

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

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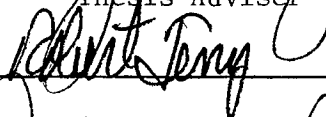
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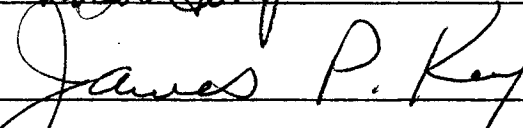
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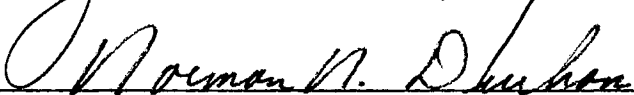
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CHAPTER I

INTRODUCTION

Ever since its inception in November of 1928, the Future Farmers of America (FFA) has provided growth and development of leadership skills, cooperation, and citizenship for its active members (FFA Manual, 1988). The FFA has always had an emphasis that ventured beyond the classroom.

Education of the children in the ways of better farming principles is only one of the functions of such a school. The facilities of the shop and classroom can be extended to those larger groups who do not attend high school. Even older folks are being reached through the many activities possible in an agricultural high school with the right kind of leadership (Lane, 1929, p. 4).

Even with the major changes made recently to the FFA Constitution, the original intentions have not varied. The FFA has always shown the importance of cultivating skills that enhanced the ability of students to function in society. Counts (1929) emphasized the significance social skills played even in the infant stages of the FFA.

The very title to his land, he is dependent on a power which is far beyond the range of vision, for the sale of what he produces he is dependent on distant markets, for the purchase of tools and supplies he is dependent on the operation of remote economic forces. If the rural population is not to be the victim of this complex economic and social system, the schools must at least supply that population with a sufficient number of intelligent leaders to guard its interests (p. 4).

Sixty-one years later, the need for the FFA and agricultural

education have altered little. The importance of developing skills within students so that they can productively function in society has not changed either. Previous studies (Braker, 1973; McGhee, 1974; Peper, 1989) have supported their significance.

Rationale for the Study

In a study previously conducted by Peper (1989), it was concluded that students enrolled in vocational agriculture/FFA have greater opportunities to develop their social skills than those students who are not enrolled. These conclusions were based on the perceptions of selected public school superintendents and vocational educators (excluding the perceptions of vocational agriculture instructors).

It should be pointed out that the research of Peper (1989) consisted of Oklahoma FFA chapters that were recognized as either National Gold, Silver, or Bronze Emblem Chapters. In other words, these chapters were recognized as the top FFA chapters in the State of Oklahoma. The scope of the Peper (1989) study consisted essentially of "the cream-of-the-crop".

For this research effort, the author selected those Oklahoma FFA chapters which either did not apply or did not receive Superior Chapter recognition; therefore, those Oklahoma FFA chapters received no recognition based on merit. Of those 74 Oklahoma FFA chapters, 26 were randomly selected so that a direct comparison could be made with the Peper (1989) study.

Statement of the Problem

Based upon the rationale of this research effort, it was

determined that the level or extent of social skills development achieved by students enrolled in vocational agriculture/FFA at schools as perceived by vocational educators and public school superintendents is basically unknown (especially concerning those students who were enrolled as vocational agriculture/FFA members of Oklahoma FFA chapters that received no particular recognition based on merit). Furthermore, it is unknown whether or not there will be a notable difference between the Peper (1989) study and this research effort.

Purpose of the Study

The primary purpose of this study was to determine the extent of social skills development achieved by vocational agriculture students/FFA members of randomly selected Oklahoma FFA chapters (that were not recognized, based on merit) as perceived by selected vocational educators and public school superintendents. A secondary purpose of this study was to compare the findings of this study with the responses of selected vocational educators and public school superintendents who had FFA chapters that achieved national recognition.

Objectives of the Study

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

1. To identify and randomly select 26 Oklahoma FFA chapters who did not receive recognition (state or national) based on merit.
2. To identify the vocational educators and public school superintendents employed at the randomly selected Oklahoma FFA

chapters to be included in this study.

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

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

5. To determine, by rank order, the FFA activities perceived by the selected vocational educators and public school superintendents.

6. To compare the perceptions made by vocational educators and public school superintendents in this study with those perceptions made in a previous study conducted by Peper (1989).

7. To determine specific demographics information relative to selected vocational educators and public school superintendents.

Assumptions of the Study

When considering the significance of this study and its applications of the findings, certain assumptions need to be made:

1. The schools randomly selected for the study are representative of the other 48 not included in the random selection.
2. The vocational educators and public school superintendents understood and/or comprehended the questions asked in the instrument.
3. The perceptions expressed by the vocational educators and the public school superintendents were honest expressions of their opinions.

Scope of the Study

It should be recognized that 74 Oklahoma FFA chapters either did not apply, or did not receive a superior chapter rating, or other recognition based on merit for the school year 1988-89. Of the 74, 26 were randomly selected to be used in this research effort. The author accepted 26 so that an appropriate comparison could be made with the Peper (1989) study. Therefore, the sample of this study consisted of 26 public school superintendents and 48 vocational educators (with the exception of the vocational agricultural instructor). The total sample included 74 persons.

Definition of Terms

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

Social Skills - those skills which are necessary for people to work in harmony in our communities and society; appropriate personal

characteristics that assist in maintaining a peace of mind.

Vocational Agriculture (Agricultural Education) - refers to a course taught in high schools designed to train present and prospective persons for careers in agriculture; may have a production or agri-business emphasis.

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

Public School Superintendents - a person in charge of a school or institution and is responsible for maintaining the funds.

Leadership - the person who has the know-how required at a particular point in a group and who is in a position where he/she can use this know-how to help the group achieve its goal.

Etiquette - manners or forms conventionally acceptable or required in society or in a profession.

Citizenship - the way a person expresses his or her allegiance to state or nation (i.e., obeying laws, salute the United States Flag).

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

Cooperation - the ability to work with others in harmony to accomplish a goal or task.

Perceptions - the mental grasp of or understanding of objects; opinions or intuition of social skills development of vocational agricultural students/FFA members.

National FFA Organization - a national organization of students enrolled in vocational agriculture/agribusiness departments in public schools; offers opportunities for becoming productive citizens in our democracy.

Superior Chapter Award - award received by local chapters dependent upon the completion of the chapter program of activities; there are three levels (one star, two star, and three star); three star superior chapters are eligible for national recognition.

CHAPTER II

REVIEW OF LITERATURE

The literature amassed in this research effort assisted the author in designing the review of literature. It was organized into the following sections: (a) Introduction, (b) Social Skills, (c) National FFA Organization, (d) Review of Related Literature, and (e) Summary.

Introduction

The ability to get along with people and work in a variety of situations in a complex society is a prime attribute of any person. Everyone must be able to communicate and collaborate with people for no one can live in an impersonal or isolated way. Research has shown that the lack of appropriate personal characteristics rather than one's inability to perform skills is most often the cause of a person to fail on their first job (Montana State Office of Public Instruction, 1986).

However, discussion over how young people are to acquire these social skills has been discussed and its importance has been debated in recent years.

Youth is the nation's indispensable resource. Yet an ever larger proportion of the nation's youth is being squandered in idle dissipation while the adult community is engrossed by its own concerns and successes, leaving the care of youth largely to the street and the school (Iverson, 1982, p. 6).

The Future Farmers of America (FFA) has played a major role in its attempt to develop social skills in its members. Research has shown that the FFA has been successful to some extent in dealing with areas of social skills development.

The FFA provides youth with opportunities for personal development through experiences which should benefit the FFA, school, community, and student. Students are recognized for the development of proper attitudes and leadership abilities needed in today's competitive society (Ricketts, 1982, p. 18).

Social Skills

It has been generally accepted that the FFA provides to Agricultural Education the ability to enhance learning. The teaching of subject matter to students is just one of the goals of Agricultural Education. An additional objective is to promote personal and social skills development. Iverson (1982, p. 3) stated: "Vocational agriculture consists of a comprehensive program designed to provide social development, occupational exploration and job preparation." The FFA has played a major role in assisting Agricultural Education in preparing members for adult life.

Peper (1989, p. 12) defined social skills as "those skills which enhance a person's ability to live and work together in a community or organized group in a manner acceptable to society." Although Ricketts (1982) felt that it was not the responsibility of the FFA to teach social skills development, FFA still contributed to the growth and development of its members. "The FFA offers opportunities for becoming productive citizens in our democracy" (FFA Manual, 1988, p. 5).

In nearly every FFA activity, there are some social value which assists members in personal growth. Seering (cited by Ricketts, 1982) felt that the following activities were useful in developing social skills:

. . . exhibiting in various livestock shows, participating in local, state and national leadership workshops, helping with fund-raising activities, and participating in the annual parent-member awards banquet (p. 46).

The National FFA Organization also emphasizes the opportunities available through participation. By taking part in parliamentary procedure, public speaking and community improvement, as well as all the other activities, members receive opportunities to develop skills and become productive citizens in our society.

Social skills can be divided into several categories, including leadership, etiquette, citizenship, community service, and cooperation.

Leadership as a Social Skill

Many who have researched the FFA would agree that one of the most important qualities that the FFA instills in young people today is leadership. In the opening ceremonies, members recite in unison this important emphasis: ". . . and develop those qualities of leadership which a Future Farmer should possess" (FFA Manual, 1988, p. 28).

Many people have given their definition of what leadership is. Jenkins (1983) saw leadership as "the process of influencing the activities of an organized group in its task of goal setting and goal achievement" (p. 7). Similar to Jenkins, Peper (1989) also emphasized the ability to help others reach their goals as an important aspect of leadership. Regardless of the many ways it has been defined,

leadership is a complex social phenomenon and research has supported that the FFA and Agricultural Education have helped to better understand this social skill.

Townsend and Carter (1983) suggested that the leadership trait is enhanced by being active in the FFA. Jenkins (1983) supported this by stating: "Vocational Agriculture and the FFA work together toward the goal of leadership training and serve as a solid foundation on which to build leaders" (pp. 11-12).

Leadership is a primary goal of Agricultural Education and the FFA and there is little doubt that it will have a major impact in the near future.

Etiquette as a Social Skill

Etiquette is the manners or forms conventionally acceptable or required in society or in a profession. Its importance cannot be underestimated. The FFA emphasizes proper etiquette within its Code of Ethics. The conduct of members include such details as: displaying honesty and respect for others and their property, displaying sportsmanship, and taking pride in all aspects of the FFA (FFA Manual, 1988).

The essential of positive etiquette attitudes cannot be overstressed in agricultural education and the FFA. Sincerity, courtesy, and general overall friendliness can make lasting positive impressions for individuals as well as the chapter.

In the closing ceremonies of an FFA meeting, the President urges all members to display forms of proper etiquette.

As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and, above all,

honest and fair in the game of life (FFA Manual, 1988, p. 29).

The conduct of members is a reflection of the chapter, school, and even the community. Through participation in local, state and national activities, members can develop pride about their FFA chapter. It is generally accepted by researchers that the more active a chapter is, the more pride members have in their FFA chapter. This pride helps provide a positive image of the FFA.

Citizenship as a Social Skill

Citizenship is the way in which a person shows allegiance to their state or nation (Peper, 1989). Citizenship development helps students and members realize the importance of abiding by given laws, displaying patriotism and demonstrating civic pride.

Proper citizenship is applied to almost every activity in the FFA. The emphasis of citizenship as a social skill is stated in the Aims and Purposes of the FFA. "To develop character, train for useful citizenship, and foster patriotism" (FFA Manual, 1988, inside cover). Ricketts (1982) stressed that when a member performs or accepts given responsibility, they are practicing good citizenship.

At the simplest level, good citizenship means obeying the law and keeping out of trouble. At the highest levels, it means assuming responsibilities of leadership (p. 42).

Ricketts (1982) went on to describe citizenship skills developed by members through participation in FFA activities.

(1) respect national symbols, (2) develop into democratic citizens by attending meetings and conventions, (3) respect the rights and views of others, (4) vote on issues and in elections, and, (5) develop an attitude and understanding that 'if we belong, we pay dues' (p. 64).

As emphasized previously, the FFA offers many opportunities to become active citizens in our society. Citizenship is a social skill that should never end throughout a member's life.

Community Services as a Social Skill

Community service is the work or a service completed by a group or by individuals to improve the physical or economic state of a community or to improve the image of the community, usually completed without pay or tangible reward (Peper, 1989). Community service activities assist members in their development of personal skills needed presently as well as in their future lives. Ricketts (1982) stressed the importance of community service participation by FFA members to acquire the knowledge and develop the leadership abilities they need for tomorrow.

