

THE PERCEPTIONS THAT OKLAHOMA VOCATIONAL AGRICULTURE
TEACHERS AND THEIR ADMINISTRATORS HAVE OF THE
IMPORTANCE OF AND INVOLVEMENT IN VOCATIONAL
AGRICULTURE LEADERSHIP PROGRAMS
AND ACTIVITIES

By

DAVID DUANE JENKINS

"

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1979

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1983

Thesis
1983
J52
cop. 2



THE PERCEPTIONS THAT OKLAHOMA VOCATIONAL AGRICULTURE
TEACHERS AND THEIR ADMINISTRATORS HAVE OF THE
IMPORTANCE OF AND INVOLVEMENT IN VOCATIONAL
AGRICULTURE LEADERSHIP PROGRAMS
AND ACTIVITIES

Thesis Approved:

Robert Terry

Thesis Adviser

Jack Fitchard

James P. Key

Norman A. Durbin

Dean of Graduate College

ACKNOWLEDGMENTS

The author would like to express his sincere appreciation to the staff in the Agriculture Education department at Oklahoma State University for their guidance, patience, and encouragement throughout the course of this study. Special thanks must go to Dr. Robert Terry, thesis adviser and committee members Dr. James Key and Dr. Jack Pritchard. Special mention must also be made of Dr. Wes Holley whose assistance and guidance proved invaluable.

The author would also like to acknowledge the support and encouragement shown by Dr. Paul Hummer and Dr. Earl VanEaton, the Associate Dean and Assistant Dean of the College of Agriculture at Oklahoma State University. Their understanding and patience displayed during this study was very helpful and motivating.

Great appreciation is also expressed to all friends, co-workers, and family who in many ways had a part in this project. Special recognition and an expression of deepest gratitude must go to the author's parents, Mr. and Mrs. Duane Jenkins. Their love, interest, and encouragement was never ending and to them this work is dedicated.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Problem Statement	2
The Purpose of the Study	5
Objectives	5
Assumptions	6
Definition of Terms	6
Scope and Limitations	7
II. REVIEW OF THE LITERATURE	8
Leadership - The Concept	8
Leadership and the Agriculture Industry	10
Leadership in Vocational Agriculture	11
Leadership Training - Its Effect on the Future	12
Leadership Programs and Activities	13
Teachers and Administrators	16
Summary	21
III. METHODOLOGY	22
The Study Population	23
Sampling Procedure	23
Development of the Instrument	25
Collection of Data	27
Analysis of Data	28
IV. PRESENTATION AND ANALYSIS OF DATA	30
Introduction	30
Descriptive Background Data	31
Deriving the Mean Response	33
Perceptions of the Importance of Leadership Units of Instruction	36
Perceptions of the Importance of Individual Leadership Activities	38
Perceptions of the Importance of Chapter Leadership Activities	38
Perceptions of the Involvement in Leadership Instructional Units	41
Perceptions of the Involvement in Individual Leadership Activities	43

Chapter	Page
Perceptions of the Involvement in Chapter Leadership Activities.	45
Responding Teacher and Administrator Comments.	47
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	49
Summary.	49
Purpose of the Study.	49
Objectives of the Study	49
Summary of Procedures	50
Summary of the Findings	51
Conclusions.	61
Recommendations.	63
A SELECTED BIBLIOGRAPHY	65
APPENDIXES.	68
APPENDIX A - INSTRUMENT.	69
APPENDIX B - COVER LETTER.	72
APPENDIX C - FOLLOW-UP COVER LETTER.	75

LIST OF TABLES

Table	Page
I. Descriptive Background Data of Vocational Agriculture Teachers.	32
II. Descriptive Background Data of High School Administrators.	34
III. Mean Perceptions of the Importance of Leadership Units of Instruction.	37
IV. Mean Perceptions of the Importance of Individual Leadership Activities	39
V. Mean Perceptions of the Importance of Chapter Leadership Activities	40
VI. Mean Perceptions of the Involvement in Leadership Instructional Units	42
VII. Mean Perceptions of Involvement in Individual Leadership Activities	44
VIII. Mean Perceptions of the Involvement in Chapter Leadership Activities	46
IX. Summary of Mean Levels of Importance as Perceived by Teachers and Administrators	52
X. Comparison of Overall Mean Perceptions of Teachers and Administrators as to the Importance of Leadership Programs and Activities	55
XI. Summary of Mean Levels of Involvement as Perceived by Teachers and Administrators	57
XII. Comparison of Overall Mean Perceptions of Teachers and Administrators as to the Involvement in Leadership Programs and Activities	60

CHAPTER I

INTRODUCTION

From the earliest beginnings of mankind, the human race has encountered many struggles and adversities. Man's most basic struggle was that of survival, and against many forces of nature he had battled constantly for this fundamental need. In the struggle for self-preservation, not only natural forces were encountered but conflicts with other men were of major importance. And perhaps the most difficult conflict of all was man's struggle with himself.

But as he began to encounter these many struggles, conflicts, and adversities, he also began to learn that many people together could overcome and prevail towards a common goal much easier than he could by himself. Man began to realize that the key to survival and to his success, in realizing certain goals, was to join others who were struggling in the same direction. He then began to motivate and organize those around him who had similar or common needs and desires. By planning and arranging the situation to further the work in a shared direction, common goals were achieved and many struggles overcome (1). As a consequence of the needs of a group of people and of the nature of the situation within which that group was attempting to operate, a key person had emerged . . . a leader (2).

Leadership can be defined as the process of influencing the activities of an organized group in its task of goal setting and

goal achievement (2). It seems that today, more than ever before, creative leadership is needed if the present civilization is to survive (1). Mankind has always been in constant need of leadership and the course of history itself has been determined by the leaders that have evolved. But today, in this modern society with its fast moving pace and ever-increasing technology, there is a greater need than at any time past for sound and wise leadership. However, leaders are made, not born. Leadership qualities are learned, and these rapidly changing times require that more and better leaders be trained in order for this civilization to survive. The future of this society depends on today's training of tomorrow's leaders (1).

As at all levels of American life, there is a very pressing demand in agriculture for men and women who are willing to assume positions of leadership (3). Many of the alarming cries heard from those in the agriculture industry today could be quieted by sound leadership and organization. There is a dire need for ambitious, knowledgeable leaders who can plan ahead, who can communicate, and who desire progress - not only for themselves, but for agriculture (4). Today's young people must be educated in agriculture and related fields so they will be prepared for positions of leadership both within the agricultural industry and beyond. Young agriculturists must be able to communicate to the urban population and the nation's decision makers that the continued success of agriculture is vital to the nation and all its people (5). Tomorrow's agricultural leaders will need, more than ever before, the ability to provide the industry with sound organizational leadership in meeting our nation's changing agricultural problems (6).

Problem Statement

The FFA organization in Vocational Agriculture is dedicated to the principle of training leaders for agriculture. Because of this primary organizational aim, many outstanding agricultural leaders have developed (6). Oklahoma has been well known for its strong leadership programs in Vocational Agriculture. However, though there are many Vocational Agriculture programs in the state that appear to have a strong leadership emphasis, there are also many that seem to have few or weak leadership programs and activities. All too often it seems that the leadership development aim is lost in the hustle and shuffle of other Vocational Agriculture programs and activities. It is the author's feelings that leadership programs and activities are not being utilized as widely and as efficiently as possible in Oklahoma Vocational Agriculture. There is much potential that lies in Oklahoma agricultural youth.

Vocational Agriculture teachers have an outstanding opportunity and responsibility to utilize leadership programs in order to train the agricultural leaders of tomorrow. They must be the catalyst that sparks and motivates the students' potential to be transformed into sound leadership qualities (7). But in order to be effective and have the necessary impact, the teacher must have the support of his high school administrators and the ability to work with them in a spirit of cooperation. Without their support, many of his toils and labors can be futile and frustrating. Leadership and character development may be Vocational Agriculture's most worthy goal for the future, but teachers and administrators must realize that without

appropriate training much potential will be lost (8). The perceptions that Vocational Agriculture teachers and high school administrators have of the leadership programs and activities are very important.

greatly affect the success and effectiveness of leadership programs and activities which are vitally significant to the future of America's agriculture industry.

The Purpose of the Study

The purpose of this study was to examine the perceptions that Oklahoma Vocational Agriculture teachers and their high school administrators have of the importance of and involvement in leadership programs and activities in Vocational Agriculture. It was hoped that the findings of this study will aid Vocational Agriculture teachers, high school administrators, and teacher educators in determining priorities in their program development decisions.

Objectives

In order for this research study to accomplish its purpose, the following objectives were developed for consideration:

1. To determine how Oklahoma Vocational Agriculture teachers' perceived the importance of Vocational Agriculture leadership programs and activities.
2. To determine the Oklahoma Vocational Agriculture teachers' perceived level of their students involvement in Vocational Agriculture leadership programs and activities.
3. To determine the high school administrators' perceptions of the importance of Vocational Agriculture leadership programs and

activities.

4. To determine the high school administrators perceived knowledge of the level of their students' involvement in Vocational Agriculture leadership programs and activities.

Assumptions

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

1. That the teachers and administrators selected for this study were representative of those in the entire state of Oklahoma.

2. That the perceptions of those teachers and administrators as reported in the study were spontaneous and honest.

3. That the definition of leadership programs in Vocational Agriculture as derived from authorities and written articles is valid and realistic, and that it represents and encompasses all in Vocational Agriculture that develops leadership qualities.

Definition of Terms

In order to clarify terms that will be used throughout this research study, the following definitions were established:

Perception - a discernment of, an insight into, or the knowledge and understanding of a given situation (9).

