the ten-day ruling. Forty-eight advisors stated that the number of livestock shows they attend as a chapter has not changed as a result of the ruling. Fifty-three advisors reported that, as a result of the ruling, their chapter now attends fewer livestock exhibitions. Once again, the Southeast district had the largest decline (63 percent).

Table XVI illustrates the areas which have been affected the most by the attendance policy, by how often they were ranked number 1, while Table XVII indicates the average rank of areas most affected by the ruling. As already noted, livestock exhibitions have been the most affected

area. Fifty-one advisors reported that their chapter and members now attend fewer livestock exhibitions. The next area showing a decrease in participation is in the area of interscholastic activities. Twenty advisors and their chapters attend fewer interscholastic judging contests as a result of the attendance policy. The remaining areas of the study, such as FFA membership, leadership activities, and SOE programs, haven't shown a substantial change.

TABLE XV

RESPONSE TO THE QUESTION: HAS THE ATTENDANCE POLICY HAD
AN EFFECT ON THE NUMBER OF LIVESTOCK EXHIBITIONS
THAT YOUR FFA CHAPTER ATTENDS?

District	No Effect		Decreased Participation		Increased Participation	
	(N)	(%)	(N)	(%)	(N)	(%)
Northeast	13	54.2	11	45.8	0	0
Southeast	7	36.8	12	63.2	0	0
Northwest	10	55.6	8	44.4	0	0
Southwest	9	47.3	10	52.7	0	0
Central	9	42.9	12	57.1	0	0
Totals	48	(47.6)	53	(52.4)	0	(0)

TABLE XVI
AREAS MOST AFFECTED BY THE RULING

Areas	NE		SE		NW		SW		C		Totals	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%		
Livestock Exhibitions	11	45.8	10	52.6	10	55.6	10	52.6	10	47.6	51	50.5
FFA Membership	0	0	0	0	0	0	0	0	2	9.5	2	1.9
Judging Contest	7	29.1	2	10.5	4	22.2	4	21.0	3	14.3	20	19.8
SOE Programs	2	8.3	2	10.5	0	0	0	0	0	0	4	3.9
Leadership Activities	1	4.2	3	15.8	1	5.5	2	10.5	2	9.5	9	8.9
Other	0	0	0	0	0	0	0	0	0	0	0	0
No Response	3	12.5	2	10.5	3	16.6	3	15.8	4	19.0	15	14.8
Totals	<u>24</u>		<u>19</u>		<u>18</u>		<u>19</u>		<u>21</u>		<u>101</u>	<u>100.0</u>

TABLE XVII

AVERAGE RANK OF AREAS MOST AFFECTED BY THE RULING

Areas	Northeast	Southeast	Northwest	Southwest	Central	State
Livestock Exhibitions	1.67	1.76	1.40	1.56	1.59	1.60
FFA Membership	4.19	4.24	4.13	4.44	3.47	4.09
Judging Contests	1.86	2.65	2.13	2.06	2.71	2.23
SOE Programs	3.71	3.24	4.20	4.44	4.12	3.85
Leadership Activities	3.58	3.18	3.40	2.50	3.12	3.22

NOTE: The lower numbers indicate the areas most affected and the higher numbers indicate those areas least affected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The central problem and purpose of this study was to determine if the ten-day ruling on school attendance recently enacted by the State Board of Education had an effect on the level of participation of FFA chapters and members in leadership and related activities and the involvement of members in the SOEP.

This study was done because of the controversy surrounding the adoption of the ten-day ruling and the alleged effects on FFA chapters and members by the ruling. With this in mind, the author concluded that it would be very beneficial to identify the effects, if any, of this policy on FFA chapters and members in the state of Oklahoma so that recommendations and adjustments could be suggested.

Information used to prepare this study was obtained by mailing a questionnaire to 24 FFA advisors within each of the five supervisory districts of Oklahoma for a total of 120, of which 101 responded and therefore participated in this study.