An FFA activity which plays an important role in community service is the Building Our American Communities (BOAC) program. "The BOAC program involves members in community development activities with local government and citizen leaders" (FFA Manual, 1988, p. 47). This program assists in the development of community pride as well as making a better place to work and live.

Through the FFA and programs such as the BOAC program, students can develop an understanding for the importance of community involvement, an improved quality of life, and an emphasis in volunteering within a community (Sample, 1986). Ricketts (1982) also discussed the FFA's implications beyond school.

In addition to the personal satisfaction a member can gain from community service, the effort could show an employer

that the member is a responsible person who is willing to take on challenging assignments (p. 65).

In the opening ceremonies, all FFA members recite in unison: ". . . to practice brotherhood and honor rural opportunities" (FFA Manual, 1988, p. 28). This phrase implies that all members have a responsibility to their communities to provide a service and also implies the importance in being able to communicate with others.

Cooperation as a Social Skill

Cooperation is the ability to work with others in harmony to accomplish a task or reach a goal (Peper, 1989). Cooperation is a key to the success of an FFA chapter. The ability to work in harmony with others is a personal characteristic that is extremely important.

"To participate in a cooperative effort" (FFA Manual, 1988, inside cover) is another aim of the FFA organization. Townsend and Carter (1983) determined that this cooperative aim of the FFA was stressed in such activities as fund-raising, parent-member banquet, as well as chapter farmer activities.

It was concluded that these activities enlightened the members to the broadness of life and implied they needed to develop additional cooperation competencies (Townsend and Carter, 1983, p. 24).

Cooperation in planning activities for the FFA chapter keep the members involved and enthused about FFA. Agricultural Education has an understanding that cooperation holds as much importance as competition. "The award system rewards cooperative activities to a greater extent than contents" (Iverson, 1982, p. 7).

In a final analysis, it would be inconceivable to discuss the importance of social skills without citing the primary aim of the

National FFA Organization which countless previous researchers have done before this author. "The primary aim of the National FFA Organization is the development of agricultural leadership, cooperation, and citizenship" (FFA Manual, 1988, inside cover).

The National FFA Organization

The Future Farmers of America, organized in 1928, ". . . is an integral part of the curriculum of vocational agriculture/agribusiness departments in the public schools" (FFA Manual, 1988, p. 5). It has been generally accepted since its inception that the FFA assists to a great extent the instruction taught in agricultural education. Known as the nation's largest youth organization, Oklahoma was the seventh state chartered in the FFA in 1928. Today, there are approximately 18,000 members in Oklahoma in 373 FFA chapters (AGED 3103 Manual, 1986).

National Chapter Award Program

The national awards are for chapters that have been rated a Superior Chapter on the state level and have organized and conducted an exceptional program of activities that provided educational experiences for their members (National FFA Organization, 1989). This program of the FFA awards local chapters gold-emblem, silver-emblem or bronze-emblem ratings based on their program of activities.

A program of activities encourages teamwork and develops leadership skills among FFA members. It gives members an opportunity to accept responsibility. By involving the community and school planning, the program of activities also becomes an excellent public relations tool. Perhaps the most important benefit of the planned program of activities is that it provides a means of evaluating and improving chapter activities (FFA Manual, 1988, p. 14).

To become eligible for national recognition, a chapter must be a three star superior rating to be able to submit an application for a National Chapter Award in the State of Oklahoma. The state association selects those applications which are submitted to the national organization, where they are grouped as Bronze, Silver, or Gold Award winners (FFA Manual, 1988). In the study conducted by Peper (1989), the State of Oklahoma had 26 FFA chapters which received either gold, silver, or bronze ratings for the school 1987-88.

Superior Chapter Award

This award is designed to recognize (based on merit) all FFA chapters that conducted organized group activities providing valuable educational experiences for their members (National FFA Organization, 1989). In the State of Oklahoma, there are three categories of Superior ratings: (1) Three Star Superior Rating - completing 12 requirements; (2) Two Star Superior Rating - completing 10 requirements; and (3) One Star Superior Rating - completing seven requirements.

According to the Oklahoma State FFA Association, there are 12 supplemental requirements to be met for Oklahoma Superior Chapter:

DIVISION I - Supervised Agricultural Experience Program

1. All members must have conducted a Supervised Agricultural Experience Program that was appropriate in terms of their career objective, instructional program, ability, opportunity and place of residence.
2. A chapter must have at least one State FFA Degree recipient during the previous three years.

DIVISION II - Community Service

3. Chapter conducted an activity to improve the members' home, school, or community.

DIVISION IV - Leadership

4. Chapter had a participant in Public Speaking contest above the county level.
5. Majority of chapter officers attended the District Leadership Conference.
6. Chapter had members attend Sophomore Motivational Conference

DIVISION V - Earnings, Savings and Investments

7. FFA dues paid by 100% Ag Ed enrollment

DIVISION IX - Public Relations

8. Chapter conducted activity with civic club, local organization, or school assembly to inform them of activities of the FFA.

DIVISION X - Participation in State and National Activities

9. Chapter had delegates at all sessions of the State FFA Convention.
10. Chapter members participated in five competitive events above county level.
11. Chapter members participated in at least three summer activities (i. e. . . . Field Days, Alumni Camp, WCP, Livestock Shows, . . . i. e.).
12. Chapter submitted an application on the state level in at least three areas (i. e. . . . BOAC, Food for America, Proficiency Awards, Computer in Ag, . . . i. e.) (Oklahoma State Department of Vocational Education, 1989.)

For the school year 1988-89, there were 295 FFA chapters in the State of Oklahoma who were recognized as at least one-star superior chapters and there were 74 FFA chapters that either did not apply for or receive this prestigious recognition.

Review of Related Research

There are several research efforts devoted to the perceptions of FFA and agricultural education. Several efforts had direct relationships to this study.

A study conducted by Ricketts (1982) was concerned with leadership and personal development abilities possessed by seniors who are FFA members. There were three groups in the sampling; those FFA members from superior FFA chapters, FFA members from nonsuperior chapters, and seniors who never enrolled in vocational agriculture. In some of the pertinent data, it was found that vocational agricultural students/FFA members from superior chapters were somewhat more active than vocational agriculture students/FFA members from nonsuperior chapters in all levels of participation (chapter, district and regional, state and national). It was recommended that the FFA should be used as a vehicle to strengthen the availability of opportunities for students in vocational agriculture by encouraging students to participate in as many activities as possible. In Rickett's study, the sample consisted of twelfth grade senior males in middle Tennessee who were enrolled in vocational agriculture from eight superior FFA chapters, eight nonsuperior chapters and nonvocational agriculture students from those same 16 schools.

Jenkins (1983) conducted a study that determined the perceptions that vocational agricultural instructors and their administrators had toward involvement in leadership programs and activities. Jenkins used in the research study all vocational agricultural instructors and their administrators in the State of Oklahoma.

With a response of 72.5 percent by the teachers and 82.5 percent

for the administrators, it was concluded that the vocational agricultural instructors and administrators were occasionally not aware of the involvement in certain leadership programs and activities. It was therefore recommended that:

Oklahoma vocational agricultural teachers should make additional efforts to educate their administrators in the importance of Vocational Agriculture leadership programs and activities (p. 63).

In a study conducted by Thompson (1986), it was similarly concluded concerning the informing of administrators. Thompson discovered a noted difference in the perceptions of vocational agriculture instructors and superintendents in the areas of goals and objectives of vocational agriculture, the FFA, SOE, and instructional programs.

Thompson (1986, p. 39) later recommended that:

Superintendents' opinions of vocational agriculture are very important since their decisions drastically affect program operations and directions. Therefore, an effort should be made by teachers and students to involve superintendents in FFA activities such as FFA banquets, livestock shows, and judging contests.

Likewise, in a study by McGhee (1974), the attitudes of superintendents, principals, and guidance counselors were determined regarding agriculture in West Virginia. McGhee concluded that the three groups generally had favorable attitudes toward vocational agriculture. Contradictory to the studies conducted by Jenkins (1983) and Thompson (1986), McGhee concluded that superintendents and principals generally have an accurate understanding of the primary goals and objectives of vocational agriculture. However, it was recommended that a continuing effort should be made to maintain and enhance this level of awareness.

In a study conducted by Townsend and Carter (1983) concerning the relationship of participation in FFA activities and leadership, citizenship, and cooperation, it was discovered that students with active participation on the local level achieve high personal development. This was more so than the state and national activities. Townsend and Carter went on to stress participation on the local level to meet the aims or purposes of the organization.

However, in a study conducted by Scanlon (1986), he determined no significant relationship between the level of participation in FFA activities and interpersonal skills development. Although, he did note a marked increase in responsibility in FFA members who were from relatively active chapters.

Along the lines of social skills development, there have been several studies that have researched the impact of the FFA and agricultural education in the development of these skills.

Iverson (1982) developed the importance of socialization in our youth. He stated that "As a major component of vocational education in schools, vocational agriculture represents an important force in the socialization process" (p. 6). Iverson went on to conclude that:

Socialization must be a prominent role in the vocational agriculture program because, first of all, vocational agriculture is education, a social or people program. It is a part of the uniquely American commitment of free education for all, not just the efficient or affluent. Teaching students, not just subject matter, should be our common goal (p. 110).

In another study concerning the development of social skills, Peper (1989) did a study to determine the extent of social skill development as perceived by vocational educators and superintendents. It should be noted that this was the study for which the researcher

based his study.

In questioning 26 schools who were nationally recognized as gold, silver, or bronze emblem chapters, it was determined that social skills development was enhanced for those who became vocational agriculture students/FFA members. It was also recommended that opportunities to increase involvement in FFA activities was strongly encouraged to assist in the development of social skills.

In areas concerning the image of the FFA, there are a few studies that merit discussion. Braker (1973) conducted a study to determine the perceptions of FFA members and advisors regarding the image of the FFA. The population consisted of FFA chapters from each of the 49 states. From the nearly 68 percent return, a conclusion was developed that FFA members receive "leadership, citizenship, and cooperation training and that FFA contributes greatly to an individual's ability to take his/her place in society" (p. 132).

The respondents also indicated that "the maturing of the individual development of self-discipline and development of character were the major values gained from the FFA organization" (p. 134).

In a similar study conducted by Miller (1988), an image of the FFA was needed by the FFA Board of Directors. Domains were established for each of the following categories: vocational agriculture, contests, occupational preparation, advisors, rituals and traditions, leadership, personal development, and the overall organization. It was concluded that the FFA had a positive image across all the domains according to teachers, students, principals, and superintendents.

From the studies mentioned and discussed, it could be stated with

relatively firm confidence that the FFA has been an important tool used to assist agricultural education develop social skills within its members. With the positive image that the FFA has had, there is little doubt that it should continue to be an asset in the future.

Summary

The FFA appears to have been a tremendous asset in assisting agricultural education in its ability to enhance learning. In its effort to prepare students for agricultural related careers, agricultural education has provided many opportunities for personal growth. Nearly every FFA activity has some social value which assists members in personal growth.

Peper (1989) defined social skills as "those skills which enhance a person's ability to live and work together in a community or organized group in a manner acceptable to society" (p. 12). Social skills can be divided into several categories including, leadership, etiquette, citizenship, community service, and cooperation.

Several researchers believe that one of the most important qualities the FFA instills in young people today is leadership. The FFA has worked diligently toward the goal of leadership training. It has been a complex area in social skill development and the FFA has assisted in giving a better understanding of leadership development.

Etiquette is an important staple in the ability to help members get along and communicate in society. The impressions that FFA members make on other people are reflections of themselves, their chapter, and their community. The FFA works to make that impression positive which also maintains the image of the FFA.

Citizenship helps students realize the importance of following rules, patriotism and civic pride. The FFA provides many opportunities to develop their citizenship skills. FFA has emphasized that citizenship is a trait which should be carried throughout a person's life.

The FFA also appears to provide an opportunity to students and members to develop skills through community service activities. One activity of great importance is the BOAC program. In addition to helping provide a better place to live, it also assists in the development of community pride.

The ability to work in harmony with others is a personal characteristic which the FFA emphasizes through cooperation. Cooperation in planning activities help keep students involved and enthused about FFA. It is realized that cooperation holds as much importance as competition.

The National Chapter Award program is a tremendous tool in evaluating the involvement and organization of the program of activities. Likewise, the Superior Chapter Award program recognizes FFA chapters for their valuable educational experiences. The qualifications for Superior Chapter Award covers the 12 areas of the program of activities and encourages a variety of activities in FFA chapters.