Vocational Agriculture - a high school level training program to teach young people about the science of agriculture and related occupations and to prepare them for furthering their education or entry into the world of work (10).

Future Farmers of America (FFA) - an organization of national scope for students enrolled in Vocational Agriculture designed to compliment the total program by providing training in leadership, citizenship, and cooperation (10).

Administrator - the superintendent or principal who has primary responsibility for supervising and administrating decisions concerning the Vocational Agriculture Program.

Leadership - a process of influencing the activities of an organized group in its task of goal setting and goal achievement (2).

Leadership programs - units of study and/or programs implemented in Vocational Agriculture in order to teach and develop leadership qualities and potential in students.

Leadership activities - activities supplementing leadership programs to give students the opportunity to "learn by doing."

Scope and Limitations

In order for this study to be as realistic and applicable as possible, the population considered includes all Oklahoma Vocational Agriculture teachers and their administrators. However, due to the large population, the number actually studied was limited to a stratified random sample of all Vocational Agriculture teachers in Oklahoma. The sample was stratified by districts which are established by geographic location. Also included in the scope of the study were the programs and activities in Vocational Agriculture that were deemed as leadership programs and activities by authorities in that area.

CHAPTER II

REVIEW OF THE LITERATURE

Leadership - The Concept

4 Leadership--it is a concept, a human phenomenon that has intrigued man for centuries. The study of leadership is many-faceted, and is of such complexity that it has often been misunderstood and inaccurately perceived. No research work utilizing the leadership concept would be complete without a basic understanding of it.

There are literally hundreds of research studies, articles, and books existing that are concerned in some way with the concept of leadership. Perhaps the most indepth and exhaustive work is Bass' (11) revision of Stoghill's Handbook of Leadership. The results of 124 research studies conducted before 1948, all concerning leadership traits and characteristics, were compared and evaluated. Out of the 27 traits studied, those associated with leadership were grouped into six categories: capacity, achievement, responsibility, participation, status, and situation. However, it was concluded that a person does not become a leader merely by possessing a combination of traits. The leader's personal characteristics must have some relevant relationship to the characteristics, activities, and goals of the followers. The results of 163 studies conducted between 1948 and 1970 were also reviewed and similarly evaluated. Again there seemed to be general groups of

characteristics associated with leadership. But the evidence again suggested that leadership is a "Working relationship among members of a group, in which the leader gains status through active participation and demonstration of his capacity for completing cooperative tasks" (11, p. 68).

Bass' extensive research also involved a review and evaluation of the many past definitions and conceptions of leadership. Over the years, the meaning of leadership has been expressed in terms of: a focus of group processes, personality and its effects, the art of inducing compliance, the exercise of influence, an act or behavior, a form of persuasion, a power relation, an instrument of goal achievement, an emerging effect of interaction, a differentiated role, and the initiation of structure. These illustrate the complexity of the leadership concept. But, Bass concluded this review with a broad definition statement:

Leadership is an interaction between members of a group. Leaders are agents of change, persons whose acts affect other people more than other peoples' acts affect them. Leadership occurs when one member modifies the motivation or competencies of others in the group. It should be clear that . . . any member of the group can exhibit some amount of leadership (p. 16).

Cowley (12), on one of his three distinctions in leadership, concluded that leaders in different situations do not necessarily possess the same traits. Likewise, Browne and Cohn (2) in The Study of Leadership also state that a person does not become a leader by possessing a certain combination of traits. Leadership is the function of personality and social situation in interaction. A leader emerges as a result of the needs of a group of people and the nature of the situation that they are operating in. Leadership is "the process of

influencing the activities of an organized group of people in its task of goal setting and goal achievement" (2, p. 38).

According to Bellows (1), creative leadership is needed today if the present civilization is to survive. But he also states that "leaders are made and not born" (p. 12), that leadership qualities are learned and not inborn. Browne and Cohn (2, p. 63) agreed and stated that "leadership can be taught as well as learned." If today's changing times do indeed require more and better leaders, then they must be trained and developed in those qualities and skills which will prepare them for opportunities in leadership roles.

Leadership and the Agriculture Industry

There are many people who feel very strongly today concerning the relationship between the future of American agriculture and the need for leadership and leadership training. Muncrief (7) stated that there is a great need for strong, vigorous leaders who are able to cope with the increasing number of new problems facing agriculturists. Indeed during the last 20 years the face of the agriculture industry has greatly changed its complexion, and agribusinessmen as well as producers have been faced with many trials and tribulations. There is small wonder why many are calling for tomorrow's agricultural leaders to have the ability to provide the industry with sound organizational leadership. Beckendorff (13) offered this comment concerning training agricultural leaders:

It is becoming more important every day for our agricultural leaders to communicate effectively. Self motivation and pride are necessary during upcoming tough years, and goal setting keeps a constant challenge ahead of our modern agricultural producers and businessmen (p. 179).

Kennedy (5), concerning leader preparation, stated that young agriculturalists must be able to persuade average American citizens as well as the nation's leaders that the "continued success of Agriculture is vital to the nation and all its people" (p. 3). The young leaders of tomorrow must not only understand issues, but must also relate to and communicate with people. Kennedy continued to say that young leaders in agriculture must be educated to recognize weaknesses within the industry in order to develop stronger cooperation between different segments. He stated that "cooperation and coordination is the prime function of leadership" (p. 4), and that a way must be found to prevent destructive alienation between those who produce, manage, distribute, and labor.

Leadership in Vocational Agriculture

Vocational agriculture programs have for many years been involved with the education of America's high school youth in the science of agricultural production and related areas. The Future Farmers of America serves as the youth organization for those students enrolled in Vocational Agriculture. The primary aim of the FFA is the development of agricultural leadership, cooperation, and citizenship (10). When considering the relationship between Vocational Agriculture and the FFA, it is important to understand that the FFA from the beginning has been an integral part of the total vocational agriculture program (6). Muncrief (7) described this relationship as working together, "like intricate pieces of machinery to produce a young person whose life is built around leadership, cooperation, character, and citizenship" (p. 14). Vocational Agriculture and the FFA work together toward

the goal of leadership training and serve as a solid foundation on which to build leaders.

Hall (14) stated that few organizations provide the opportunities that Vocational Agriculture does for its members' leadership development. He went on to say that in Vocational Agriculture, "participation develops leadership" (p. 174), and that a wealth of experiences were offered to each and every member. Jensen (6) in his discussion of leadership training, also made mention of Vocational Agriculture's long and proud tradition of being a great motivator of young people and a builder of leaders. He commented that leadership is a learned behavior that anyone can improve by study and application. Vocational Agriculture provides opportunities for students to extend themselves into experiences which will develop their leadership abilities.

Leadership Training - Its Effect on the Future

Much has been said concerning leadership development and training, and many have praised the effects that it can have on the future. But is there any real evidence existing that documents and demonstrates the actual influence that leadership training has on today's youth? Jensen (6) agreed that leadership training is difficult to measure, but that many of his former students indicated that their first step in leadership came through Vocational Agriculture. Other leadership outgrowths and accomplishments followed, making that first leadership development step very important.

In 1952, Lefors (15) conducted a survey of 322 of his former Vocational Agriculture pupils. He found a definite correlation existing between leadership activities participated in during high school and

the occupation he engaged in afterwards. The percentage of those farming and working in an agriculture-related field tended to decrease in the same ratio as the leadership score decreased.

Similarly, in 1970, Osmond (16) attempted to discover any differences between former FFA chapter presidents and former FFA members in terms of present occupation and high school leadership activities. The study strengthened the idea that holding an FFA office is valuable in leadership development. It was concluded that student participation in leadership activities will contribute to their ability to make decisions and enter into group discussions intelligently. Leadership activities also aid the student in better organization of his future plans.

Benton (3) conducted a study involving the leadership activities during high school, during college, and after university graduation of 138 agricultural graduates from Southern Illinois University between 1959 and 1964. It was found that the most important single factor in predicting the degree of participation in leadership activities following graduation from the university was the student's leadership behavior pattern in high school. Similarly, Bundy (17), in a more recent study involving 400 Iowa State University students, found that Vocational Agriculture experiences were significant in influencing participation in leadership activities.

Leadership Programs and Activities

One question that arises and that deserves consideration is what are leadership programs and activities? Which of the programs and activities in Vocational Agriculture are considered to be leadership programs and activities? Muncrief (7) stated that Vocational Agriculture

and the FFA provide many opportunities in leadership training. He continued to speak of those opportunities in terms of public speaking, parliamentary procedures, leadership training schools, committees, judging contests, and the pursuit of higher Vocational Agriculture degrees such as Chapter Farmer, State Farmer and American Farmer. Seering (18), in his discussion of leadership training in the FFA, presented a partial listing of 27 miscellaneous activities that he felt developed leadership in his Vocational Agriculture department. In yet another discussion of leadership training, Roller (19) suggested that "any FFA activity will develop leadership ability" (p. 21).

In 1982, Shell (20) attempted to determine the involvement of Oklahoma FFA chapters and individuals in leadership activities. For this purpose, he defined leadership activities as being events offered by the FFA for the development of leadership skill and ability. Gathering his data from existing records through the Oklahoma State Department of Vocational Agriculture, Shell divided the activities into two groups: individual leadership activities and chapter leadership activities. Included in individual leadership activities, those for individual recognition, were public speaking, proficiency awards, judging contests, and leadership camps or conferences. Chapter leadership activities, those for chapter recognition, included Building Our American Community (BOAC), Chapter Safety, Chapter Awards Program, Food for America, Chapter Banquet, and the State FFA Convention. Concerning the individual leadership training, Shell concluded that the proficiency awards area had three times more participation than the next highest area, that an exceedingly large number of FFA chapters do not participate in public speaking and that only one-half of the FFA members are involved

in some judging activity. In concluding the chapter leadership training, he found that a very large number of FFA chapters do not utilize or participate in the Chapter Awards Program, Food for America, or the BOAC program, and approximately one-third of the chapters did not receive the State Superior Chapter award. It was found, however, that a very large number of chapters conduct banquets and attend the state convention.