Summary

Based on the information received from the questionnaires, the following summary was drawn from this study:

1. One hundred-one FFA advisors participated in this study, of which 74 were from single teacher programs while 27 were from

multi-teacher programs.

2. The largest percentage (27.7 percent) of advisors participating had taught for five years or less.
3. It was also concluded that the largest percentage (48.5 percent) of advisors participating had taught five years or less at the current school.
4. The largest percentage (34.6 percent) of the FFA chapters involved in the study contained from 31 to 45 members.
5. Of the FFA advisors, 99 percent stated that their school had adopted an attendance policy in accordance with the state policy.
6. Of the schools reporting, 44 percent strictly enforced the policy while 54 percent only somewhat enforced the policy.
7. Of the advisors responding, 11.8 percent reported a decline in FFA membership by an average of 7.8 members per chapter.
8. Eighty-eight percent of the advisors reported competition for days away from school by other organizations. Track programs offered the most competition (23.8 percent), closely followed by baseball (20.8 percent) and band (13.9 percent).
9. Just under 23 percent of the advisors reported a decline of students participation in SOE programs while nearly 18 percent reported a decline in SOEP quality.
10. Of the advisors responding, 42.6 percent reported decreased participation in interscholastic judging contests.
11. Almost 33 percent of the advisors stated that their programs had experienced decreased participation in leadership activities.

12. The National FFA Convention was affected the most among leadership activities (41.6 percent).
13. Thirty-eight percent of the study population reported no exemptions for leadership activities, 34.6 percent reported the National Convention being exempted, 39.6 percent reported the State Convention being exempt, and 10.9 percent reported that the Sophomore Motivation Conference was exempt.
14. Ninety-nine percent of the study population participates in livestock exhibitions.
15. Almost 50 percent of the study population reported a decrease in the number of students participating in livestock exhibitions.
16. Over 50 percent of the FFA chapters participating in the study now attend fewer livestock exhibitions as a result of the ruling.
17. The areas most affected by the ten-day ruling were livestock exhibitions (50.5 percent), interscholastic judging contests (19.8 percent), and leadership activities (8.9 percent).

Conclusions

As a result of having completed the research study, the following conclusions can be made:

1. The majority of the survey population has taught vocational agriculture for a period of ten years or less and the largest percentage of the survey population has spent five years or less at their current school. It may also be concluded that 15-45 FFA members per chapter account for the majority of the FFA

programs in the state.

2. There exists a wide variation of the degree of enforcement of the policy on attendance and very little effect has been noted on FFA membership.
3. Other school organizations offer competition with FFA chapters for days away from school and track, baseball, and band offer the most competition.
4. The ten-day ruling has had very little effect on SOE program participation and SOE quality, while having a significant effect on FFA members participation in interscholastic judging contests and involvement in leadership activities.
5. The National FFA Convention has been the most affected leadership activity although this activity was found to be exempt from the ruling by approximately one-third of the study population.
6. It was found that approximately one-half of the FFA chapters and members now attend fewer livestock exhibitions as a result of the ruling and this was the most affected area in the study.

Recommendations

Because of this study, the following recommendations have been made by the author:

1. It is recommended that more uniformity in the adoption of the school attendance policy be practiced by school administrations across the state so that all FFA chapters be affected equally.
2. It is recommended that the State FFA Advisory Staff recommend guidelines to be followed in complying with the ten-day ruling.

3. It is recommended that more emphasis be placed on areas within the programs which do not require members to miss school.
4. It is recommended that planning committees attempt to schedule more activities on weekends and evenings to avoid conflicts with students missing school.
5. It is recommended that FFA advisors cooperate with other organizations within the school in complying with the attendance policy.
6. It is recommended that FFA advisors become completely accountable for the number of days the chapter and members spend away from school and that this time is spent wisely.