Previous research has supported the ideas that the FFA provides many opportunities to develop social skills. Ricketts (1982), Jenkins (1983), Townsend and Carter (1983), Scanlon (1986), and Iverson (1982) all showed the emphasis the FFA has toward the development of social skills. In addition, Peper (1989) also determined that active

participation greatly enhanced social skill development. There were a couple of research efforts devoted to the image of the FFA. Braker (1973) and Miller (1988) determined that the image of the FFA is very positive. Also, studies such as McGhee (1974) and Thompson (1986) stressed the importance of involving the administration in planning and to an awareness of FFA activities.

There was evidence within the research reviewed that caused the author to believe the FFA has enhanced students' abilities to function in society. Peper (1989) concluded that "social skills development is enhanced for those who became vocational agriculture/FFA members" (p. 93). It was also concluded that there are more opportunities for students to develop their social skills when they are enrolled in vocational agriculture/FFA than for students who were not enrolled (Peper, 1989).

CHAPTER III

METHODOLOGY

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

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue. Furthermore, this research was assigned the following research project number AG-90-004.

Objectives of the Study

To accomplish the purpose of the study, the following objectives

were established:

1. To identify and randomly select 26 Oklahoma FFA chapters who did not receive recognition (state or national) based on merit.
2. To identify and randomly select the vocational educators and public school superintendents to be included in this study.
3. To determine the extent of social skills development achieved by vocational agriculture students/FFA members in the areas of leadership, etiquette, citizenship, community service, and cooperation as perceived by the selected vocational educators and public school superintendents.
4. To obtain the perceptions of the selected vocational educators and public school superintendents regarding (a) the extent vocational agricultural students/FFA members develop their social skills competencies, (b) the extent of opportunities available for those students to develop their social skills, (c) the extent those students develop their social skills competencies through their involvement in other high school courses, (e) the most important social skill developed by vocational agricultural students/FFA members, (f) the importance of the development of social skills is important or unimportant, and (h) the incorporating of teaching social skills in the classroom.
5. To determine, by rank order, the FFA activities perceived by the selected vocational educators and public school superintendents.
6. To compare the perceptions made by vocational educators and public school superintendents in this study with those perceptions made in a previous study conducted by Peper (1989).

7. To determine specific demographics information relative to selected vocational educators and public school superintendents.

The Population

The FFA chapters of Oklahoma used in this study either did not apply or receive a Superior Chapter rating for the school year 1988-89. Of the 373 FFA chapters in the State of Oklahoma, 74 were not recognized or did not apply for Superior Chapter.

A table utilized for random sampling was used to select the 26 FFA chapters included in this study (Bartz, 1976). The author selected a total of 26 in order that a direct comparison could be made with the Peper (1989) study. From these 26 schools selected, the sampling was identified and included in this study. With the use of a 1988-89 Oklahoma Vocational Education Directory, the list of names and addresses for each superintendent and vocational educator, with the exception of agriculture education teacher, were determined. Therefore, the scope of the study consisted of 26 public school superintendents and 48 vocational educators making a total of 74 for the study.

The sample of the study included 24 home economic instructors, two business and office instructors; none for health occupations; three technology education instructors, two marketing instructors, three trade and industrial education instructors, and nine coordinated vocational education training (CVET) instructors, and 26 public school superintendents.

A total of 46 (62.16 percent) responded to the mailed questionnaire. The author received acceptable responses from 27

vocational educators (56.25 percent of the vocational educators surveyed) and 19 public school superintendents (73.08 percent of the superintendents surveyed).

Selection and Description of the Instruments

So that a direct comparison could be made with the Peper (1989) study, it was deemed necessary to use the same instruments developed by Peper. With the consent and encouragement of Shelly Peper and the major adviser, the same questionnaire was used in this research effort.

Two instruments were developed by Peper (1989), both identical except for a demographic question. The individuals were asked their perceptions of the extent of vocational agriculture/FFA members development in the five social skills areas: leadership, etiquette, citizenship, community service, and cooperation. This was achieved with a forced-choice questioning technique.

The final section determined the general perceptions of the selected vocational educators and public school superintendents concerning the social skills development achieved by vocational agriculture/FFA members through their involvement in FFA activities and other high school courses. These questions included seven forced-choice questions pertaining to opportunities for social skills development, involvement, importance, and incorporation of social skills development in the classroom. In addition, a question pertaining to years of experience was also included.

A question listing 12 FFA activities for the participants to rank

in order based on the activity's importance to social skills development was also included. Finally, three open-ended questions were used to determine the participant's perceptions of the most important social skill, the importance/unimportance of social skill development, and the major area of study for their bachelor's degree.

Collection of Data

The instruments were coded so that a follow-up letter could be sent to nonrespondents. A cover letter was developed explaining the purpose and significance of the study. The first mail out was completed on September 7, 1989. Whether or not the respondents answered all or some of the questions was their judgment.

A follow-up letter was mailed on September 25, 1989 to those who had not responded to the first mail out. The respondents were sent another instrument and another cover letter which encouraged their response.

In order that a direct comparison could be made, the point systems and measurement of data was identical to that adopted by Peper (1989). A five-point "Likert-type" scale of categories was used on the first five questions pertaining to the perceptions of leadership, etiquette, citizenship, community service, and cooperation. This was also used in the following four questions pertaining to the involvement of FFA members and their opportunities available for social skills development. The response categories were assigned the following numerical values: poor = 1; below average = 2; average = 3; above average = 4; and outstanding = 5. Real limits were set at 1.0

to 1.49 for poor; 1.50 to 2.49 for below average; 2.50 to 3.49 for average; 3.50 to 4.49 for above average; and 4.50 to 5.00 for outstanding.

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

A five-point "Likert-type" scale was used for the question asking for the perceptions of whether it was favored to incorporate the teaching of social skills in the classroom. The response categories were assigned the following numerical values: strongly oppose = 1; tend to oppose = 2; uncertain = 3; tend to favor = 4; and strongly favor = 5. Real limits were set at 1.0 to 1.49 for strongly oppose; 1.50 to 2.49 for tend to oppose; 2.50 to 3.49 for uncertain; 3.50 to 4.49 for tend to oppose; and 4.50 to 5.00 for strongly favor.

The two open-ended questions referring to the most important social skill developed and the one reason social skills development is important were examined by the author and major adviser. Similar responses were categorized.

There was also a question which asked the vocational educators and public school superintendents to rank order 12 FFA activities according to their value for social skills development. In addition, two demographic questions concluded the instrument asking for length

of service in their particular field and the major area of study for their bachelor's degree.

Analysis of Data

The data was analyzed using descriptive statistics. The treatment of data was identical to that used in the Peper (1989) study. The analysis of data was completed by the Oklahoma State University Computer Center under the specific direction of Iris McPherson. The data were processed through the Statistical Analysis System (SAS) on an IBM 3081-K computer in order to obtain descriptive statistics including frequency distributions, means, standard deviations, and mean of means. In addition, the data from the rank-order type of question were computed to provide a weighted mean for each item (FFA activity).

A visual comparison (to determine notable differences) was made between the means of this study as compared to those in the Peper (1989) study. It was considered a notable difference if the mean scores varied sufficiently enough between the groups to change the categorical level of the social skill developed. This comparison was conducted by the author and the major adviser.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

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

The sample of the study included a total of 26 public school superintendents and 48 vocational educators making the total for the study 74. These schools used in the study either did not apply or did not receive recognition as a State Superior Chapter based on merit. Of the 74 in the sample group of the study, a total of 46 (62.16 percent) had responded to the mailed questionnaire after the second mail-out was completed. The author received acceptable responses from 27 vocational educators (56.25 percent of the vocational educators surveyed) and 19 public school superintendents (73.08 percent of the superintendents surveyed.)

So that a direct comparison could be made with the Peper (1989) study, the point-systems and measurement of data were identical. A five-point "Likert-type" scale of categories was used on the first five questions pertaining to the perceptions of leadership, etiquette, citizenship, community service, and cooperation. This scale was also used in the following four questions pertaining to the involvement of

FFA members and their opportunities available for social skills development. The response categories were assigned the following numerical values: poor = 1; below average = 2; average = 3; above average = 4; and outstanding = 5. Real limits were set at 1.0 to 1.49 for poor; 1.50 to 2.49 for below average; 2.50 to 3.49 for average; 3.50 to 4.49 for above average; and 4.50 to 5.00 for outstanding.

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

A five-point "Likert-type" scale was used for the question asking for the perceptions of whether it was favored to incorporate the teaching of social skills in the classroom. The response categories were assigned the following numerical values: strongly oppose = 1; tend to oppose = 2; uncertain = 3; tend to favor = 4; and strongly favor = 5. Real limits were set at 1.0 to 1.49 for strongly oppose; 1.50 to 2.49 for tend to oppose; 2.50 to 3.49 for uncertain; 3.50 to 4.49 for tend to oppose; and 4.50 to 5.00 for strongly favor.

The two open-ended questions referring to the most important social skill developed and the one reason social skills development is important were examined by the author and major adviser. Similar responses were categorized.

There was also a question which asked the vocational educators and public school superintendents to rank order 12 FFA activities

according to their value for social skills development. In addition, two demographic questions concluded the instrument by asking for length of service in their particular field and the major area of study for their bachelor's degree.

The vocational educators indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for four of the seven categories in the area of Leadership (See Table I). Those categories included: leadership skills ($\bar{x} = 3.96$); sense of pride ($\bar{x} = 3.81$); self-initiative ($\bar{x} = 3.56$); and the ability to act as spokesperson ($\bar{x} = 3.67$). Three categories in the area of leadership showed only "average" social skills development as perceived by the vocational educators: ability to set priorities ($\bar{x} = 3.48$); ability to manage use of time ($\bar{x} = 3.37$); and ability to live up to the expectations of others ($\bar{x} = 3.44$). No vocational educator responded to the question that allowed the respondent an opportunity to list any other leadership development areas they deemed as relevant and to choose the extent of development rating they perceived as appropriate.

The superintendents indicated the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Leadership (Table I). Those categories were identified as: leadership skills ($\bar{x} = 3.78$); sense of pride ($\bar{x} = 4.00$); self-initiative ($\bar{x} = 3.95$); ability to set priorities ($\bar{x} = 3.63$); ability to manage use of time ($\bar{x} = 3.68$); ability to act as spokespersons ($\bar{x} = 3.68$); and ability to live up to the expectations of others ($\bar{x} = 3.68$). One superintendent responded to the question which allowed an opportunity

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

Social Skill	Vocational Educators n=27			Superintendents n=19			Combined Responses total N=46	
Leadership	\bar{x}	S	Denotes	\bar{x}	S	Denotes	\bar{x}	Denotes
Leadership skills	3.96	.71	Above Avg.	3.78	.71	Above Avg.	3.88	Above Avg.
Sense of pride	3.81	.83	Above Avg.	4.00	.58	Above Avg.	3.91	Above Avg.
Self-initiative	3.56	.58	Above Avg.	3.95	.62	Above Avg.	3.76	Above Avg.
Ability to set priorities	3.48	.70	Average	3.63	.68	Above Avg.	3.56	Above Avg.
Ability to manage use of time	3.37	.79	Average	3.68	.67	Above Avg.	3.52	Above Avg.
Ability to act as spokespersons	3.67	.88	Above Avg.	3.68	.67	Above Avg.	3.68	Above Avg.
Ability to live up to the expectations of others	3.44	.58	Average	3.68	.61	Above Avg.	3.56	Above Avg.

to list leadership development areas. This superintendent listed "the ability to respect proper authority" as another leadership-related social skill. The extent of development achieved by vocational agriculture students/FFA members in this category was "outstanding" ($\bar{x} = 5.00$).

The combined responses of the vocational educators and public school superintendents revealed that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Leadership (Table I). The categories in leadership included: leadership skills ($\bar{x} = 3.88$); sense of pride ($\bar{x} = 3.91$); self-initiative ($\bar{x} = 3.76$); ability to set priorities ($\bar{x} = 3.56$); ability to manage use of time ($\bar{x} = 3.52$); act as spokespersons ($\bar{x} = 3.68$); and ability to live up to the expectations of others ($\bar{x} = 3.56$). One superintendent responded to question eight on the questionnaire by listing "the ability to respect proper authority" as an important leadership-related social skill and listed its extent as "outstanding" ($\bar{x} = 5.00$).