In 1955, Knebel (21) conducted a study in Oklahoma comparing above-average Vocational Agriculture departments with ones that were below-average, with the purpose of analyzing those factors contributing to an effective Vocational Agriculture program. When analyzing leadership programs, the following activities were considered: show activities, judging contests, advanced Vocational Agriculture degrees, FFA conventions, chapter awards, providing a state FFA officer, socials with other organizations, civic club appearances, FFA banquet, FFA advancement ceremonies, news publicity, radio and television programs, public speaking contests, and leadership training conferences. Knebel found that participation in FFA leadership training activities was an area of significant differences between the above-average and the below-average groups. It was concluded that an FFA chapter and activities were essential to an effective program of Vocational Agriculture.

Rounds (22), in 1972, compared production enterprise projects and leadership activities of farm and non-farm Vocational Agriculture students. He reported information concerning leadership activities in terms of "students who were participating as FFA officers, on judging teams, in FFA contests, and special events" (p. 25). Two years prior, Osmond (16) conducted a study which referred to FFA leadership

activities as being fair exhibits, judging teams, chapter meeting teams, and public speaking.

In the midst of vagueness and considerable inconsistency in research concerning the definition of leadership programs and activities, three particular studies have been found to be in almost complete agreement. In 1960, Kitchens (23) considered these FFA activities as to their leadership development value: public speaking, chapter meeting contests, judging contests, fair exhibits, FFA banquets, local FFA meetings, foundation awards, leadership conferences, FFA conventions, and radio and television programs. Morton (24), in 1968, selected the same FFA activities to determine the value of leadership development deleting only the radio and television programs. Pitchford (25) selected the identical FFA activities, in 1975. However, he replaced radio and television programs with public relations activities.

Teachers and Administrators

There are many opportunities that exist in Vocational Agriculture programs and activities that can be instrumental in a student's leadership development. But in this equation of student plus leadership program plus activity, there is another variable that requires much consideration. The Vocational Agriculture teacher holds the key to unlock the student's motivation, enthusiasm and interest. He can serve as the catalyst to spark their excitement and motivate them to strive towards their full potential. Roller (19, p. 23) a Vocational Agriculture instructor from Virginia, stated, "We have the power and influence to practically mold an FFA member into the type of individual we desire him to be. The form for this mold is FFA Leadership training."

Muncrief (7), an Oklahoma instructor in Vocational Agriculture, agreed, saying that a good FFA advisor can be the community's greatest molders of young people. Few organizations provide opportunities for leadership development that Vocational Agriculture and FFA do (14). Every Vocational Agriculture teacher has the responsibility today of training tomorrow's leaders and should take advantage of those opportunities available.

Another very important variable to consider when evaluating the effectiveness of leadership programs and activities in Vocational Agriculture is the school administrator. He can have quite an impact since his approval is required in the implementation and utilization of most school programs and activities. Phipps (26) commented:

Most school administrators try to the best of their ability to operate good schools, and they also practice to the best of their present ability the principles of working with others. An administrator will usually do all he can to assist a teacher of agribusiness to develop his program if he understands why the practice is desirable (p. 518).

This critical relationship is also recognized in the Official Manual of the FFA (27). It states that "when FFA activities are approved by the administration, it eliminates the possible duplication of school activities and promotes cooperation between school departments" (p. 14).

There have been several studies conducted dealing with this relationship between Vocational Agriculture teachers and school administrators. Garrett (28), in 1955, attempted to determine what constituted an effective Vocational Agriculture program in a community as perceived by not only teachers and administrators but also by students and farmers. The specific areas considered were: the controlling purpose of Vocational Agriculture, enrollment, teaching personnel, curriculum and programs,

teaching methods, facilities, supervised farm projects, the FFA and Young Farmers of America, summer programs, finances and funding, and publicity. From the results it was recommended that administrators, teachers, and students should work together in planning and evaluating all Vocational Agriculture programs while considering student and community needs. It was also advised that a thorough and comprehensive public relations program should be implemented to acquaint students, laymen, and administrators with the aims, purposes, activities and progress of Vocational Agriculture.

In 1951, Wood (29) conducted a study evaluating the contribution of Vocational Agriculture programs toward meeting the educational needs of rural youth and adults. He surveyed 145 high school superintendents having a Vocational Agriculture department three or more years. It was concluded that, in general, administrators in Oklahoma were well pleased with their Vocational Agriculture programs, but that there were certain areas that needed improvement. The FFA was considered to be of great value with 92 percent of the administrators indicating that it was an asset to their high school programs. However, 55 percent felt that too much time was being used in activities such as shows, fairs, and contests.

White and Christiansen (30), in 1977, assessed the FFA contest activities in Texas as perceived by principals, parents, students, and Vocational Agriculture teachers. It was found that "the principals' group levels of agreement or disagreement were more extreme than the other three groups in about 72 percent of the 60 cases" (p. 184). It was concluded that there existed a need for more and better public information concerning the FFA contest program, and that Vocational

Agriculture teachers needed to examine more carefully the impressions that principals had of those contests.

In a very extensive study, Brown (31) attempted to discover the differences in attitudes and opinions of Vocational Agriculture teachers and their administrators regarding the nature and extent of desirable future programs in Vocational Agriculture. Surveying 180 teachers and their administrators in Texas, Brown concerned his study with six areas: adult and young farmer education, the FFA, administration, curriculum, facilities and equipment, and supervised farm training. It was indicated that teachers and administrators have failed to achieve a coordinated plan for maintaining a uniform Vocational Agriculture program. Teachers seemed to be very sensitive to criticism and were more concerned with their own programs' success than the total school program. It was concluded that teachers and administrators agreed that Vocational Agriculture programs should be expanded into areas of non-farm agricultural occupations. They also agreed that FFA was and will be a motivation and guidance tool in leadership development. The two groups were more nearly in complete agreement concerning the supervised farm training program than in any other area. A very interesting finding was that teachers and administrators expressed as great a difference in opinions within their respective groups as was expressed between the groups. Administrators also evidenced a greater acceptance of change than did the teachers.

In 1960, Kitchens (23) conducted a study to determine the attitudes of administrators, Vocational Agriculture teachers, parents, and students concerning educational values of FFA activities. As mentioned previously, the FFA activities considered were public speaking, chapter

meeting contests, judging contests, fair exhibits, FFA banquets, local FFA meetings, foundation awards, leadership conferences, radio and television programs and FFA conventions. The population studied was 16 teachers, 16 administrators, 125 students, and 125 parents. It was found that teachers and administrators agreed that FFA activities deserved recognition for educational value and that those activities were beneficial in developing leadership, cooperative attitudes, and improved conduct. Both groups also agreed that the time spent in FFA activity participation was of high value and that those students participating were not being deprived of educational experiences in other areas.

Morton (24), in 1968, did a similar study attempting to determine the perceptions of 16 administrators concerning Vocational Agriculture and the FFA. Virtually the same FFA activities were considered as in Kitchen's (23) study with only the deletion of radio and television programs. The findings indicated that administrators agreed with teachers that FFA activities were of great educational value and most were quite beneficial in developing leadership, cooperative attitudes, and improved conduct.

Likewise, in another study in 1975, Pitchford (25) attempted to obtain the opinions of administrators towards their local FFA chapter activities. Again, almost the identical FFA activities as Kitchen's utilized were considered by the population of 20 superintendents and 20 principals. The administrators perceived the FFA activities as meeting the students' educational needs and being very beneficial to the community. The administrators also felt that the students were not being deprived of time in other subjects. They did, however, feel that

that too much time was being spent on the FFA activities and that FFA conventions were of questionable value. But an overall indication was that no problems exist with administrators' understanding of FFA activities, purposes and objectives.

Summary

In summary, then, it has been established that the subject of leadership is very complicated and many faceted. Many related research projects have been undertaken and much has been written concerning leadership. But very little has been done in recent years. Leadership has been defined as "the process of influencing the activities of an organized group of people in its task of goal setting and goal achievement" (2, p. 38). The great need for youthful leadership in the American agriculture industry was established as well as the concept that leadership is learned and not inborn. It has been shown that leadership is a primary concern in the Vocational Agriculture instructional program and that it can have a significant effect on the future. Research in the past, however, has not been clear or consistent concerning what constitutes leadership programs and activities in Vocational Agriculture.

It has also been established that the teacher plays an important role as a motivator and that there must exist a critical relationship of cooperation between the instructor and the administrator. Research has shown that Vocational Agriculture teachers need to keep their administrators more informed and educated concerning programs and activities. However, an overall indication has been that Vocational Agriculture instructors and administrators for the most part agree on the educational and developmental values of Vocational Agriculture and FFA.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine the perceptions that Oklahoma Vocational Agriculture teachers and their high school administrators have of the importance of and involvement in leadership programs and activities in Vocational Agriculture. In order to accomplish this purpose, the following objectives were established:

1. To determine how Oklahoma Vocational Agriculture teachers perceived the importance of Vocational Agriculture leadership programs and activities.
2. To determine the Oklahoma Vocational Agriculture teachers' perceived level of their students' involvement in Vocational Agriculture leadership programs and activities.
3. To determine the high school administrators' perceptions of the importance of Vocational Agriculture leadership programs and activities.
4. To determine the high school administrators' perceived knowledge of the level of their students' involvement in Vocational Agriculture Leadership programs and activities.