A SELECTED BIBLIOGRAPHY

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- (5) Saturday Oklahoma & Times. "Rule Fills Academic Need," September 29, 1984, p. 5.
- (6) National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform. Washington, D. C.: U. S. Government Printing Office, April, 1983.
- (7) Excellence in Education. Alexandria, Virginia. National Vocational Teachers' Association, Inc., 1984.

APPENDIX A

LETTER AND QUESTIONNAIRE

January 6, 1986

Dear Co-Advisor:

As a Masters degree candidate at Oklahoma State University, I am trying to gather information concerning The Effects of the Ten-Day Rule on FFA Chapters and Members in the State of Oklahoma. I feel this study is very important, not only to myself, but to all of us as FFA advisors. I would greatly appreciate your cooperation in answering the questionnaire and returning it as quickly as possible.

I do hope this is not too much of an inconvenience for you; but at the same time, I hope you realize the importance of it to me. I appreciate your help and cooperation very much and hope I can return the favor in the future.

Sincerely,

A handwritten signature in cursive script that reads "Rob Harper".

Rob Harper
Vocational Agriculture Instructor
Beggs High School
Beggs, OK 74421

QUESTIONNAIRE

District _____

1. Number of teachers in your Vocational Agriculture Dept. _____
2. Total years of teaching Vocational Agriculture. _____
3. Number of years at present school. _____
4. Total number of FFA members currently enrolled in your program. _____
5. Does your school have an attendance policy in accordance with the state policy? Yes _____ No _____
6. Does your administration strictly enforce the attendance policy? Yes _____ Somewhat _____ No _____
7. Has your FFA membership declined as a result of the attendance policy? Yes _____ No _____
8. If answered yes to above question, by how many members? _____
9. Do other organizations compete with your FFA chapter in the attendance ruling? Yes _____ No _____
10. If answered yes to Question 9, which programs compete with your FFA chapter in the attendance ruling?

Rank in order from highest to lowest (1,2,3,4....).

Football _____

Basketball _____

Baseball _____

Track _____

Band _____

FHA _____

Other _____ Please specify _____

11. Has your FFA members' participation in the SOE Program declined as a result of the attendance policy? Yes _____ No _____
12. Has the quality of your FFA members' SOE Program changed as a result of the attendance policy? Decreased _____ No Change _____ Improved _____
13. Has your FFA members' participation in interscholastic judging contests changed as a result of the attendance policy? Decreased _____ No Change _____ Increased _____

14. Has the attendance policy had an effect on participation in leadership activities? Yes _____ No _____

15. Rank in order which leadership activities are affected the most by the attendance policy.

National FFA Convention _____

State FFA Convention _____

Sophomore Motivation Conference _____

Other _____

16. Are any of the activities in the above question exempt from the attendance policy adopted by your school? Yes _____ No _____

If so, which ones? _____

17. Does your chapter participate in livestock exhibitions? Yes _____ No _____

18. If answered yes to the above question, what effect has the attendance policy had on the number of students participating in livestock exhibitions? No Effect _____ Decreased Participation _____ Increased Participation _____

19. Has the attendance policy had an effect on the number of livestock exhibitions that your FFA chapter attends? No Effect _____ Increased Attendance _____ Decreased Attendance _____

20. What specific areas have been affected the most by the attendance policy?

Rank in order from highest to lowest (1,2,3,4....).

Livestock Exhibitions _____

FFA Membership _____

Interscholastic Judging Contest _____

Participation in SOE Programs _____

Leadership Activities _____

Other (please specify) _____ (_____)

Please make any additional comments that you feel should be included in this report.

APPENDIX B

COMMENTS

COMMENTS

"The ten-day rule has not affected us too much."

"Our chapter has had to cut out the Denver Livestock Show, several jackpots, and the Alva interscholastics due to the ten-day rule."

"The ten-day ruling did not affect our chapter to a large degree because it has always been our policy to keep students in school as much as possible."

"We basically don't have a problem because we cut out all contest that are held during the week which are not qualifying contest."

"Vo-Ag teachers must learn to work around these problems and schedule events to go to that are during weekends."