The vocational educators indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was only "average" in two of the eight categories in the area of etiquette (See Table II). Those categories included: tactfulness ($\bar{x} = 3.36$); and punctuality ($\bar{x} = 3.44$). The remaining six categories were identified as "above average" by the vocational educators. The categories included: sportsmanship ($\bar{x} = 3.78$); self-discipline ($\bar{x} = 3.59$); respect for rights of others ($\bar{x} = 3.59$); sense of integrity ($\bar{x} = 3.59$); responsibility ($\bar{x} = 4.07$); and dependability ($\bar{x} = 3.74$). There were two vocational educators who responded to

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

Social Skill	Vocational Educators n=27			Superintendents n=19			Combined Responses total N=46	
Etiquette	\bar{x}	S	Denotes	\bar{x}	S	Denotes	\bar{x}	Denotes
Tactfulness	3.26	.76	Average	3.33	.49	Average	3.30	Average
Sportsmanship	3.78	.75	Above Avg.	3.79	.79	Above Avg.	3.79	Above Avg.
Self-discipline	3.59	.84	Above Avg.	3.95	.71	Above Avg.	3.77	Above Avg.
Respect for rights of others	3.59	.69	Above Avg.	3.84	.83	Above Avg.	3.72	Above Avg.
Sense of integrity	3.59	.69	Above Avg.	3.79	.71	Above Avg.	3.69	Above Avg.
Responsibility	4.07	.62	Above Avg.	3.79	.71	Above Avg.	3.93	Above Avg.
Dependability	3.74	.66	Above Avg.	3.89	.74	Above Avg.	3.82	Above Avg.
Punctuality	3.44	.70	Average	3.53	.77	Above Avg.	3.49	Average

question nine which allowed the vocational educators to add any category they felt as important in the area of etiquette-related social skills development. These categories were both primarily the same, "taking hats off in a building." Both vocational educators also identified its extent as "poor" ($\bar{x} = 1.00$).

The public school superintendents indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "average" in only one category: tactfulness ($\bar{x} = 3.33$). The remaining seven categories were indicated as "above average" by the superintendents (Table II). These categories included: sportsmanship ($\bar{x} = 3.79$); self-discipline ($\bar{x} = 3.95$); respect for the rights of others ($\bar{x} = 3.84$); sense of integrity ($\bar{x} = 3.79$); dependability ($\bar{x} = 3.89$); and punctuality ($\bar{x} = 3.53$). One superintendent responded to question nine which allowed for the opportunity to add any category which they felt as important in the area of etiquette-related social skills development. The superintendent listed "respect for other people's property" as an important etiquette-related social skill and indicated its extent as "above average" ($\bar{x} = 4.00$).

The combined responses for the vocational educators and public school superintendents revealed that the extent of social skills development achieved by vocational agriculture students/FFA members was "average" in two categories: tactfulness ($\bar{x} = 3.30$); and punctuality ($\bar{x} = 3.49$). The remaining six categories were indicated as "above average" in the area of etiquette-related social skills development: sportsmanship ($\bar{x} = 3.79$); self-discipline ($\bar{x} = 3.77$); respect for the rights of others ($\bar{x} = 3.72$); sense of integrity

(\bar{x} = 3.69); responsibility (\bar{x} = 3.93); and dependability (\bar{x} = 3.82). There was one superintendent who responded to question nine on the questionnaire by listing "respect for other people's property" as an important etiquette-related social skill and listed its extent as "above average" (\bar{x} = 4.00).

The vocational educators indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "average" in one category in the area of Citizenship: interest in politics and the political process (\bar{x} = 3.37). The remaining four categories were indicated as "above average" in the area of citizenship-related social skills development: respect for national symbols (\bar{x} = 4.00); appreciation for democratic society (\bar{x} = 3.89); sense of civic responsibility (\bar{x} = 3.81); and behavior in accordance with law and order (\bar{x} = 3.77). There were no respondents to question six which allowed the respondent an opportunity to list any other citizenship development categories they deemed as relevant and to choose the extent of development rating they perceived as appropriate.

The superintendents indicated the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Citizenship (See Table III). Those categories were identified as: respect for national symbols (\bar{x} = 4.10); appreciation for democratic society (\bar{x} = 3.73); sense of civic responsibility (\bar{x} = 3.84); behavior in accordance with law and order (\bar{x} = 3.79); and interest in politics and the political process (\bar{x} = 3.58). Two superintendents responded to the question which allowed an opportunity to list any additional

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

Social Skill	Vocational Educators n=27			Superintendents n=19			Combined Responses total N=46	
	\bar{x}	S	Denotes	\bar{x}	S	Denotes	\bar{x}	Denotes
Citizenship								
Respect for national symbols	4.00	.73	Above Avg.	4.10	.74	Above Avg.	4.05	Above Avg.
Appreciation for democratic society	3.89	.75	Above Avg.	3.73	.73	Above Avg.	3.81	Above Avg.
Sense of civic responsibility	3.81	.83	Above Avg.	3.84	.69	Above Avg.	3.83	Above Avg.
Behavior in accordance with law and order	3.77	.71	Above Avg.	3.79	.79	Above Avg.	3.78	Above Avg.
Interest in politics and the political process	3.37	.97	Average	3.58	.84	Above Avg.	3.48	Average

citizenship-related social skills they deemed as important. One listed "absence of abusive language" as an important citizenship social skill and identified its extent as "above average" ($\bar{x} = 4.00$). The other superintendent listed "better participation and representation in other school activities" and identified its extent as "outstanding" ($\bar{x} = 5.00$).

The combined responses of the vocational educators and public school superintendents revealed that the extent of social skills development achieved by vocational agriculture students/FFA members was "average" in one category in the area of citizenship-related social skills development: interest in politics and the political process ($\bar{x} = 3.48$). The remaining four categories were identified as "above average" in the area of citizenship-related social skills development: respect for national symbols ($\bar{x} = 4.05$); appreciation for democratic society ($\bar{x} = 3.81$); sense of civic responsibility ($\bar{x} = 3.83$); and behavior in accordance with law and order ($\bar{x} = 3.78$). Two superintendents responded to the question which allowed an opportunity to list any additional citizenship-related social skills they deemed as important. One listed "absence of abusive language" as an important citizenship social skill and identified its extent as "above average" ($\bar{x} = 4.00$). The other superintendent listed "better participation and representation in other school activities" and identified its extent as "outstanding" ($\bar{x} = 5.00$).

The vocational educators indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Community Service (See Table IV). Those categories included: pride in

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

Social Skill	Vocational Educators n=27			Superintendents n=19			Combined Responses total N=46	
Community Service	\bar{x}	S	Denotes	\bar{x}	S	Denotes	\bar{x}	Denotes
Pride in community and surroundings	3.78	.85	Above Avg.	3.89	.66	Above Avg.	3.84	Above Avg.
Appreciation of a progressive community	3.70	.95	Above Avg.	3.74	.73	Above Avg.	3.72	Above Avg.
Concern for the welfare of the people in the community	3.67	.83	Above Avg.	3.74	.81	Above Avg.	3.71	Above Avg.
Sense of responsibility to keep community clean	3.70	.95	Above Avg.	3.63	.90	Above Avg.	3.67	Above Avg.
Enthusiasm for community events	3.85	.99	Above Avg.	3.89	.66	Above Avg.	3.87	Above Avg.

community and surroundings ($\bar{x} = 3.78$); appreciation of a progressive community ($\bar{x} = 3.70$); concern for the welfare of the people in the community ($\bar{x} = 3.67$); sense of responsibility to keep community clean ($\bar{x} = 3.70$); and enthusiasm for community events ($\bar{x} = 3.85$). No vocational educators responded to the question that allowed the respondent an opportunity to list any other leadership development areas they deemed as relevant and choose the extent of development rating they perceived as appropriate.

The superintendents indicated the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Community Service (See Table IV). Those categories were identified as: pride in community and surroundings ($\bar{x} = 3.89$); appreciation of a progressive community ($\bar{x} = 3.72$); concern for the welfare of the people in the community ($\bar{x} = 3.74$); sense of responsibility to keep community clean ($\bar{x} = 3.63$); and enthusiasm for community events ($\bar{x} = 3.89$). There were no respondents by the superintendents to question six which allowed the superintendents the opportunity to add any category they felt as important in the area of etiquette-related social skills development.

The combined responses of the vocational educators and public school superintendents revealed that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Community Service (Table IV). The categories in community service included: pride in community and surroundings ($\bar{x} = 3.84$); appreciation of a progressive community ($\bar{x} = 3.72$); concern for the welfare of the

people in the community ($\bar{x} = 3.71$); sense of responsibility to keep community clean ($\bar{x} = 3.67$); and enthusiasm for community events ($\bar{x} = 3.87$). There were no respondents to question six which allowed the vocational educators and public school superintendents the opportunity to add any category they felt as important in the area of community service related social skills development.

The vocational educators indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was only "average" in two of the six categories in the area of Cooperation (See Table V). Those categories included: patience ($\bar{x} = 3.41$); and the ability to provide work instructions to others ($\bar{x} = 3.48$). The remaining four categories were identified as "above average" by the vocational educators: ability to work with others ($x = 3.96$); good attendance ($\bar{x} = 3.59$); ability to take work instructions from others ($\bar{x} = 3.52$); and respect for the rights of others ($\bar{x} = 3.59$). There were no respondents to question seven which allowed the respondent an opportunity to list any other cooperation development categories they deemed as relevant and to choose the extent of development rating they perceived as appropriate.

The superintendents indicated the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Cooperation (See Table V). Those categories were identified as: ability to work with others ($\bar{x} = 4.11$); patience ($\bar{x} = 3.79$); good attendance practices ($\bar{x} = 3.58$); ability to provide work instructions to others ($\bar{x} = 3.58$); ability to take work instructions from others ($\bar{x} = 3.74$); and respect for the rights of others ($\bar{x} = 3.89$). No superintendents responded to

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

Social Skills	Vocational Educators n=27			Superintendents n=19			Combined Responses total N=46	
	\bar{x}	S	Denotes	\bar{x}	S	Denotes	\bar{x}	Denotes
Cooperation								
Ability to work with others	3.96	.71	Above Avg.	4.11	.81	Above Avg.	4.04	Above Avg.
Patience	3.41	.69	Average	3.79	.79	Above Avg.	3.60	Above Avg.
Good attendance practices	3.59	.84	Above Avg.	3.58	.84	Above Avg.	3.59	Above Avg.
Ability to provide work instructions to others	3.48	.85	Average	3.58	.61	Above Avg.	3.53	Above Avg.
Ability to take work instructions from others	3.52	.80	Above Avg.	3.74	.65	Above Avg.	3.63	Above Avg.
Respect for the rights of others	3.59	.75	Above Avg.	3.89	.68	Above Avg.	3.74	Above Avg.

the question that allowed the respondent an opportunity to list any other cooperation development areas they deemed as relevant and to choose the extent of development rating they perceived as appropriate.

The combined responses of the vocational educators and public school superintendents revealed that the extent of social skills development achieved by vocational agriculture students/FFA members was "above average" for all categories in the area of Cooperation (Table V). The categories in cooperation included: ability to work with others ($\bar{x} = 4.04$); patience ($\bar{x} = 3.60$); good attendance ($\bar{x} = 3.59$); ability to provide work instructions to others ($\bar{x} = 3.53$); ability to take work instructions from others ($\bar{x} = 3.63$); and respect for the rights of others ($\bar{x} = 3.74$). There were no respondents to question seven which allowed the respondent an opportunity to add any category they felt important in the area of cooperation-related social skills development.

The vocational educators and public school superintendents' perceptions of the extent of social skills development achieved by vocational agriculture students/FFA members through their involvement in vocational agriculture and the FFA are reported in Table VI. For the 27 vocational educators, it was revealed that one (2.17 percent of the population) perceived the extent of social skills as "poor", one (2.17 percent of the population) perceived the extent of social skills development as "below average", six (13.04 percent of the population) perceived the extent of social skills development as "average", 18 (39.13 percent of the population) perceived the extent of social skills development as "above average", and one (2.17 percent of the population) perceived the extent of social skill development as

TABLE VI

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

Respondents	Poor		Below Average		Average		Above Average		Out- standing		Total				
	n	%	n	%	n	%	n	%	n	%	n	%	\bar{x}	S	Denotes
Vocational Educators	1	2.17	1	2.17	6	13.04	18	39.13	1	2.17	27	58.70	3.63	.79	Above Avg.
Superinten- dent	0	0.00	0	0.00	8	17.39	8	17.39	3	6.52	19	41.30	3.74	.73	Above Avg.
	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Total	1	2.17	1	2.17	14	30.43	26	56.52	4	8.70	46	100.00	3.68	.08	Above Avg.