It was deemed very necessary to devote much time and effort in planning this study so that its results would be meaningful. Five steps were especially critical in the organization and design of this research project:

1. Determining the study population,
2. The sampling procedure,
3. The development of the instrument,
4. The collection of the data,
5. The analysis of the data.

This chapter describes those efforts and methods used to accomplish the study's objectives.

The Study Population

Oklahoma has a very long and prestigious history in Vocational Education. The innovative leaders in Vocational Education have pioneered this field to the extent that their programs in Oklahoma now serve as an example and model for others across the United States. There is a very thorough and distinct consistency of training, programs, and curriculum throughout the entire state. This is very evident in the Vocational Agriculture program. Because of this consistency throughout the state, the population used in this research study included all 467 Vocational Agriculture instructors in Oklahoma and the administrator in their high school that they were most responsible to. The supervisor in each of the five Vocational Agriculture districts indicated the administrator to which each instructor was most responsible.

Sampling Procedure

Because of the large number of teachers and administrators constituting the total population, it was decided to utilize a random sample. In order to provide an accurate representation of the total population, it was further decided to utilize a stratified random

sampling procedure using the five supervisory districts in Oklahoma Vocational Agriculture. This decision came after considering possible geographical, social, and economical differences between the district, and how these differences might affect statistical results.

A method for selecting a sample size was provided by Cochran (32) in using the following formula for sampling:

$$n = \frac{\frac{t^2 PQ}{d^2}}{1 + \frac{1}{N} \frac{t^2 PQ}{d^2} - 1}$$

where: $t = 1.96$
 $P = .5$
 $Q = 1 - P = .5$
 $d = .05$
 $N = \text{Total population}$
 $n = \text{Sample size needed}$

The total population (N) was the 467 Vocational Agriculture teachers in Oklahoma. In order to establish an accurate representation of the total population, a confidence interval of .95 was chosen, allowing generalization back to that population of vocational agriculture teachers. The total sample size needed (n) was found to be 211. In order to establish a stratified random sample by supervisory district, the percentage of the total number of Oklahoma Vocational Agriculture teachers that each district contained was calculated. These percentages were as follows: Northwest-16.06 percent, Central-20.34 percent, Northeast-20.99 percent, Southeast-20.99 percent, and Southwest-21.63 percent. The total sample size needed, 211, was then multiplied by each of the percentages to derive the sample size from each district. The sample size needed from each district was as follows: Northwest-34, Central-43, Northeast-44, Southeast-44, and Southwest-46. The sample of Vocational Agriculture teachers then was randomly chosen from each district with a total sample size of 211 teachers. The sample of high school administrators consisted of the administrator that each sampled teacher was most responsible to, as indicated by the district supervisor. Because of more than one teacher from

a particular school being occasionally included in the random sampling process, the total sample number of high school administrators was 191.

Development of the Instrument

It was intended that this study encompass all aspects of the leadership function of Vocational Agriculture as closely as possible. Levine and Gordon (33, p. 571) stated, "The degree to which a questionnaire elicits the desired information depends considerably upon the manner in which it is constructed." Much care and consideration was taken in the development of the instrument for this study in order to insure a fair and complete representation of the leadership concept in Vocational Agriculture. For the purposes of this study, the Vocational Agriculture leadership function was separated into two separate areas: programs (or units of instruction), and activities.

The text or guide for instruction in Oklahoma Vocational Agriculture is the Basic Core Curriculum (10) which contains a Leadership Section with the 13 following units of instruction:

1. Introduction to FFA,
2. Duties and Responsibilities of FFA members,
3. Parliamentary Procedure and Public Speaking,
4. Becoming a Good Leader,
5. Importance of Public Speaking,
6. Developing and Delivering a Speech,
7. Human Relations,
8. Job Responsibilities and Duties,
9. Job Applications and Interviews,
10. Civic and Community Responsibilities,

11. Developing FFA program of Activities,
12. Young Farmers Association,
13. Selecting a Career.

It was felt that these units could be condensed and categorized more clearly and efficiently as follows:

1. Future Farmers of American,
2. Parliamentary Procedure,
3. Public Speaking,
4. Personal Development,
5. Community Affairs,
6. Career and Job Preparation,
7. Young Farmers Association.

In the development of the idea of Vocational Agriculture leadership activities, four previous studies had a specific impact. As was mentioned in Chapter II, Kitchens (23), in 1960, Morton (24), in 1968, and Pitchford (25), in 1975, all conducted similar studies that utilized the term "FFA Activities" as meaning public speaking, chapter meeting contests, judging contests, fair exhibits, FFA banquets, local FFA meetings, foundation awards, leadership conferences, and FFA conventions. In 1982, Shell (20) attempted to determine the involvement of Oklahoma FFA chapters and individuals in leadership activities. For this purpose, he defined leadership activities as being events offered by the FFA for the development of leadership skill and ability. Utilizing the philosophy and insight of these four previous studies and trying to develop a well-rounded representation of activities, the following organization of leadership activities was adopted for the purpose of this study.

Individual Leadership Activities

Public Speaking Contests

FFA Creed Contests

Greenhand Quiz Contests

Leadership Camps and Conferences

Judging Contests

Proficiency Awards

Chapter Leadership Activities

Building Our American Community

Food for America

Chapter Safety

Superior Chapter Award

FFA Conventions

Chapter Banquet

Chapter Meetings

Chapter Meeting Contests

Two similar instruments were prepared, one for instructors and one for administrators. Individuals were asked to indicate the level of importance and the level of involvement of both leadership activities and units of instruction. The questionnaires also included a few background information questions. A copy of the instruments can be found in Appendix A.

Collection of the Data

After the instrument had been developed and a stratified random sample had been selected, the questionnaire was mailed to 211 Vocational Agriculture instructors and 191 administrators on May 27, 1983. A

carefully prepared cover letter was sent with the questionnaire as well as a self-addressed stamped envelope. In an attempt to increase the rate of return, a second letter was sent to those not yet responding one month later, June 24, 1983, accompanied with an additional instrument and self-addressed envelope. A copy of the initial cover letter can be found in Appendix B and a copy of the follow-up cover letter was included in Appendix C. On August 15, 1983, the last returned questionnaire was received with a total of 72.5 percent teachers responding and 82.2 percent administrators. It must also be mentioned that the percent of returned questionnaires from each district was very similar.

Analysis of the Data

It was decided that descriptive statistics would be utilized in the analysis of the data received from the instrument. The background information gathered on both teachers and administrators was expressed simply in terms of frequencies and percentages. However there was a challenge to statistically express the responses to the levels of importance and the levels of involvement of leadership programs and activities. In order to facilitate this, a numerical value was assigned to each response level:

Level of Importance	Level of Involvement
extremely important - 5	extremely involved - 5
greatly important - 4	greatly involved - 4
moderately important - 3	moderately involved - 3
slightly important - 2	slightly involved - 2
not important - 1	not involved - 1

For the purpose of the interpreting mean responses, the following numerical scale was further developed:

1.0 - 1.49 = not (important or involved)

1.5 - 2.49 = slightly (important or involved)

2.5 - 3.49 = moderately (important or involved)

3.5 - 4.50 = greatly (important or involved)

4.5 - 5.00 = extremely (important or involved)

Administrators had an additional response level from which to choose. They could respond to the level of importance with "not familiar with", and to the level of involvement with "do not know". Those responses of "not familiar with" and "do not know" were not calculated in with the mean responses, but were considered separately and discussed at length in Chapter IV.

The descriptive statistical analysis was accomplished utilizing the SAS system on the Oklahoma State University computer system.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to examine the perceptions that Oklahoma Vocational Agriculture teachers and their high school administrators have of the importance of and involvement in Vocational Agriculture leadership programs and activities. For that purpose, data was gathered by methods described in the previous chapter. It was intended that this chapter present that information in an organized manner for the purpose of careful analysis.

The findings of this study were presented in several sections. The first section discusses the background information of teachers and administrators. Section two further explains the calculation of mean responses and the manner in which certain data was handled. The third, fourth, and fifth sections deal with the perceptions that teachers and administrators have of the importance of and the involvement in the three categories of leadership programs and activities: Leadership Units of Instruction, Individual Leadership Activities, and Chapter Leadership Activities. The final section contains a brief presentation of some of the comments offered by respondents.

The tables included in this chapter were designed to aid in the discussion, explanation, and understanding of the data gathered. It

must be noted that throughout the tables the number of respondents (N) varies. This was due partly to those who chose not to respond to certain questions or parts of the instrument. However, there were also those who either misunderstood directions or were careless and failed to fill out the entire questionnaire.

Descriptive Background Data

Background information was gathered from both teachers and administrators to develop a better profile and understanding of the respondents. This descriptive information was presented in Tables I and II and discussed in the following paragraphs.

As Table I demonstrates, a very large majority of the teachers had been enrolled in Vocational Agriculture when in high school. Even so, it was interesting to find that over 11 percent did, in fact, not have that experience when in high school. A large majority of the teachers responding had attained at least the Chapter Farmer Degree or higher while in FFA. It might also be noted that nearly five percent of the teachers had received the American Farmer Degree. Concerning their college experience, it was found that over one-fourth of the teachers had completed a Masters degree.

When evaluating their teaching experience, it was found that 26.14 percent of the teachers responding had been teaching less than five years, and more than one-half of the teachers (52.28 percent) had taught less than ten years. It was also very interesting to note the number of years the teachers had taught at their present school. Nearly 51 percent of the teachers had been at their present chapter less than five years, and over 25 percent had been there less than three.