"Our local ten-day policy is designed to fit our program--many of our activities are in the evenings and weekends."

"Our Board is very pro-FFA, so our policy adopted by the Board was very liberal. Enforcement has also been very scattered, so we have had little effect on our program."

"We have a real good administration and board at our school. I do know that all Vo-Ag teachers are not this fortunate."

"Our attendance at shows vary. If a student is not actively involved on a certain day--we encourage them to attend school."

"If we were an active chapter, the ten-day rule might affect us."

"It is an unfair policy because all schools do not adhere to the same rules."

"It has always been our objective to work with the school by not having students out of class more than needed."

"Due to a very strict school policy that allows each activity or organization a student may be in only 3 days maximum each."

"Some schools don't pay attention to the rules, my feelings are that it should be more strictly enforced or forgot."

"As of now we really don't have any major problems. We try not to abuse the situation, and probably don't attend as many livestock shows as some other schools."

"Our showing has been limited to the Fall semester leaving the Spring for judging."

"My school limits us to 2 days showing, 2 judging contest, and the state convention."

"We simply limited our sponsored livestock shows."

"Our program has not been affected by the ten-day rule."

"So far we have had very few problems with the attendance policy."

"The more we try to conserve days, the more other programs take advantage of the days we don't use."

"The ten-day rule is good because it keeps students in school."

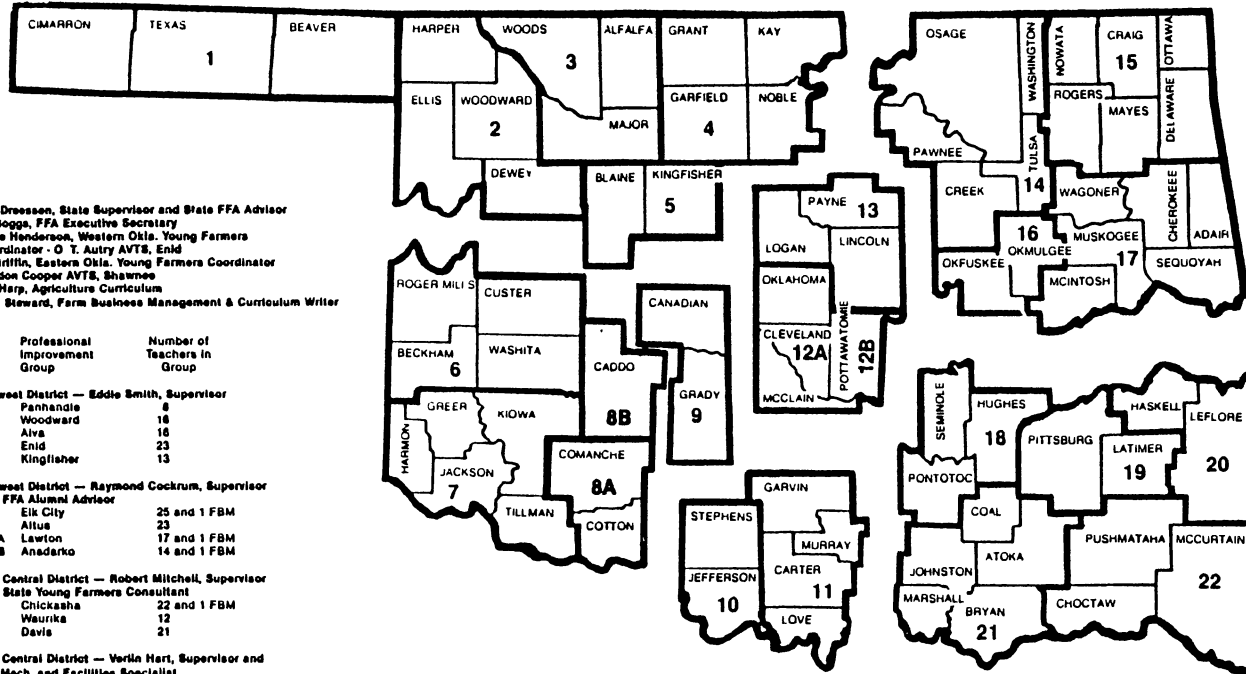
"The ten-day rule is watched closely at our school."