"outstanding". The mean response of the 27 vocational educators ($\bar{x} = 3.63$) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was perceived to be "above average".

For the 19 public school superintendents, eight (17.39 percent of the population) perceived the extent of social skills development as "average", eight (17.39 percent of the population) perceived the extent of social skills development as "above average" and three (6.52 percent of the population) perceived the extent of social skills development as "outstanding". The mean response for the 19 public school superintendents ($\bar{x} = 3.74$) indicated that the extent of the 19 public school superintendents ($\bar{x} = 3.74$) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was perceived to be "above average".

The responses for the total population of the vocational educators and public school superintendents (100 percent) indicated one (2.17 percent of the population) perceived the extent of social skills development as "poor", one (21.7 percent of the population) as "below average", 14 (30.43 percent of the population) perceived the extent of social skills development as "average", 26 (56.52 percent of the population) perceived the extent of social skills development as "above average", and four (8.70 percent of the population) perceived the extent of social skills development as "outstanding". The mean of the means ($\bar{x} = 3.68$) indicated that the respondents perceived the extent of social skills development achieved by vocational agriculture students/FFA members to be "above average".

The vocational educators and public school superintendents'

perceptions of the opportunities available for vocational agriculture students/FFA members to develop their social skills are reported in Table VII. For the 27 vocational educators, it was revealed that one (2.17 percent of the population) perceived the opportunities available for social skills development as "below average", four (8.70 percent of the population) perceived the opportunities as "average", 12 (26.09 percent of the population) perceived the opportunities as "above average", and ten (21.74 percent of the population) perceived the opportunities as "outstanding". The mean response for the 27 vocational educators ($\bar{x} = 4.15$) indicated that the extent of social skills development achieved by vocational agriculture students/FFA members was perceived to be "above average".

For the 19 public school superintendents, one (2.17 percent of the population) perceived the opportunities for social skills development as "below average", four (8.70 percent of the population) perceived the opportunities as "average", ten (21.74 percent of the population) perceived the opportunities as "above average", and four (8.70 percent of the population) perceived the opportunities as "outstanding".

The responses for the total population of the vocational educators and public school superintendents (100 percent) indicated two (4.35 percent of the population) perceived the opportunities for vocational agriculture students/FFA members to develop their social skills as "below average", eight (17.39 percent of the population) perceived the opportunities as "average", 22 (47.83 percent of the population) perceived the opportunities as "above average", and 14 (30.43 percent of the population) perceived the opportunities as

TABLE VII

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

Respondents	Poor		Below Average		Average		Above Average		Out- standing				Total		Denotes
	n	%	n	%	n	%	n	%	n	%	n	%	\bar{x}	S	
Vocational Educators	0	0.00	1	2.17	4	8.70	12	26.09	10	21.74	27	58.70	4.15	.82	Above Avg.
Superinten- dents	0	0.00	1	2.17	4	8.70	10	21.74	4	8.70	19	41.30	3.89	.81	Above Avg.
	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Total	0	0.00	2	4.35	8	17.39	22	47.83	14	30.43	46	100.00	4.02	.18	Above Avg.

"outstanding". The mean of the means ($\bar{x} = 4.02$) indicated that the respondents perceived the opportunities available for vocational agriculture students/FFA members to develop their social skills be "above average".

The vocational educators and public school superintendents' perceptions of the extent of social skills development in other high school courses by vocational agriculture students/FFA members are reported in Table VIII. For the 27 vocational educators, it was determined that one (2.17 percent of the population) perceived the extent of social skills development in other high school courses as "poor", five (10.87 percent of the population) perceived the extent as "below average", 15 (32.61 percent of the population) perceived the extent as "average", and six (13.04 percent of the population) perceived the extent as "above average". The mean response for the 27 vocational educators ($\bar{x} = 2.96$) indicated that the extent of social skills development in other high school courses was perceived to be "average".

For the 19 superintendents, it was determined that four (8.70 percent of the population) perceived the extent of social skills development in other high school courses as "below average", ten (21.74 percent of the population) perceived the extent as "average", four (8.70 percent of the population) perceived the extent as "above average", and one (2.17 percent of the population) perceived the extent of social skills development in other high school courses as "outstanding". The mean responses for the 19 public school superintendents ($\bar{x} = 3.11$) indicated that the extent of social skills development in other high school courses was perceived to be

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

Respondents	Poor		Below Average		Average		Above Average		Out- standing		Total				Denotes
	n	%	n	%	n	%	n	%	n	%	n	%	\bar{x}	S	
Vocational Educators	1	2.17	5	10.87	15	32.61	6	13.04	0	0.00	27	58.70	2.96	.76	Average
Superinten- dents	0	0.00	4	8.70	10	21.74	4	8.70	1	2.17	19	41.30	3.11	.81	Average
	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Total	1	2.17	9	19.57	25	54.35	10	21.74	1	2.17	46	100.00	3.03	.10	Average

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

"average".

The responses for the total population of the vocational educators and public school superintendents (100 percent) indicated one (2.17 percent of the population) perceived the extent of social skills development in other high school courses as "poor", nine (19.57 percent of the population) perceived the extent as "below average", 25 (54.35 percent of the population) perceived the extent as "average", 10 (21.74 percent of the population) perceived the extent as "above average", and one (2.17 percent of the population) perceived the as "outstanding". The mean of the means ($\bar{x} = 3.03$) indicated that the respondents perceived the extent of social skills development in other high school courses to be "average".

The vocational educators and public school superintendents' perceptions of the opportunities available for students to develop their social skills in other high school courses are reported in Table IX. For the 27 vocational educators, it was revealed that one (2.17 percent of the population) perceived the opportunities available for students to develop their social skills in other high school courses as "poor", five (10.87 percent of the population) perceived the opportunities as "below average", 15 (32.61 percent of the population) perceived the opportunities as "average", five (10.87 percent of the population) perceived the opportunities as "above average", and one (2.17 percent of the population) perceived the opportunities available as "outstanding". The mean response for the 27 vocational educators ($\bar{x} = 3.00$) indicated that the opportunities available for students to develop their social skills in other high school courses was perceived to be "average".

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

Respondents	Poor		Below Average		Average		Above Average		Out standing		Total				Denotes
	n	%	n	%	n	%	n	%	n	%	n	%	\bar{x}	S	
Vocational Educators	1	2.17	5	10.87	15	32.61	5	10.87	1	2.17	27	58.70	3.00	.83	Average
Superinten- dent	1	2.17	4	8.70	8	17.89	6	13.04	0	0.00	19	41.30	2.95	1.03	Average
Total	2	4.35	9	19.57	25	54.35	10	21.74	1	2.17	46	100.00	2.97	.04	Average

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

For the 19 public school superintendents, one (2.17 percent of the population) perceived the opportunities available for students to develop their social skills in other high school courses as "poor", four (8.70 percent of the population) perceived the opportunities as "below average", eight (17.89 percent of the population) perceived the opportunities as "average", and six (13.04 percent of the population) perceived the opportunities as "above average". The mean response for the 19 public school superintendents ($\bar{x} = 2.95$) indicated that the opportunities available for students to develop their social skills in other high school courses was perceived to be "average".

The responses for the total population of the vocational educators and public school superintendents (100 percent) indicated two (4.35 percent of the population) perceived the opportunities available to develop social skills in other high school courses as "poor", nine (19.57 percent of the population) perceived the opportunities as "average", ten (21.74 percent of the population) perceived the opportunities as "above average", and one (2.17 percent of the population) perceived the opportunities available as "outstanding". The mean of the means ($\bar{x} = 2.97$) indicated that the opportunities available for students to develop their social skills in other high school courses as "average".

The next question in the instrument asked the respondents to describe what is the most important social skill developed by vocational agriculture students/FFA members who participated in their FFA chapter's activities. The responses to the open-ended question by 23 of the 27 vocational educators were listed as follows:

Eleven respondents listed "leadership abilities and/or

responsible, mature individuals".

Four respondents listed "speaking abilities in groups and/or how to interact with others".

Three respondents listed "the ability to work together with others and/or cooperation".

One respondent listed "dependability".

One respondent listed "sportsmanship".

One respondent listed "decision making".

One respondent listed "competition in showing livestock".

One respondent listed "I see more financial rather than social skills being developed".

Four vocational educators did not respond to the open-ended question on the most important social skill developed by vocational agriculture students/FFA members.

Twelve of the 19 public school superintendents responded to the open-ended question on the most important social skill developed by vocational agriculture students/FFA members who participated in their FFA chapter's activities. Their responses were as follows:

Three respondents listed "leadership abilities and/or citizenship".

Three respondents listed "the ability to work with others".

Two respondents listed "social interaction and/or the ability too speak before a group".

Two respondents listed "respect for others and loyalty".

One respondent listed "sense of pride".

One respondent listed "courtesy, reliability, projection of personality".

Seven public school superintendents did not respond to the open-ended question on the most important social skill developed by vocational agriculture students/FFA members.

The perceptions of specific FFA activities toward the development of social skills were indicated by the vocational agriculture educators and public school superintendents. The respondents were asked to rank listed FFA activities according to their value to the development of vocational agriculture students'/FFA members' social skills. A ranking of [1] indicated the most beneficial activity for social skills development while a ranking of [12] indicated the least beneficial activity for social skills. The vocational educators ranked the FFA activities in the following order (based on a weighted mean): (1) public speaking contest ($\bar{x} = 4.52$); (2) chapter FFA meetings ($\bar{x} = 4.67$); (3) leadership training conferences ($\bar{x} = 4.78$); (4) community service projects ($\bar{x} = 5.48$); (5) livestock shows and fairs ($\bar{x} = 5.67$); (6) leadership camps ($\bar{x} = 6.15$); (7) parliamentary procedure contests ($\bar{x} = 6.56$); (8) state FFA convention ($\bar{x} = 6.96$); and (9) judging contests and field days ($\bar{x} = 7.00$); (10) supervised agricultural experience programs ($\bar{x} = 7.26$); (11) national FFA convention ($\bar{x} = 8.30$); and (12) safety awareness programs ($\bar{x} = 8.85$).

The public school superintendents ranked the FFA activities in the following order (based on a weighted mean): (1) community service ($\bar{x} = 5.37$); (2) leadership training conferences ($\bar{x} = 5.43$); (3) supervised agricultural experience programs ($\bar{x} = 5.74$); (4) leadership camps ($\bar{x} = 6.95$); (5) state FFA convention ($\bar{x} = 7.47$); (6) public speaking contest ($\bar{x} = 7.74$); (7) livestock shows and fairs ($\bar{x} = 8.37$); (8) national FFA convention ($\bar{x} = 8.84$); (9) safety

TABLE X

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

Activity	Vocational Educators (n=27)		Superinten- dents (n=19)		Combined (n=46)	
	Weighted Mean (\bar{x})	Rank	Weighted Mean (\bar{x})	Rank	Weighted Mean (\bar{x})	Rank
Public Speaking Contest	4.52	1	7.74	6	6.12	3
Parliamentary Procedure Contests	6.56	7	9.11	9*	7.83	9
Leadership Training Conferences	4.78	3	5.42	2	5.10	1
	5.67	5	8.37	7	7.02	6
Livestock Shows and Fairs	7.00	9	9.17**	11	8.08	10
Judging Contests and Field Days	5.48	4	5.37	1	5.42	2
Community Ser- vice Projects	8.85	12	9.11	9*	8.98	12
Safety Awareness Programs	7.26	10	5.74	3	6.50	4
Supervised Agricultural Experience Programs	4.67	2	9.95	12	7.30	8
Chapter FFA Meetings	6.96	8	7.47	5	7.22	7
State FFA Convention	8.30	11	8.84	8	8.57	11
National FFA Convention	6.15	6	6.95	4	6.55	5
Leadership Camps						

*"Safety Awareness Programs" and "Parliamentary Procedure Contests"
were tied for ninth among superintendents.

**Only 18 superintendents responded to this portion of the question.

awareness programs ($\bar{x} = 9.11$); and parliamentary procedure contests ($\bar{x} = 9.11$); (11) judging contest and field days ($\bar{x} = 9.17$); and chapter FFA meetings ($\bar{x} = 9.95$). It should be noted that only 18 of the 19 public school superintendents responded to the "judging contests and field days" portion of this question. Therefore, that weighted mean was determined with just 18 respondents.