TABLE I
 DESCRIPTIVE BACKGROUND DATA OF VOCATIONAL
 AGRICULTURE TEACHERS

Teacher Variables	N	Percent
Had Vocational Agriculture in high school:		
Yes	134	88.16
No	<u>18</u>	<u>11.84</u>
	152	100.00
Highest FFA degree attained:		
None	16	11.18
Greenhand	2	1.40
Chapter Farmer	64	44.76
State Farmer	54	37.76
American Farmer	<u>7</u>	<u>4.90</u>
	143	100.00
Highest College degree attained:		
Bachelors	112	73.20
Masters	<u>41</u>	<u>26.80</u>
	153	100.00
Total years in teaching:		
0 - 4	40	26.14
5 - 9	40	26.14
10 - 14	24	15.69
15 - 19	22	14.38
20 - 29	11	7.19
30 - 39	15	9.81
40+	<u>1</u>	<u>.65</u>
	153	100.00
Total years at present school:		
0 - 2	39	25.49
3 - 5	39	25.49
6 - 9	30	19.61
10 - 14	22	14.38
15 - 39	<u>23</u>	<u>15.03</u>
	153	100.00

The descriptive background data of the responding high school administrators was presented on Table II. It was very surprising to find that 45.22 percent of the administrators had been enrolled in Vocational Agriculture when in high school. This was a larger number than was expected. There was a large majority of the administrators (88.24 percent) that had attained a Master's degree in college, while 7.84 percent had received a Doctorate.

When considering the teaching careers of these administrators, it was found that nearly 50 percent of the administrators had been teaching a total of 20 years or more. It should also be noted that there were less than 15 percent of the administrators that had taught fewer than ten years. By far the largest group of the administrators (81.88 percent) had taught at the secondary level in non-vocational fields of study. There were, however, 11.41 percent that had taught vocational subject matter.

It was interesting to find that nearly 50 percent of the responding administrators had been in an administrative position between five and 15 years. However, it was even more interesting and noteworthy to discover that over 45 percent of the administrators had been at their present position less than five years. In addition, nearly three-fourths of the administrators had been at their present position less than ten years.

Deriving the Mean Response

When indicating on the questionnaire their perceptions of the importance of and involvement in leadership programs and activities, both Vocational Agriculture teachers and their administrators had the

TABLE II
 DESCRIPTIVE BACKGROUND DATA OF HIGH
 SCHOOL ADMINISTRATORS

Administrator Variable	N	Percent
Had Vocational Agriculture in High School		
Yes	71	45.22
No	86	54.78
	<u>157</u>	<u>100.00</u>
Highest college degree attained:		
Bachelors	6	3.92
Masters	135	88.24
Doctorate	12	7.84
	<u>153</u>	<u>100.00</u>
Total years in teaching:		
0 - 4	7	4.52
5 - 9	16	10.32
10 - 14	26	16.77
15 - 19	29	18.71
20 - 24	26	16.77
25 - 29	33	21.29
30 - 28	18	11.62
	<u>155</u>	<u>100.00</u>
Field of study taught:		
Elementary	9	6.04
Secondary Non-Vocational	122	81.88
Vocational	17	11.41
Special Education	1	.67
	<u>149</u>	<u>100.00</u>
Total years in administration:		
0 - 4	22	14.19
5 - 9	35	22.58
10 - 14	41	26.45
15 - 19	19	12.26
20 - 24	24	15.48
25 - 32	14	9.04
	<u>155</u>	<u>100.00</u>
Total years at present position:		
0 - 4	69	45.70
5 - 9	43	28.48
10 - 14	23	15.22
15 - 30	16	10.60
	<u>151</u>	<u>100.00</u>

choice of the following level of responses:

- extremely - (important or involved)
- greatly - (important or involved)
- moderately - (important or involved)
- slightly - (important or involved)
- not - (important or involved)

In order for the responses to be more easily analyzed, a numerical value was assigned to each different response level:

- 5 = extremely (important or involved)
- 4 = greatly (important or involved)
- 3 = moderately (important or involved)
- 2 = slightly (important or involved)
- 1 = not (important or involved)

After assigning a numerical value to each response, mean values were calculated and a scale was developed to interpret those mean values:

- 1.00 - 1.49 = not (important or involved)
- 1.5 - 2.49 = slightly (important or involved)
- 2.5 - 3.49 = moderately (important or involved)
- 3.5 - 4.49 = greatly (important or involved)
- 4.5 - 5.0 = extremely (important or involved)

It is important to note that levels of responses in both the importance and involvement categories were similar as well as the numerical values and scales that applied. This was done to assure a clearer means of comparison and analysis. It was also important to note that administrators had an additional opportunity to respond to the importance category as "not familiar with" a certain leadership program or

activity. They also had the opportunity to respond to the involvement category as "do not know" the level of involvement. The responses in both of these levels were originally assigned a numerical value of 0. But these responses were later determined to be responses of "no opinion or perception" and therefore did not affect the numerical mean responses in any way. However, these responses of no perception were reported and analyzed separately in the following sections and tables of this chapter.

Perceptions of the Importance of Leadership Units of Instruction

Table III presents the information of teacher and administrator perceptions of the importance of Leadership Units of Instruction. Teachers and administrators for the most part agreed in their perceptions of these seven instructional units. It is important to notice, however, that teachers perceived the FFA as extremely important compared to the administrator perception of greatly important. Teachers and administrators notably agreed on the importance of Public Speaking and Personal Development. Not only were their numerical mean responses almost identical but noticeably higher than those of some of the other instructional units.

It must also be pointed out that teacher and administrator perceptions of the importance of the YFA (Young Farmers Association) was much lower than the other mean responses. Both mean responses for the YFA fell into the moderately important level. The YFA was also the only variable receiving any administrator response of "not familiar with" (3.97 percent).

TABLE III
 MEAN PERCEPTIONS OF THE IMPORTANCE OF LEADERSHIP
 UNITS OF INSTRUCTION

Leadership Unit of Instruction	Teacher Perceptions				Administrator Perceptions					
	N	\bar{X}	Response	Rank	N	\bar{X}	Response	Rank	Not familiar with %	
FFA	153	4.76	extremely important	1	156	4.12	greatly important	3	--	----
Parliamentary Procedure	153	3.92	greatly important	6	157	4.03	greatly important	5	--	----
Public Speaking	153	4.22	greatly important	3	157	4.25	greatly important	2	--	----
Personal Development	153	4.31	greatly important	2	157	4.34	greatly important	1	--	----
Community Affairs	153	4.01	greatly important	5	157	4.05	greatly important	4	--	----
Career and Job Preparation	151	4.06	greatly important	4	154	3.93	greatly important	6	--	----
YFA	152	3.05	moderately important	7	145	3.23	moderately important	7	6	3.97

Perceptions of the Importance of Individual Leadership Activities

Table IV displays the mean perceptions of the importance of Individual Leadership Activities. It was interesting to find that the teachers' mean responses were all rated greatly important in the six individual activities, and that those numerical means were very similar to one another with the exception of the response to Leadership Camps and Conferences. The administrators' mean responses were for the most part lower than those of the teachers. In fact, three of the mean responses, FFA Creed Contests, Greenhand Quiz Contest, and Leadership Camps and Conferences, were rated as only moderately important. It might also be noted that in the case of the Greenhand Quiz Contests, teachers gave it the highest mean response of the activities while administrators gave it their lowest mean response.

Four of the individual activities received administrator responses to its importance as "not familiar with." Nearly four percent of the administrators responded in this manner concerning the Proficiency Awards.

Perceptions of the Importance of Chapter Leadership Activities

The mean perceptions of the importance of Chapter Leadership Activities can be found in Table V. It was found that teachers' and administrators' perceptions differed somewhat more than in the previous sections. The activities of BOAC (Building Our American Community) and Chapter Safety were agreed on by teachers and administrators as being greatly important, although the mean responses by administrators

TABLE IV
MEAN PERCEPTIONS OF THE IMPORTANCE OF INDIVIDUAL
LEADERSHIP ACTIVITIES

Individual Leadership Activities	Teacher Perceptions				Administrator Perceptions						
	N	\bar{X}	Response	Rank	N	\bar{X}	Response	Rank	N	Not familiar with %	
Public Speaking Contests	152	4.04	greatly important	4	155	3.99	greatly important	1	--	----	
FFA Creed Contests	153	4.05	greatly important	3	156	3.48	moderately important	5	1	.64	
Greenhand Quiz Contests	153	4.07	greatly important	1	152	3.41	moderately important	6	3	1.94	
Leadership Camps and Conferences	153	3.83	greatly important	6	154	3.49	moderately important	4	3	1.91	
Judging Contests	153	4.06	greatly important	2	157	3.73	greatly important	2	--	----	
Proficiency Awards	153	3.99	greatly important	5	149	3.64	greatly important	3	6	3.87	

TABLE V
MEAN PERCEPTIONS OF THE IMPORTANCE OF CHAPTER
LEADERSHIP ACTIVITIES

Chapter Leadership Activities	Teacher Perceptions				Administrator Perceptions						
	N	\bar{X}	Response	Rank	N	\bar{X}	Response	Rank	Not familiar with		
									N	%	
BOAC	153	3.66	greatly important	6	146	4.05	greatly important	2	10	6.41	
Food for America	151	3.28	moderately important	8	142	3.90	greatly important	3	12	7.79	
Chapter Safety	153	3.72	greatly important	5	153	4.08	greatly important	1	3	1.92	
Superior Chapter Award	153	4.28	greatly important	4	149	3.69	greatly important	6	6	3.87	
FFA Conventions	153	4.43	greatly important	3	156	3.48	moderately important	7	1	.64	
FFA Banquet	153	4.65	extremely important	1	155	3.72	greatly important	5	--	----	
Chapter Meetings	153	4.44	greatly important	2	156	3.88	greatly important	4	1	.64	
Chapter Meeting Contests	152	3.41	moderately important	7	145	3.40	moderately important	8	11	7.05	

were slightly higher. They also agreed that Chapter Meeting Contests were only moderately important. Teachers felt that Food for America was moderately important while administrators felt it was greatly important. It might be noted also that teachers and administrators differed even more distinctly in their perceptions of FFA Conventions and the FFA Banquet. Teachers perceived the FFA Banquet to be extremely important while administrators felt it to be greatly important. Similarly, teachers felt that FFA Conventions were greatly important while administrators perceived them as only moderately important. Teachers and administrators did agree that Chapter Meetings and the Superior Chapter Award were greatly important, but it must be noted that there existed a very noticeable difference in the teacher mean responses and those of the administrators.