"The ten-day rule is not as much of a problem as the increased requirements for college entrance."

APPENDIX C

MAP OF SUPERVISORY DISTRICTS

**1985-86
OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS'
DISTRICTS AND PROFESSIONAL IMPROVEMENT GROUPS**



Ralph Drossen, State Supervisor and State FFA Advisor
 Kent Boggs, FFA Executive Secretary
 Eugene Henderson, Western Okla. Young Farmers
 Coordinator - O. T. Autry AVTS, Enid
 Rick Griffin, Eastern Okla. Young Farmers Coordinator
 Gordon Cooper AVTS, Shawnee
 Keith Harp, Agriculture Curriculum
 James Steward, Farm Business Management & Curriculum Writer

Professional Improvement Group	Number of Teachers in Group
Northwest District — Eddie Smith, Supervisor	
1 Panhandle	8
2 Woodward	18
3 Alva	18
4 Enid	23
5 Kingfisher	13
Southwest District — Raymond Cockrum, Supervisor and FFA Alumni Advisor	
6 Elk City	25 and 1 FBM
7 Altus	23
8A Lawton	17 and 1 FBM
8B Anadarko	14 and 1 FBM
South Central District — Robert Mitchell, Supervisor and State Young Farmers Consultant	
9 Chickasha	22 and 1 FBM
10 Waurika	12
11 Davis	21
North Central District — Verlin Hart, Supervisor and Ag. Mech. and Facilities Specialist	
12A Norman	18
12B Shawnee	19
13 Stillwater	24
Northeast District — Joe Rauniker, Supervisor and Assistant State Supervisor	
14 Tulsa	31
15 Vinita	29
16 Morris	11
17 Muskogee	28
Southeast District — Marvin Lindsey, Supervisor	
18 Holdenville	21
19 Wilburton	16
20 Poteau	18
21 Durant Atoka	22
22 Idabel	23

	No. Depts	Single-Teacher Dept	Two-Teacher Dept	Three-Teacher Dept	Four-Teacher Dept	Five-Teacher Dept	Total Teachers	*FBM AI	**SP
Northwest District	63	49	14				77	4	0
Southwest District	79	63	12	3		1	101	4	2
Central District	71	55	15	1			88	3	3
Northeast District	80	64	14		2		100	2	0
Southeast District	79	61	16	2			99	1	1
Total	372	292	71	6	2	1	485	14	6

Each PI group has elected officers and meets each month with a state staff member.

*Farm Business Management Adult Instructors

**Special Programs

VITA

William R. Harper

Candidate for the Degree of

Master of Science

Thesis: THE EFFECTS OF THE TEN-DAY RULE ON FFA CHAPTERS AND MEMBERS IN
THE STATE OF OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Nowata, Oklahoma, November 15, 1956, the son of Sam and Sue Harper. Married to Terri L. Freeman on March 12, 1977. Have two children: Travis, age 6, and Christi, age 3.

Education: Graduated from Oologah High School, Oologah, Oklahoma, in May, 1975; received Associate of Arts degree from North-eastern Oklahoma A & M Junior College, Miami, Oklahoma, in May, 1977; received Bachelor of Science degree in Agriculture from Oklahoma State University, Stillwater, Oklahoma, in May, 1983; received Master of Science degree in Agriculture from Oklahoma State University, Stillwater, Oklahoma, in December, 1986.

Professional Experience: Teacher of vocational agriculture in Beggs High School, Beggs, Oklahoma, for the past three years.

Organizations: Collegiate FFA, Alpha Tau Alpha, Gamma Sigma Delta, American Limousin Foundation, Oklahoma Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, American Vocational Association, Oklahoma Vocational Association, and the Beggs Lions Club.