The combined responses of the vocational educators and public school superintendents were ranked in the following order (based on weighted means): (1) leadership training conferences ($\bar{x} = 5.10$); (2) community service projects ($\bar{x} = 5.42$); (3) public speaking contest ($\bar{x} = 6.12$); (4) supervised agricultural experience programs ($\bar{x} = 6.50$); (5) leadership camps ($\bar{x} = 6.55$); (6) livestock shows and fairs ($\bar{x} = 7.02$); (7) state FFA convention ($\bar{x} = 7.22$); (8) chapter FFA meetings ($\bar{x} = 7.30$); (9) parliamentary procedure contests ($\bar{x} = 7.83$); (10) judging contests and field days ($\bar{x} = 8.08$); (11) national FFA convention ($\bar{x} = 8.57$); and (12) safety awareness programs ($\bar{x} = 8.98$).

The vocational educators and public school superintendents' perceptions of the importance of the development of social skills are reported in Table XI. For the 27 vocational educators, it was revealed that three (6.52 percent of the population) perceived the importance of the development of social skills as "important", and 24 (52.17 percent of the population) perceived the importance as "very important". The mean response for the 27 vocational educators ($\bar{x} = 3.89$) indicated that the importance of the development of social skills as "very important".

For the 19 public school superintendents, four (8.70 percent of the population) perceived the importance of the development of social

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

Respondents	Un- important		Less than Important		Important		Very Important				Total		
	n	%	n	%	n	%	n	%	N	%	\bar{x}	S	Denotes
Vocational Educators	0	0.00	0	0.00	3	6.52	24	52.17	27	58.70	3.89	.32	Very Imp.
Superinten- dents	0	0.00	0	0.00	4	8.70	15	32.61	19	41.30	3.79	.42	Very Imp.
Total	0	0.00	0	0.00	7	15.22	39	84.78	46	100.00	3.84	.07	Very Imp.

skills as "important", and 15 (32.61 percent of the population) perceived the importance as "very important". The mean response for the 19 public school superintendents ($\bar{x} = 3.79$) indicated that the importance of the development of social skills as "very important."

The responses for the total population of the vocational educators and public school superintendents (100 percent) indicated seven (15.22 percent of the population) perceived the importance of the development of social skills as "important", and 39 (84.8 percent of the population) perceived the importance as "very important". The mean of the means ($\bar{x} = 3.84$) indicated that the respondents perceived the importance of the development of social skills as "very important".

The next question on the instrument asked the respondents to describe "what one reason do you believe the development of social skills is important/unimportant?" The responses to the open-ended question by 25 of the 27 vocational educators were listed as follows:

Nine respondents listed "to be employable and/or job-seeking and job-holding".

Six respondents listed "ability to get along with others".

Five respondents listed "to be of better service to community".

Four respondents listed "success in life or to be an acceptable member of society".

One respondent listed "selling yourself."

One respondent listed "because it's not being taught to a majority of children in their own home".

Two vocational educators did not respond to the open-ended question on the importance/unimportance of the development of social skills.

Fourteen of the 19 public school superintendents responded to the open-ended question on what "one reason do you believe the development of social skills is important/unimportant". Their responses were as follows:

Six respondents listed "need through one's entire life".

Two respondents listed "development of a person's character".

Two respondents listed "to be able to work and/or be in competition for a job".

Two respondents listed "develops self-confidence and self-concepts".

One respondent listed "flexibility in society".

One respondent listed "the world is getting smaller".

Five public school superintendents did not respond to the open-ended question on the importance/unimportance of the development of social skills.

The vocational educators and public school superintendents' perceptions of the incorporation of teaching social skills in the classroom are reported in Table XII. It should be noted that only 26 of the 27 vocational educators responded to this question. For the 26 vocational educators, it was revealed that two (4.44 percent of the population) perceived the incorporation of teaching social skills in the classroom as "uncertain", six (13.33 percent of the population) perceived the incorporation as "tend to favor", and 18 (40.00 percent of the population) perceived the incorporation as "strongly favor". The mean response for the 26 vocational educators ($\bar{x} = 4.62$) indicated that the vocational educators "strongly favor" the incorporation of social skills in the classroom.

TABLE XII
EXTENT OF RESPONDENTS' SUPPORT OF THE INCORPORATION OF
TEACHING SOCIAL SKILLS IN THE CLASSROOM

Respondents	Strongly Oppose		Tend to Oppose		Un-certain		Tend to Favor		Strongly Favor		Total				
	n	%	n	%	n	%	n	%	n	%	N	%	\bar{X}	S	Denotes
Vocational Educators	0	0.00	0	0.00	2	4.44	6	13.33	18	40.00	26*	57.78	4.62	.64	Str. Fvr.
Super-intendents	0	0.00	0	0.00	1	2.22	5	11.11	13	28.89	19	42.22	4.63	.60	Str. Fvr.
Total	0	0.00	0	0.00	3	6.67	11	24.44	31	68.89	45	100.00	4.62	.01	Str. Fvr.

*One Vocational Educator did not respond to this question.

For the 19 public school superintendents, one (2.22 percent of the population) perceived the incorporation of teaching social skills in the classroom as "uncertain", five (11.11 percent of the population) perceived their incorporation as "tend to favor", and 13 (28.89 percent of the population) perceived their incorporation as "strongly favor". The mean response for the 19 public school superintendents ($\bar{x} = 4.63$) indicated that the incorporation of teaching social skills in the classroom was perceived to be "strongly favor".

The responses for the total population of the vocational educators and public school superintendents indicated three 96.67 percent of the population) perceived the incorporation of teaching social skills in the classroom as "uncertain", 11 (24.44 percent of the population) perceived the incorporation as "tend to favor", and 31 (68.89 percent of the population) perceived the incorporation as "strongly favor". The mean of the means ($\bar{x} = 4.62$) indicated that the incorporation of teaching social skills in the classroom was perceived as "strongly favor".

The vocational educators and public school superintendents were asked to respond to a question asking the number of years they have been either "teaching in a secondary school" or "how many years they have been an administrator". It should be noted that only 25 of the 27 vocational educators responded to this portion of the questionnaire. For the 25 vocational educators, six (13.64 percent of the population) had five years or less experience in teaching in the secondary schools, four (9.09 percent of the population) had between six and ten years experience, none (20.45 percent of the population)

had between 11 and 15 years experience, and six (13.64 percent of the population had more than 15 years experience teaching in the secondary schools.

For the 19 public school superintendents, none had less than five years experience as an administrator, two (4.55 percent of the population) had between six and ten years experience, five (11.36 percent of the population) had between 11 and 15 years experience, and 12 (27.27 percent of the population as an administrator.

The combined responses for the vocational educators and the public school superintendents indicated that six (13.64 percent of the population) had less than five years experience, six (13.64 percent of the population) had between six and ten years experience, 14 (31.82 percent of the population) had between 11 and 15 years experience, and 18 (40.91 percent of the population) had more than 15 years of experience.

The final question asked of the vocational educators and public school superintendents was "write your major area of study for your bachelor's degree". This open-ended question received responses from 25 of the 27 vocational educators bachelor's degree were as follows:

Fourteen respondents listed home economics; two respondents listed business and office; two respondents listed agriculture education; one respondent listed physical education/industrial arts technology education; one respondent listed industrial arts; one respondent listed fashion merchandising.

The responses from 17 of the 19 superintendents were as follows:

Five respondents listed social studies and/or history; three respondents listed mathematics and/or physics; two respondents listed

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

	Number of Years								Total	
	0 - 5		6 - 10		11 - 15		More than 15			
	n	%	n	%	n	%	n	%	N	%
Vocational Educators	6	13.64	4	9.09	9	20.45	6	13.64	25*	56.82
Superintendents	0	0.00	2	4.55	5	11.36	12	27.27	19	43.18
	—	—	—	—	—	—	—	—	—	—
Total	6	13.64	6	13.64	14	31.82	18	40.91	44	100.00

*Two Vocational Educators did not respond to this question.

business education; two respondents listed physical education; two respondents listed agriculture education; one respondent listed science; one respondent listed psychology; and one respondent listed industrial arts.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

It was the intent of the author to determine the extent of social skills development by vocational agriculture students/FFA members as perceived by selected vocational educators and public school superintendents. It was also the intent of the author to compare the findings of this study with those in the Peper (1989) study to determine if there was a noticeable difference in the development of social skills between the two groups.

The purpose of this chapter is to present a brief summary of the research methodology and findings. A comparison of the findings between this research effort and that conducted by Peper (1989) will also be presented. Finally, conclusions and recommendations will be presented based on the findings of this study.

Rationale for the Study

In a study previously conducted by Peper (1989), it was concluded that students enrolled in vocational agriculture/FFA have greater opportunities to develop their social skills than those students who are not enrolled. It should be pointed out that the research of Peper consisted of Oklahoma FFA chapters that were recognized as either National Gold, Silver, or Bronze Emblem Chapters. For this research

effort, the author selected those Oklahoma FFA chapters which either did not apply or did not receive Superior Chapter recognition; therefore, those Oklahoma FFA chapters received no recognition based on merit.

Purpose of the Study

The primary purpose of this study was to determine the extent of social skills development achieved by vocational agriculture students/FFA members of randomly selected Oklahoma FFA chapters (that were not recognized, based on merit) as perceived by selected vocational educators and public school superintendents. A secondary purpose of this study was to compare the responses of selected vocational educators and public school superintendents who had FFA chapters that achieved national recognition.

Objectives of the Study

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

1. To identify and randomly select 26 Oklahoma FFA chapters who did not receive recognition (state or national) based on merit.
2. To identify the vocational educators and public school superintendents employed at the randomly selected Oklahoma FFA chapters to be included in this study.
3. To determine the extent of social skills development achieved by vocational agriculture students/FFA members in the areas of leadership, etiquette, citizenship, community service, and cooperation as perceived by the selected vocational educators and public school

superintendents.

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

5. To determine, by rank order, the FFA activities as perceived by the selected vocational educators and public school superintendents.

6. To compare the perceptions made by vocational educators and public school superintendents in this study with those perceptions made in a previous study conducted by Peper (1989).

7. To determine specific demographics information relative to selected vocational educators and public school superintendents.

Design of the Study

So that a direct comparison could be made with the Peper (1989) study, it was deemed necessary to use the same instruments developed

questions

most important

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vocational educators (56.25 percent of the vocational educators) and 19 public school superintendents (73.08 percent of the superintendents) surveyed.

The data was analyzed using descriptive statistics. The treatment of data was identical to that used in the Peper (1989) study. The data was processed in order to obtain frequency distributions, means, standard deviations, and mean of means. In addition, the data from the rank-order type of question were computed to provide a weighted mean for each item (FFA activity).

In order that a direct comparison could be made to the Peper (1989) study, the point systems and measurement of data was identical. A five-point "Likert-type" scale of categories was used on the first five questions pertaining to the perceptions of leadership, etiquette, citizenship, community service, and cooperation. This was also used in the following four questions pertaining to the involvement of FFA members and their opportunities available for social skills development. The response categories were assigned the following numerical values: poor = 1; below average = 2; average = 3; above average = 4; and outstanding = 5. Real limits were set at 1.0 to 1.49 for poor; 1.50 to 2.49 for below average; 2.50 to 3.49 for average; 3.50 to 4.49 for above average; and 4.50 to 5.00 for outstanding.

A four-point "Likert-type" scale was used on the question referring to the perceptions in general importance of the development of social skills. The response categories were assigned the following numerical values: unimportant = 1; less than important = 2; important = 3; and very important = 4. Real limits were set at 1.0 to 1.49 for unimportant; 1.50 to 2.49 for less than important; 2.50 to

3.49 for important; and 3.50 to 4.00 for very important.

A five-point "Likert-type" scale was used for the question asking for the perceptions of whether it was favored to incorporate the teaching of social skills in the classroom. The response categories were assigned the following numerical values: strongly oppose = 1; tend to oppose = 2; uncertain = 3; tend to favor = 4; and strongly favor = 5. Real limits were set at 1.0 to 1.49 for strongly oppose; 1.50 to 2.49 for tend to oppose; 2.50 to 3.49 for uncertain; 3.50 to 4.49 for tend to favor; and 4.50 to 5.00 for strongly favor.

The two open-ended questions referring to the most important social skill developed and the one reason social skills development is important were examined by the author and major adviser. Similar responses were categorized.

There was also a question which asked the vocational educators and public school superintendents to rank order 12 FFA activities according to their value for social skills development. In addition, two demographic questions concluded the instrument asking for length of service in their particular field and the major area of study for their bachelor's degree.