It is very noteworthy to mention that all of the Chapter Leadership activities except one had administrators indicate that they were not familiar with it. Seven point seventy-nine percent of the administrators responded that they were unfamiliar with Food for America while 7.05 percent responded likewise toward the Chapter Meeting Contests. BOAC had a noticeable group of administrators (6.41 percent) unfamiliar with it, while 3.87 percent were not familiar with Superior Chapter Award.

Perceptions of the Involvement in Leadership

Instructional Units

Table VI contains the information of the mean perceptions that teachers and administrators have of their students' involvement in Leadership Instructional Units. Teachers perceived the involvement

TABLE VI
 MEAN PERCEPTIONS OF THE INVOLVEMENT IN LEADERSHIP
 INSTRUCTIONAL UNITS

Leadership Unit of Instruction	Teacher Perceptions				Administrator Perceptions					
	N	\bar{X}	Response	Rank	N	\bar{X}	Response	Rank	Do not know	
									N	%
FFA	150	4.51	extremely involved	1	146	4.08	greatly involved	1	--	----
Parliamentary Procedure	151	3.48	moderately involved	6	146	3.51	greatly involved	3	1	.68
Public Speaking	151	3.58	greatly involved	5	146	3.38	moderately involved	5	1	.68
Personal Development	151	4.00	greatly involved	2	146	3.52	greatly involved	2	1	.68
Community Affairs	151	3.80	greatly involved	4	147	3.39	moderately involved	4	--	----
Career and Job Preparation	149	3.84	greatly involved	3	144	3.24	moderately involved	6	--	----
YFA	150	2.45	slightly involved	7	138	2.82	moderately involved	7	7	4.83

in FFA as extreme while administrators felt it to be great. However, both perceived the involvement in FFA to be the highest of all the Leadership Units of Instruction. Teachers and administrators both perceived there to be great involvement in Personal Development, but it was found that the numerical mean responses were noticeably different with that of the teachers being higher. Teachers felt that there was great involvement in both Community Affairs and Career and Job Preparation, but administrators perceived that involvement as only moderate. There was also a difference in the mean perceptions of involvement in Parliamentary Procedure and Public Speaking, but it must be noted that there existed relatively little difference between the numerical mean responses. It was interesting to also find that teachers perceived a slight involvement in the YFA while administrators felt that the involvement was moderate. However, both mean responses were noticeably less than those of the other Leadership Units of Instruction.

Administrators indicated they did not know the level of involvement in four Leadership Units of Instruction. This response toward the YFA (4.83 percent) was the only one of much consequence, however.

Perceptions of the Involvement in Individual Leadership Activities

Information displayed on Table VII concerns the mean perceptions of teachers and administrators towards the involvement in Individual Leadership Activities. It must be mentioned that among both teacher and administrator mean responses in this section, only one reached numerical level of four. Teachers and administrators perceived the involvement level as moderate in Public Speaking Contests, and

TABLE VII
 MEAN PERCEPTIONS OF THE INVOLVEMENT IN INDIVIDUAL
 LEADERSHIP ACTIVITIES

Individual Leadership Activities	Teacher Perceptions				Administrator Perceptions					
	N	\bar{X}	Response	Rank	N	\bar{X}	Responses	Rank	Do not know	
									N	%
Public Speaking Contests	149	3.39	moderately involved	5	145	3.14	moderately involved	4	1	.69
FFA Creed Contests	150	3.96	greatly involved	2	143	3.12	moderately involved	5	4	2.72
Greenhand Quiz Contests	150	4.01	greatly involved	1	140	3.16	moderately involved	3	6	4.11
Leadership Camps and Conferences	149	3.32	moderately involved	6	143	3.05	moderately involved	6	4	2.72
Judging Contests	150	3.93	greatly involved	3	145	3.50	greatly involved	1	1	.69
Proficiency Awards	149	3.70	greatly involved	4	137	3.32	moderately involved	2	8	5.52

Leadership Camps and Conferences, and both felt there was great involvement in Judging Contests. Teachers perceived a great involvement in both FFA Creed Contests and Greenhand Quiz Contests while administrators noticeably felt that involvement was lower at the moderate level. The same applied to Proficiency Awards, although the mean perceptions were closer in numerical value.

It is important to note that each Individual Leadership Activity had administrators indicating that they did not know the level of involvement. Most noticeable were the responses to Proficiency Awards (5.52 percent) and Greenhand Quiz Contests (4.11 percent).

Perceptions of the Involvement in Chapter Leadership Activities

Table VIII contains the mean perceptions of teachers and administrators of the involvement in Chapter Leadership Activities. BOAC, Food for America, Chapter Safety, and Chapter Meeting Contests were all perceived by both teachers and administrators to have moderate involvement. It might be mentioned that for the most part, these mean responses seemed to be noticeably lower than those of the other Chapter Leadership Activities. On the other hand, both teachers and administrators perceived involvement in FFA Banquets and FFA Conventions to be the highest. It was found that teachers perceived involvement in FFA Banquets to be extreme with the perceived involvement in FFA Conventions falling slightly below that level. Administrators, however, felt that the involvement in both was great. Teachers' mean perceptions of involvement in Chapter Meetings and the Superior Chapter Award were also in the greatly involved level just below that of the extreme involvement.

TABLE VIII
 MEAN PERCEPTIONS OF THE INVOLVEMENT IN CHAPTER
 LEADERSHIP ACTIVITIES

Chapter Leadership Activities	Teacher Perceptions				Administrator Perceptions					
	N	\bar{X}	Response	Rank	N	\bar{X}	Response	Rank	Do not know	
									N	%
BOAC	149	3.11	moderately involved	6	134	3.25	moderately involved	6	11	7.59
Food for America	150	2.67	moderately involved	7	127	3.09	moderately involved	7	16	11.19
Chapter Safety	150	3.17	moderately involved	5	139	3.48	moderately involved	4	6	4.14
Superior Chapter Award	150	4.25	greatly involved	4	135	3.40	moderately involved	5	10	6.90
FFA Conventions	150	4.47	greatly involved	2	146	3.67	greatly involved	2	1	.68
FFA Banquet	150	4.63	extremely involved	1	147	3.80	greatly involved	1	--	----
Chapter Meetings	150	4.29	greatly involved	3	146	3.65	greatly involved	3	1	.68
Chapter Meeting Contests	150	2.67	moderately involved	7	134	2.94	moderately involved	8	12	8.22

Administrators perceived the involvement as great for Chapter Meetings and moderate for Superior Chapter Award.

All Chapter Leadership Activities but one had administrators that felt they did not know the level of involvement. It was interesting to note the percent of administrators responding in this manner to Food for America (11.19 percent), Chapter Meeting Contests (8.22 percent), BOAC (7.59 percent), Superior Chapter Award (6.9 percent), and Chapter Safety (4.14 percent).

Responding Teacher and Administrator Comments

Both Vocational Agriculture teachers and their administrators were given the opportunity to specify other programs or activities that they felt developed leadership skills. While there was not a large enough number of respondents to statistically report any findings, there were several interesting comments and ideas offered that deserved mention.

Teachers took the opportunity to list certain programs, activities and ideas that they felt were important. Some of those were: livestock showing programs, supervised occupational and educational projects, field days, agricultural mechanics, and National FFA Week. Show programs by far was listed most often.

Several interesting comments were received in addition. One teacher stated that "all leadership activities were extremely important because they prepare students for everyday living." Another teacher commented that "involvement in leadership activities vary from year to year according to student aptitude and interest." Yet another teacher mentioned that "the level of importance actually is determined by the individual students."

Administrators that responded mostly did so in form of a comment. Their comments were primarily three-fold: Vocational Agriculture students miss too much class, spend too much time showing livestock, and need to be taught more fundamentals in Agriculture. One administrator's comment seemed to sum it up: "I am sold on the FFA program and what it stands for, but I am concerned with the time spent out of class and away from other studies."

It must be noted again that comments were given by a fairly small group of teachers and administrators and were by no means conclusive.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose of the Study

The purpose of this study was to examine the perceptions that Oklahoma Vocational Agriculture teachers and their high school administrators have of the importance of and involvement in Vocational Agriculture leadership programs and activities. It was hoped that the findings of this study would aid Vocational Agriculture teachers, high school administrators, and teacher educators in determining priorities in their program development decisions.

Objectives of the Study

In order for this research study to accomplish its purpose, the following objectives were developed for consideration:

1. To determine Oklahoma Vocational Agriculture teachers' perceptions of the importance of Vocational Agriculture leadership programs and activities.
2. To determine Oklahoma Vocational Agriculture teachers' perceptions of their students' involvement in Vocational Agriculture leadership programs and activities.

3. To determine the high school administrators' perceptions of the importance of Vocational Agriculture leadership programs and activities.