Major Findings of the Study

The findings of this research effort revealed that a majority of the respondents (18 or 40.91 percent) of both vocational educators and public school superintendents have more than 15 years of experience in their field of vocational education or administration. Fourteen (31.82 percent) have between 11 and 15 years of experience. Six (13.64 percent) have between six and ten years of experience. Six

(13.64 percent) have between zero and five years of experience in vocational education or administration. There were two vocational educators who did not respond to this question.

On the final question of the instrument, the vocational educators and public school superintendents were asked to list their major area of study for their bachelor's degree. For the vocational educators, the most frequently listed area was "vocational home economics". The second most frequently listed area was "industrial arts/technology education". For the superintendents, the most frequently listed area was "social studies/history". The second most frequently listed area was "mathematics".

The mean of means were compared with those perceived by selected vocational educators and public school superintendents in the Peper (1989) study (See Table XIV). In the area of leadership, the combined mean responses of the vocational educators and public school superintendents in this study were notably lower in all categories than those perceptions in the Peper study. However, the extent of those leadership-related social skills remained "above average" in all categories. Within the area of leadership, the categories in the Peper study included: leadership skills ($\bar{x} = 4.19$); sense of pride ($\bar{x} = 4.14$); self-initiative ($\bar{x} = 3.96$); ability to set priorities ($\bar{x} = 3.84$); ability to manage use of time ($\bar{x} = 3.61$); ability to act as spokespersons ($\bar{x} = 3.90$); and the ability to live up to the expectations of others ($\bar{x} = 3.75$). Within the area of leadership, the categories in this study included: leadership skills ($\bar{x} = 3.88$); sense of pride ($\bar{x} = 3.91$); self-initiative ($\bar{x} = 3.76$); the ability to set priorities ($\bar{x} = 3.56$); the ability to manage use of time ($\bar{x} = 3.52$);

TABLE XIV

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

Social Skills Area	Peper (1989) study		Murray study	
	<u>Combined Responses</u>		<u>Combined Responses</u>	
	\bar{x}	Denotes	\bar{x}	Denotes
<u>Leadership</u>				
1. Leadership skills	4.19	Above Average	3.88	Above Average
2. Sense of pride	4.14	Above Average	3.91	Above Average
3. Self-initiative	3.96	Above Average	3.76	Above Average
4. Ability to set priorities	3.84	Above Average	3.56	Above Average
5. Ability to manage use of time	3.61	Above Average	3.52	Above Average
6. Ability to act as spokespersons	3.90	Above Average	3.68	Above Average
7. Ability to live up to the expectations of others	3.75	Above Average	3.56	Above Average

TABLE XIV (Continued)

Social Skills Area	<u>Peper (1989) study</u> <u>Combined Responses</u>		<u>Murray study</u> <u>Combined Responses</u>	
	\bar{x}	Denotes	\bar{x}	Denotes
<u>Etiquette</u>				
1. Tactfulness	3.64	Above Average	3.30	Average
2. Sportsmanship	3.95	Above Average	3.79	Above Average
3. Self-discipline	3.94	Above Average	3.77	Above Average
4. Respect for rights of others	3.75	Above Average	3.72	Above Average
5. Sense of integrity	3.84	Above Average	3.69	Above Average
6. Responsibility	4.12	Above Average	3.93	Above Average
7. Dependability	4.06	Above Average	3.82	Above Average
8. Punctuality	3.77	Above Average	3.49	Average
<u>Citizenship</u>				
1. Respect for national symbols	4.29	Above Average	4.05	Above Average
2. Appreciation for democratic society	3.95	Above Average	3.81	Above Average
3. Sense of civic responsibility	4.10	Above Average	3.83	Above Average

TABLE XIV (Continued)

Social Skills Area	Peper (1989) study		Murray study	
	<u>Combined Responses</u>		<u>Combined Responses</u>	
	\bar{x}	Denotes	\bar{x}	Denotes
4. Behavior in accordance with law and order	3.83	Above Average	3.78	Above Average
5. Interest in politics and the political system	3.62	Above Average	3.48	Average
<u>Community Service</u>				
1. Pride in community and surroundings	4.19	Above Average	3.84	Above Average
2. Appreciation of a progressive community	3.95	Above Average	3.72	Above Average
3. Concern for the welfare of the people in the community	3.93	Above Average	3.71	Above Average
4. Sense of responsibility to keep community clean	3.94	Above Average	3.67	Above Average
5. Enthusiasm for community events	3.97	Above Average	3.87	Above Average

TABLE XIV (Continued)

Social Skills Area	<u>Peper (1989) study</u>		<u>Murray study</u>	
	<u>Combined Responses</u>		<u>Combined Responses</u>	
	\bar{x}	Denotes	\bar{x}	Denotes
<u>Cooperation</u>				
1. Ability to work with others	4.19	Above Average	4.04	Above Average
2. Patience	3.76	Above Average	3.60	Above Average
3. Good attendance practices	3.89	Above Average	3.59	Above Average
4. Ability to provide work instructions from others	3.77	Above Average	3.63	Above Average
5. Ability to take work instructions from others	3.98	Above Average	3.63	Above Average
6. Respect for the rights of others	3.88	Above Average	3.74	Above Average

the ability to act as spokespersons ($\bar{x} = 3.68$); and the ability to live up to the expectations of others ($\bar{x} = 3.56$).

In the area of etiquette, the combined mean responses of the vocational educators and public school superintendents in this study were notably lower in all categories than those perceptions in the Peper (1989) study (See Table XIV). This difference was significant enough in two categories to change the perceptions of the extent of etiquette-related social skills to "average": tactfulness ($\bar{x} = 3.30$) and punctuality ($\bar{x} = 3.49$). The extent of those etiquette-related social skills remained "above average" in the other six categories. Within the area of etiquette, the categories in the Peper study included: tactfulness ($\bar{x} = 3.64$); sportsmanship ($\bar{x} = 3.95$); self-discipline ($\bar{x} = 3.94$); respect for the rights of others ($\bar{x} = 3.75$); sense of integrity ($\bar{x} = 3.84$); responsibility ($\bar{x} = 4.12$); dependability ($\bar{x} = 4.06$); and punctuality ($\bar{x} = 3.77$). Within the area of etiquette, the categories in this study included: tactfulness ($\bar{x} = 3.30$); sportsmanship ($\bar{x} = 3.79$); self-discipline ($\bar{x} = 3.77$); respect for the rights of others ($\bar{x} = 3.72$); sense of integrity ($\bar{x} = 3.69$); responsibility ($\bar{x} = 3.93$); dependability ($\bar{x} = 3.82$); and punctuality ($\bar{x} = 3.49$).

In the area of citizenship, the combined mean responses of the vocational educators and public school superintendents were notably lower in all categories than those perceptions in the Peper (1989) study. This difference was significant enough in one category to change the perceptions of the extent of citizenship-related social skills to "average": interest in politics and the political system ($\bar{x} = 3.48$). Within the area of citizenship, the categories in the

Peper (1989) study included: respect for national symbols ($\bar{x} = 4.29$); appreciation for democratic society ($\bar{x} = 3.95$); sense of civic responsibility ($\bar{x} = 4.10$); behavior in accordance with law and order ($\bar{x} = 3.83$); and interest in politics and the political system ($\bar{x} = 3.48$).

In the area of community service, the combined mean responses of the vocational educators and public school superintendents in this study were notably lower in all categories than those perceptions in the Peper (1989) study (See Table XIV). However, the extent of those community service-related social skills remained "above average" in all categories. Within the area of community service, the categories in the Peper study included: pride in the community and surroundings ($\bar{x} = 4.19$); appreciation of a progressive community ($\bar{x} = 3.95$); concern for the welfare of the people in the community ($\bar{x} = 3.93$); sense of responsibility to keep community clean ($\bar{x} = 3.94$); and enthusiasm for community events ($\bar{x} = 3.97$). Within the area of community service, the categories in this study included: pride in community and surroundings ($\bar{x} = 3.84$); appreciation of a progressive community ($\bar{x} = 3.72$); concern for the welfare of the people in the community ($\bar{x} = 3.71$); sense of responsibility to keep community clean ($\bar{x} = 3.67$); and enthusiasm for community events ($\bar{x} = 3.87$).

In the area of cooperation, the combined mean responses of the vocational educators and public school superintendents in this study were notably lower in all categories than those perceptions in the Peper study. However, the extent of those cooperation-related social skills remained "above average" in all categories. Within the area of

cooperation, the categories in the Peper (1989) study included: ability to work with others ($\bar{x} = 4.19$); patience ($\bar{x} = 3.76$); good attendance practices ($\bar{x} = 3.89$); ability to provide work instructions from others ($\bar{x} = 3.77$); ability to take work instructions from others ($\bar{x} = 3.98$); and respect for the rights of others ($\bar{x} = 3.88$). Within the area of cooperation, the categories in this study included: ability to work with others ($\bar{x} = 4.04$); patience ($\bar{x} = 3.60$); good attendance practices ($\bar{x} = 3.59$); ability to provide work instructions from others ($\bar{x} = 3.63$); ability to take work instructions from others ($\bar{x} = 3.63$); and respect for the rights of others ($\bar{x} = 3.74$).

The combined mean responses of the vocational educators and public school superintendents pertaining to the extent of social skills development of vocational agriculture was "above average" for both studies (See Table XV). However, the mean response within this study was notably lower than the mean response in the Peper study. Within the Peper (1989) study, the mean of the means ($\bar{x} = 3.96$) suggested that social skills development of vocational agriculture students/FFA members through involvement in vocational agriculture was "above average". Within this study, the mean of the means ($\bar{x} = 3.68$) suggested that the social skills development of vocational agriculture students/FFA members through involvement in vocational agriculture was "above average".

The combined mean responses of the vocational educators and the public school superintendents pertaining to the extent of social skills development opportunities made available for vocational agriculture students/FFA members was "above average" for both studies (See Table XV). However, the mean response within this study was

TABLE XV
COMPARISON OF RESPONDENTS' PERCEPTIONS OF THE EXTENT OF
SOCIAL SKILLS DEVELOPMENT

Social Skills Development. . .	Peper (1989) study <u>Combined Responses</u>		Murray study <u>Combined Responses</u>	
	\bar{x}	Denotes	\bar{x}	Denotes
. . . of vocational agriculture students/FFA members through involvement in vocational agriculture	3.96	Above Average	3.68	Above Average
. . . opportunities made available for vocational agriculture students/FFA members	4.21	Above Average	4.02	Above Average
. . . provided by other high school courses (i.e., English, math, history, science, etc.)	3.16	Average	3.03	Average
. . . opportunities made available for students in other high school courses (i.e., English, math, history, science, etc.)	3.20	Average	2.97	Average
. . . concerning the importance of social skills development	3.64	Very Important	3.84	Very Important
. . .as related to the incorporation of teaching social skills in the classroom	4.53	Strongly Favor	4.62	Strongly Favor

notably lower than the mean response in the Peper (1989) study.

Within the Peper study, the mean of the means ($\bar{x} = 4.21$) suggested that social skills development opportunities made available for vocational agriculture students/FFA members was "above average."

Within this study, the mean of the means ($\bar{x} = 4.02$) suggested that social skills development opportunities made available for vocational agriculture students/FFA members was "above average".

The combined mean responses of the vocational educators and public school superintendents pertaining to the extent of social skills development provided by other high school courses (i.e., English, math, history, science, etc.) was "average" for both studies (Table XV). However, the mean response within this study was notably lower than the mean response in the Peper study. Within the Peper (1989) study, the mean of the means ($\bar{x} = 3.16$) suggested that the social skills development provided by other high school courses (i.e., English, math, history, science, etc.) was "average". Within this study, the mean of the means ($\bar{x} = 3.03$) suggested that the social skills development provided by other high school courses (i.e., English, math, history, science, etc.) was "average".

The combined responses of the vocational educators and the public school superintendents pertaining to the extent of social skills development opportunities made available for students in other high school courses (i.e., English, math, history, science, etc.) was "average" for both studies (Table XV). However, the mean response within this study was notably lower than the mean response in the Peper (1989) study. Within the Peper study, the mean of the

means ($\bar{x} = 3.20$) suggested that the social skills development opportunities made available for students in other high school courses (i.e., English, math, history, science, etc.) was "average". Within this study, the mean of the means ($\bar{x} = 2.97$) suggested that the social skills development opportunities made available for students in other high school courses (i.e., English, math, history, science, etc.) was "average".