4. To determine the high school administrators' perceptions of their students' involvement in Vocational Agriculture leadership programs and activities.

Summary of Procedures

For the purposes of this study, Vocational Agriculture leadership programs and activities were organized into three distinct groups: leadership units of instruction, individual leadership activities, and chapter leadership activities. Leadership units of instruction included the following: Future Farmers of America (FFA), Parliamentary Procedure, Public Speaking, Personal Development, Community Affairs, Career and Job Preparation, and the Young Farmers Association (YFA). Individual leadership activities consisted of Public Speaking contests, FFA Creed contests, Greenhand Quiz contests, and proficiency awards. Chapter leadership activities were comprised of Building Our American Community (BOAC), Food for America, Chapter Safety, Superior Chapter award, FFA conventions, FFA chapter banquet, FFA chapter meetings, and Chapter Meeting contests.

The population used in this research study was all 467 Vocational Agriculture instructors in the state of Oklahoma as well as the administrator to whom they were responsible. For the Vocational Agriculture teachers, a stratified random sample was taken according to the five supervisory districts and a questionnaire was sent to 211 teachers and their 191 administrators in order to gather the data required (Appendix A).

A total of 72.5 percent of the teachers and 82.2 percent of the administrators responded.

Summary of the Findings

The background data received on Vocational Agriculture teachers showed that a large majority (88 percent) had Vocational Agriculture when in high school and that a large majority (87 percent) also attained the Chapter Farmer degree or higher. It was also found that slightly over one-fourth of the teachers had earned a Master's degree at the college level. Just over one-half of the responding teachers had been teaching ten years or less, while the same number (50 percent) had been at their present school less than five years.

A surprisingly large number of high school administrators had Vocational Agriculture when in high school (45 percent). Most administrators (88 percent) had earned a Master's degree in college while nearly eight percent had achieved a Doctorate. Concerning years of teaching experience, 85 percent of the administrators had been teaching ten years or more, and most had taught at the secondary level in a non-vocational field of study. It was also found that while 63 percent of the administrators had been in administration 20 years or more, 75 percent had been at their present position less than ten years.

A summary of the mean levels of the perceived importance of Vocational Agriculture leadership programs and activities is located on Table IX. It was interesting to find that teachers' perceptions ranked in order the FFA, Chapter Banquets, Chapter Meetings, FFA Conventions, Personal Development, Superior Chapter Award, and Public Speaking as the most important leadership programs and activities. The

TABLE IX
SUMMARY OF MEAN LEVELS OF IMPORTANCE AS PERCEIVED
TEACHERS AND ADMINISTRATORS

Leadership Programs and Activities	MEAN LEVELS OF IMPORTANCE					
	Teacher Perceptions			Administrator Perceptions		
	\bar{X}	Response	Rank	\bar{X}	Response	Rank
LEADERSHIP UNITS OF INSTRUCTION						
FFA	4.76	extremely important	1	4.12	greatly important	3
Parliamentary Procedure	3.92	greatly important	14	4.03	greatly important	6
Public Speaking	4.22	greatly important	7	4.25	greatly important	2
Personal Development	4.31	greatly important	5	4.34	greatly important	1
Community Affairs	4.01	greatly important	12	4.05	greatly important	5
Career & Job Preparation	4.06	greatly important	9	3.93	greatly important	8
YFA	3.05	moderately important	20	3.23	moderately important	19
INDIVIDUAL LEADERSHIP ACTIVITIES						
Public Speaking Contests	4.04	greatly important	11	3.99	greatly important	7
FFA Creed Contests	4.05	greatly important	10	3.48	moderately important	16
Greenhand Quiz Contests	4.07	greatly important	8	3.41	moderately important	17
Leadership Camps & Conference	3.83	greatly important	15	3.49	moderately important	15
Judging Contests	4.06	greatly important	9	3.73	greatly important	11
Proficiency Awards	3.99	greatly important	13	3.64	greatly important	14
CHAPTER LEADERSHIP ACTIVITIES						
BOAC	3.66	greatly important	17	4.05	greatly important	5
Food for America	3.28	moderately important	19	3.90	greatly important	9
Chapter Safety	3.72	greatly important	16	4.08	greatly important	4
Superior Chapter Award	4.28	greatly important	6	3.69	greatly important	13
FFA Conventions	4.43	greatly important	4	3.48	moderately important	16

TABLE IX (Continued)

Leadership Programs and Activities	MEAN LEVELS OF IMPORTANCE					
	Teacher Perceptions			Administrator Perceptions		
	\bar{X}	Response	Rank	\bar{X}	Response	Rank
Chapter Banquet	4.65	extremely important	2	3.72	greatly important	12
Chapter Meetings	4.44	greatly important	3	3.88	greatly important	10
Chapter Meeting Contests	3.41	moderately important	18	3.40	moderately important	18

mean responses for the FFA and Chapter Banquets were the only ones to fall in the "extremely important" level, although the other five were closely behind in the "greatly important" level. It was also interesting to note that the mean perceptions of Chapter Meeting Contests, Food for America and the YFA all fell in the "moderately important" level and were the lowest in perceived importance by the teachers.

The administrators' highest perceived means of importance were, in order, those of Personal Development, Public Speaking, FFA, Chapter Safety, BOAC, Community Affairs, and Parliamentary Procedure. All those perceived as most important by administrators were in the "greatly important" category. Six programs and activities were perceived as being only "moderately important": Leadership Camps and Conferences, FFA Creed Contests, FFA Conventions, Greenhand Quiz Contests, Chapter Meeting Contests, and the YFA.

On the whole, teachers' mean perceptions of importance seemed to be somewhat higher than those of administrators. It was noted that FFA Conventions and the Chapter Banquet had the largest mean differences between teacher and administrator perceptions. However, even though there were differences in the numerical mean perceptions, many of those differences were not great. For the most part, teachers and administrators seemed to agree, with many of the mean perceptions falling in the "greatly important" level. It was also noticed that both groups agreed that Chapter Meeting Contests and the YFA were only of "moderate importance."

Table X vividly demonstrates the general agreement between teachers and administrators as to the importance of Vocational Agriculture leadership programs and activities. This comparison of overall mean

TABLE X
 COMPARISON OF OVERALL MEAN PERCEPTIONS OF TEACHERS AND ADMINISTRATORS AS
 TO THE IMPORTANCE OF LEADERSHIP PROGRAMS AND ACTIVITIES

Leadership Variable	Teacher Perceptions			Administrator Perceptions		
	\bar{X}	Response	Rank	\bar{X}	Response	Rank
Units of Instruction	4.05	greatly important	1	4.00	greatly important	1
Individual Activities	4.01	greatly important	2	3.62	greatly important	3
Chapter Activities	3.99	greatly important	3	3.78	greatly important	2
All Leadership Programs and Activities	4.01	greatly important		3.81	greatly important	

perceptions displays the mean of mean responses in each leadership category. It was found that teachers perceived Leadership Units of Instruction, Individual Leadership Activities, and Chapter Leadership Activities to all be of "great importance" with virtually no difference between numerical mean responses. Administrators also perceived all three leadership categories to be each of "great importance." However, the numerical mean responses for Individual Activities and Chapter Activities were slightly lower than those of the teachers.

Vocational Agriculture teachers and their administrators were also found to agree that all Vocational Agriculture leadership programs and activities were of "great importance." It must be noted, though, that again mean perceptions of administrators were slightly lower than those of teachers.

Table XI provides a summary of the mean levels of involvement in Vocational Agriculture leadership programs and activities as perceived by teachers and their administrators. It was found that teachers perceived the level of involvement to be the highest in Chapter Banquets, FFA, FFA Conventions, Chapter Meetings, and Superior Chapter Award. It was interesting to note that Chapter Banquets and the FFA were both perceived as having an "extreme" level of involvement while the other three mean responses were closely behind in the "greatly involved" level. It must be mentioned that although several programs and activities were perceived as "greatly involved" in, there were seven that were perceived to have only a "moderate level" of involvement. The two with the most noticeable low mean responses of moderate involvement were Chapter Meeting Contests, and Food for America. It was also found that teachers perceived the level of involvement in the Young Farmers Association as only "slight."

TABLE XI
SUMMARY OF MEAN LEVELS OF INVOLVEMENT AS PERCEIVED
BY TEACHERS AND ADMINISTRATORS

Leadership Programs and Activities	MEAN LEVELS OF INVOLVEMENT					
	\bar{X}	Teacher Perceptions Response	Rank	\bar{X}	Administrator Perceptions Response	Rank
LEADERSHIP UNITS OF INSTRUCTION						
FFA	4.51	extremely involved	2	4.08	greatly involved	1
Parliamentary Procedure	3.48	moderately involved	14	3.51	greatly involved	6
Public Speaking	3.58	greatly involved	13	3.38	moderately involved	11
Personal Development	4.00	greatly involved	7	3.52	greatly involved	5
Community Affairs	3.80	greatly involved	11	3.39	moderately involved	10
Career & Job Preparation	3.84	greatly involved	10	3.24	moderately involved	14
YFA	2.45	slightly important	20	2.82	moderately involved	21
INDIVIDUAL LEADERSHIP ACTIVITIES						
Public Speaking Contests	3.39	moderately involved	15	3.14	moderately involved	16
FFA Creed Contests	3.96	greatly involved	8	3.12	moderately involved	17
Greenhand Quiz Contests	4.01	greatly involved	6	3.16	moderately involved	15
Leadership Camp & Conference	3.32	moderately involved	16	3.05	moderately involved	19
Judging Contests	3.93	greatly involved	9	3.50	greatly involved	7
Proficiency Awards	3.70	greatly involved	12	3.32	moderately involved	12
CHAPTER LEADERSHIP ACTIVITIES						
BOAC	3.11	moderately involved	18	3.25	moderately involved	13
Food for America	2.67	moderately involved	19	3.09	moderately involved	18
Chapter Safety	3.17	moderately involved	17	3.48	moderately involved	8
Superior Chapter Award	4.25	greatly involved	5	3.40	moderately involved	9
FFA Conventions	4.47	greatly involved	3	3.67	greatly involved	3
Chapter Banquet	4.63	extremely involved	1	3.80	greatly involved	2

TABLE XI (Continued)

Leadership Programs and Activities	MEAN LEVELS OF INVOLVEMENT					
	\bar{X}	Teacher Perceptions Response	Rank	\bar{X}	Administrator Perceptions Response	Rank
Chapter Meetings	4.29	greatly involved	4	3.65	greatly involved	4
Chapter Meeting Contests	2.67	moderately involved	19	2.94	moderately involved	20

Administrators perceived the programs and activities with the highest levels of involvement to be FFA, Chapter Banquet, FFA Conventions, and Chapter Meetings. All four were perceived to have a "great" level of involvement. It was very interesting to find that a majority of 14 leadership programs and activities were perceived by administrators to have a "moderate" level of involvement. Administrators felt that Chapter Meeting Contests and the YFA had the lowest level of involvement of all the programs and activities.