The combined mean responses of the vocational educators and public school superintendents pertaining to the extent of social skills development concerning the importance of social skills development was "very important" in both studies (Table XV). However, the mean response within this study was notably higher than the mean response in the Peper (1989) study. Within the Peper study, the mean of means ($\bar{x} = 3.64$) suggested that the perceptions concerning the importance of social skills development was "very important". Within this study, the mean of means ($\bar{x} = 3.84$) suggested that the perceptions concerning the importance of social skills development was "very important".

The combined mean responses of the vocational educators and public school superintendents pertaining to social skills development as related to the incorporation of teaching social skills in the classroom were "strongly favor" in both studies (Table XV). However, the mean response within this study was notably higher than the mean response in the Peper (1989) study. Within the Peper study, the mean of the means ($\bar{x} = 4.53$) suggested that the social skills development as related to the incorporation of teaching social skills in the classroom was "strongly favor". Within this study, the mean of the

means ($\bar{x} = 4.62$) suggested that the social skills development as related to the incorporation of teaching social skills in the classroom was "strongly favor."

The vocational educators public school superintendents were then asked to rank 12 specific FFA activities from [1] to [12], with [1] being the most valuable activity and [12] indicating the least valuable activity, for the development of vocational agriculture students'/FFA members' social skills (See Table XVI). A comparison between the weighted means in the Peper (1989) study and the weighted means of this study indicated a notable difference in the ranking of the FFA activities. Within the Peper study, the following ranking was determined by the weighted mean of the responses: (1) public speaking contests ($\bar{x} = 3.47$); (2) leadership training conferences ($\bar{x} = 3.92$); (3) chapter FFA meetings (5.30); (4) leadership camps ($\bar{x} = 5.73$); (5) parliamentary procedure contests ($\bar{x} = 6.26$); (6) livestock shows and fairs ($\bar{x} = 6.43$); (7) community service projects ($\bar{x} = 6.69$); (8) supervised agricultural experience programs ($\bar{x} = 6.71$); (9) state FFA convention ($\bar{x} = 7.01$); (10) judging contests and field days ($\bar{x} = 7.13$); (11) national FFA convention ($\bar{x} = 8.54$); and (12) safety awareness programs ($\bar{x} = 10.34$). Within this study, the following ranking was determined by the weighted mean of the responses: (1) leadership training conferences ($\bar{x} = 5.10$); (2) community service projects ($\bar{x} = 5.42$); (3) public speaking contests ($\bar{x} = 6.12$); (4) supervised agricultural experience programs ($\bar{x} = 6.50$); (5) leadership camps ($\bar{x} = 6.55$); (6) livestock shows and fairs ($\bar{x} = 7.02$); (7) state FFA convention ($\bar{x} = 7.22$); (8) chapter FFA meetings ($\bar{x} = 7.30$); (9) parliamentary procedure contest ($\bar{x} = 7.83$);

TABLE XVI

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

Activity	<u>Peper (1989) study</u> <u>Combined Responses</u>		<u>Murray study</u> <u>Combined Responses</u>	
	\bar{x}	Rank	\bar{x}	Rank
Public speaking contests	3.47	1	6.12	3
Parliamentary procedure contest	6.26	5	7.83	9
Leadership training conferences	3.92	2	5.10	1
Livestock shows and fairs	6.43	6	7.02	6
Judging contests and field days	7.13	10	8.08	10
Community service projects	6.69	7	5.42	2
Safety awareness programs	10.34	12	8.98	12
Supervised agricultural experience programs	6.71	8	6.50	4
Chapter FFA meetings	5.30	3	7.30	8
State FFA convention	7.01	9	7.22	7
National FFA convention	8.54	11	8.57	11
Leadership camps	5.73	4	6.55	5

(10) judging contests and field days ($\bar{x} = 8.08$); (11) national FFA convention ($\bar{x} = 8.57$); and (12) safety awareness programs ($\bar{x} = 8.98$).

The open-ended questions which completed the instrument were first, "In general, what is the most important social skill developed by vocational agriculture students/FFA members who participated in their FFA chapter's activities?" The most frequently listed response by the vocational educators was "leadership abilities and/or responsibility." The second most frequently listed response by the vocational educators was "speaking abilities in groups and/or how to interact with others."

When the public school superintendents were asked, "In general, what is the most important social skill developed by vocational agriculture students/FFA members who participated in their FFA chapter's activities?", the most frequently listed response was "leadership abilities and/or citizenship." The second most frequently listed response by the superintendents was "the ability to work with others."

The other open-ended question which asked was, "For what one reason do you believe the development of social skills is important/unimportant?", the vocational educators most frequently listed response was "to be employable and/or job-seeking and job-holding." The second most frequently listed response was "the ability to get along with others."

For the public school superintendents, the most frequently listed response was "need through one's entire life." The second most frequently listed response was "development of a person's character"

and "to be able to work and/or be in competition for a job" and "develops self-confidence and self-concepts."

Conclusions

Based on the findings of this study, the vocational educators and public school superintendents perceived that:

1. Social skills development is enhanced by students who are enrolled in vocational agriculture/FFA, especially in the areas of leadership, etiquette, citizenship, community service, and cooperation.
2. There are more opportunities made available for vocational agriculture students/FFA members to develop social skills competencies than those students not enrolled.
3. Students enrolled in other high school courses (i.e., English, math, history, science, etc.) have only an average opportunity available for the development of social skills competencies.
4. In general, the most important social skill developed by vocational agriculture students/FFA members (as perceived by vocational educators and public school superintendents) is "leadership abilities and/or responsibility or citizenship."
5. In general, the development of social skills is important because it is "needed throughout one's life" and "is needed to be employable and/or (for) job-seeking and job-holding."
6. The development of social skills competencies are very important to the vocational educators and public school superintendents and it is strongly supported that they should be incorporated into teaching in the classroom.

7. Leadership training conferences are the most beneficial FFA activities toward the development of vocational agriculture students'/FFA members' social skills competencies.

Recommendations

Based on the conclusions of this study, the author presents the following recommendations:

1. Vocational Agriculture instructors/FFA advisers should provide as many opportunities as possible to assist vocational agriculture/students/FFA members develop social skills competencies.

2. State Supervisors and Teacher Educators should continue to encourage and emphasize the teaching of social skills in the vocational agriculture/FFA programs to prospective vocational agriculture instructors/FFA advisers.

3. Vocational instructors/FFA advisers should encourage their vocational agriculture students/FFA members to participate in activities which "develop leadership abilities, responsibility, and citizenship" because these activities were identified as "most important" by the vocational educators and public school superintendents.

4. Vocational Agriculture instructors/FFA advisers should encourage as many vocational agriculture students/FFA members as possible to participate in the leadership training conference because of its importance toward the development of social skills competencies.

5. Because mean scores in this study were notably lower in all categories in the areas of social skills development than those in the

Peper (1989) study, State Supervisors and Teacher Educators should emphasize the need to apply or recognize the importance of the National Chapter Awards Program and the Superior Chapter Awards program to prospective and current vocational agriculture instructors/FFA advisers.

Recommendations for Additional Research

A similar study should be conducted every five years to determine the extent of social skills development by vocational agriculture students/FFA members to see if the perceptions have changed.

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APPENDIXES

APPENDIX A

VOCATIONAL EDUCATOR'S QUESTIONNAIRE

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

	Extent of Development:				
	POOR 1	BELOW AVERAGE 2	AVERAGE 3	ABOVE AVERAGE 4	OUTSTANDING 5
A. LEADERSHIP					
In general, to what extent do vo-ag students/FFA members develop:					
1. their leadership skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. a sense of pride?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. self-initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. the ability to set priorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. the ability to manage their use of time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. an ability to act as spokespersons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. the ability to live up to the expectations of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. ETIQUETTE

In general, to what extent do vo-ag students/FFA members develop:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. tactfulness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. sportsmanship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. self-discipline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. a respect for the rights of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. a sense of integrity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. dependability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. punctuality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. CITIZENSHIP

In general, to what extent do vo-ag students/FFA members develop:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. respect for national symbols? (such as U.S. flag)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. an appreciation for a democratic society?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. a sense of civic responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. behavior in accordance with law and order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. an interest in politics and the political process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. COMMUNITY SERVICE

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

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

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

E. COOPERATION

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

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

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

F. GENERAL PERCEPTIONS

1. In general, to what extent do vo-ag students/FFA members develop their social skills competencies through their involvement in vocational agriculture and the FFA? Their extent of development as you perceive it is:
 - _____ (1) POOR
 - _____ (2) BELOW AVERAGE
 - _____ (3) AVERAGE
 - _____ (4) ABOVE AVERAGE
 - _____ (5) OUTSTANDING
2. Do you believe the opportunities available for vo-ag students/FFA members to develop their social skills are:
 - _____ (1) POOR?
 - _____ (2) BELOW AVERAGE?
 - _____ (3) AVERAGE?
 - _____ (4) ABOVE AVERAGE?
 - _____ (5) OUTSTANDING?

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

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

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

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

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

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

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

APPENDIX B

PUBLIC SCHOOL SUPERINTENDENT'S QUESTIONNAIRE

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

		Extent of Development:				
		POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING
		1	2	3	4	5
A. LEADERSHIP						
In general, to what extent do vo-ag students/FFA members develop:						
1.	their leadership skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	a sense of pride?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	self-initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	the ability to set priorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	the ability to manage their use of time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	an ability to act as spokespersons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	the ability to live up to the expectations of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. ETIQUETTE						
In general, to what extent do vo-ag students/FFA members develop:						
1.	tactfulness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	sportsmanship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	self-discipline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	a respect for the rights of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	a sense of integrity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	dependability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	punctuality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. CITIZENSHIP						
In general, to what extent do vo-ag students/FFA members develop:						
1.	respect for national symbols? (such as U.S. flag)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	an appreciation for a democratic society?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	a sense of civic responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	behavior in accordance with law and order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	an interest in politics and the political process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Other, please list _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. COMMUNITY SERVICE

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

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

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

E. COOPERATION

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

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

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

F. GENERAL PERCEPTIONS

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

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

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

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

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

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

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

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

10. How many years have you been an administrator?

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

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

APPENDIX C

COVER LETTERS



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

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

September 7, 1989

Dear Vocational Educators:

We are conducting research designed to determine the extent of social skills development achieved by agricultural education students/FFA members as perceived by vocational educators and public school superintendents. You have been selected to be a part of this research effort.

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

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

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Your cooperation is greatly appreciated in this important research effort. The information that you provide will assist in maintaining the quality of students graduating in agricultural education.

Sincerely,

Kurt G. Murray

Kurt G. Murray
Graduate Student

Robert Terry

Dr. Robert Terry
Department Head
Agricultural Education

Enclosures





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

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

September 7, 1989

Dear Superintendent:

We are conducting research designed to determine the extent of social skills development achieved by agricultural education students/FFA members as perceived by vocational educators and public school superintendents. You have been selected to be a part of this research effort.

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

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

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Your cooperation is greatly appreciated in this important research effort. The information that you provide will assist in maintaining the quality of students graduating in agricultural education.

Sincerely,

Kurt G. Murray

Kurt G. Murray
Graduate Student

Robert Terry

Dr. Robert Terry
Department Head
Agricultural Education

Enclosures





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

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

September 25, 1989

Dear Vocational Educator:

We are attempting to conclude our research which is designed to determine the extent of social skills development by vocational agriculture/FFA members as perceived by vocational educators and public school superintendents. This is just a reminder that I am still seeking your honest perceptions and that they are of the utmost value to the success of this research effort.

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

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

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and for your assistance in improving the program of Vocational Agriculture.

Sincerely,

Kurt G. Murray

Kurt G. Murray
Graduate Student

Robert Terry

Dr. Robert Terry
Department Head
Agricultural Education

Enclosure





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

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

September 25, 1989

Dear Superintendent:

We are attempting to conclude our research which is designed to determine the extent of social skills development by vocational agriculture students/FFA members as perceived by vocational educators and public school superintendents. This is just a reminder that I am still seeking your honest perceptions and that they are of the utmost value to the success of this research effort.

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

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

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and for your assistance in improving the program of Vocational Agriculture.

Sincerely,

Kurt G. Murray

Kurt G. Murray
Graduate Student

Robert Terry

Dr. Robert Terry
Department Head
Agricultural Education

Enclosure



VITA

Kurt G. Murray

Candidate for the Degree of
Master of Science

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

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, December 15,
1965, the son of Virgil G. and C. Renee Murray.

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