Vocational Agriculture teachers and their administrators agreed less concerning their mean perceptions of the level of involvement in leadership programs and activities. Their mean response levels agreed in only one-half of the programs and activities. It was found that Superior Chapter Award, Greenhand Quiz Contests, FFA Creed Contests Chapter Banquets, and FFA Conventions had the largest mean differences between teacher and administrator perceptions of involvement. There was, however, agreement between teachers and administrators as to the four programs and activities with the highest level of involvement and to the two with the lowest involvement level.

Table XII contains a comparison of the overall mean perceptions of teachers and administrators as to the level of involvement in leadership programs and activities. Teachers perceived the Leadership Units of Instruction, Individual Leadership Activities, and Chapter Leadership Activities as each having a "great" level of involvement. It was also found that the teachers' numerical mean responses in each leadership category differed very little. Administrators, however, perceived there to be only a "moderate" level of involvement in each of the three leadership categories. It must be noted, though, that

TABLE XII
 COMPARISON OF OVERALL MEAN PERCEPTIONS OF TEACHERS AND ADMINISTRATORS AS
 TO THE INVOLVEMENT IN LEADERSHIP PROGRAMS AND ACTIVITIES

Leadership Variable	Teacher Perceptions			Administrator Perceptions		
	\bar{X}	Response	Rank	\bar{X}	Response	Rank
Units of Instruction	3.67	greatly involved	2	3.42	moderately involved	1
Individual Activities	3.72	greatly involved	1	3.21	moderately involved	2
Chapter Activities	3.66	greatly involved	3	3.42	moderately involved	1
All Leadership Programs and Activities	3.68	greatly involved		3.36	moderately involved	

concerning Units of Instruction and Chapter Activities, the numerical mean responses for administrators were only slightly lower than those for teachers. But there was a more noticeable mean difference for Individual Leadership Activities.

It was found that concerning all Vocational Agriculture leadership programs and activities, teachers perceived the involvement level as great while administrators felt it was "moderate." However, the numerical mean response from teachers was only slightly higher than that from administrators.

It must also be mentioned in this summary that there was a noticeable number of administrators responding that they were "not familiar" with certain leadership programs and activities. Among those most noticeable were Food for America (7.79 percent), Chapter Meeting Contests (7.05 percent), BOAC (6.41 percent), Superior Chapter Award (3.87 percent), Proficiency Awards (3.87 percent), and the YFA (3.87 percent). There were also those administrators who responded as "not knowing" the level of involvement of some leadership programs and activities. Those included Food for America (11.19 percent), Chapter Meeting Contests (8.22 percent), BOAC (7.59 percent), Superior Chapter Award (6.9 percent), Proficiency Awards (5.52 percent), YFA (4.83 percent), Greenhand Quiz Contests (4.11 percent), and Chapter Safety (4.14 percent).

Conclusions

From the analysis of the findings of this study, several conclusions were made:

1. Vocational Agriculture teachers and their high school

administrators generally agreed that Vocational Agriculture leadership programs and activities were of "great importance."

2. Vocational Agriculture teachers perceived Vocational Agriculture leadership programs and activities as slightly more important than did administrators.

3. Vocational Agriculture teachers felt that Leadership Units of Instruction, Individual Leadership Activities, and Chapter Leadership Activities were all of equal importance.

4. Administrators perceived Leadership Units of Instruction as slightly more important than Chapter Leadership Activities, and Individual Leadership Activities as slightly less important than the Chapter Leadership Activities.

5. Administrators occasionally were not familiar with some of the Vocational Agriculture leadership programs and activities.

6. Vocational Agriculture teachers perceived the level of involvement in Vocational Agriculture leadership programs and activities as "great."

7. Administrators perceived the level of involvement in Vocational Agriculture leadership programs and activities as "moderate," but only slightly lower than that of Vocational Agriculture teachers.

8. Vocational Agriculture teachers perceived the levels of involvement in Leadership Units of Instruction, Individual Leadership Activities, and Chapter Leadership Activities to all be at the same level.

9. Administrators felt that the involvement level in Leadership Units of Instruction and Chapter Leadership Activities to be the same, and that of Individual Leadership Activities as only slightly lower.

10. Vocational Agriculture teachers and administrators both perceived the levels of involvement in Vocational Agriculture leadership programs and activities to be slightly lower than their perceived levels of importance.

11. Administrators were occasionally not aware of the involvement in certain leadership programs and activities.

Recommendations

The following recommendations were based on the findings of this study and the conclusions that were reached. The author offers these recommendations for future consideration.

1. The Agricultural Education staff at Oklahoma State University, the Oklahoma State Vocational Agriculture staff, and Oklahoma Vocational Agriculture teachers should utilize the findings of this study and its conclusions to aid in planning teaching strategies, and in understanding and utilizing the leadership programs and activities in Vocational Agriculture.

2. Teacher educators in Agriculture Education should continue to further educate prospective teachers in the importance of Vocational Agriculture leadership programs and the need for involvement in leadership activities.

3. Oklahoma Vocational Agriculture teachers should make additional efforts to educate their administrators in the importance of Vocational Agriculture leadership programs and activities.

4. Oklahoma Vocational Agriculture teachers should better inform their administrators as to the leadership programs and activities their students are being involved in.

5. Teacher educators in Agricultural Education should continue to educate the current Vocational Agriculture teachers and prospective teachers of the need for good communications and relations with administrators.

6. The State Vocational Agriculture staff should consider revising and updating the leadership sections in the Oklahoma Vocational Agriculture Core Curriculum.

7. Further research should be conducted in the area of Leadership in Agriculture since there seemed to be a lack of current and recent information.

A SELECTED BIBLIOGRAPHY

1. Bellows, Roger. Creative Leadership. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1959.
2. Browne, C. G. and Thomas S. Cohn. The Study of Leadership. Danville, IL: The Interstate Printers and Publishers, Inc., 1958.
3. Benton, Ralph A. "An Analysis of the Leadership Function." The Agricultural Education Magazine, Vol. 44 (July, 1971), p. 22.
4. Bamford, Greg. "What Is The Future of the FFA?" The Agricultural Education Magazine, Vol. 41 (March, 1969), p. 217.
5. Kennedy, R. E. "Agricultural Education and Leader Preparation." The Agricultural Education Magazine, Vol. 44 (July, 1971), p. 3-4.
6. Jensen, Robert R. "Leadership Training-A Value Difficult to Measure." The Agricultural Education Magazine, Vol. 50 (February, 1978), p. 138.
7. Muncrief, Ernest H. "FFA Molds Youth for Leadership." The Agricultural Education Magazine, Vol. 48 (July, 1975), pp. 14-15, 18.
8. Atherton, J. C. "Include Leadership Skills-In Job Training." The Agricultural Education Magazine, Vol. 44 (March, 1972), p. 236.
9. Webster's New Collegiate Dictionary. Springfield, MS: G. & S. Merriam Company, 1961.
10. Oklahoma Vocational Agriculture Education Basic Core Curriculum. Stillwater, OK: State Department of Vocational and Technical Education, 1974.
11. Bass, Bermard M. Stogdill's Handbook of Leadership. New York, NY: Free Press, 1981.
12. Cowley, W. "Three Distinctions in the Study of Leaders." Journal of Abnormal and Social Psychology, Vol. 23 (1955), p. 62.

13. Bechendorff, Glen. "Training FFA Leaders Through Local Officers Training School." The Agricultural Education Magazine, Vol. 50 (February, 1978), p. 179.
14. Hall, C. R. "Mini-Chapters Provide Leadership Opportunities." The Agricultural Education Magazine, Vol. 50 (February, 1978), pp. 174, 177.
15. Lefors, Neill. "A Study of 322 Former Vocational Agriculture Pupils Relative to Marks Received, Supervised Farm Training and Leadership, Present Occupation, and Income Received." (Unpub. M.S. thesis, Oklahoma State University, 1952.)
16. Osmond, Ronald Lee. "A Study of Former FFA Members and Former Chapter Presidents in Terms of Present Occupational Classification and High School Leadership Activities." (Unpub. M.S. report, Oklahoma State University, 1970.)
17. Bundy, Clarence E. and Larry E. Ebbers. "FFA Participation Promotes University Student Leadership." The Agricultural Education Magazine, Vol. 44 (July, 1971), p. 10.
18. Seering, Ken. "FFA--The Key for Training Leaders for Ag." The Agricultural Education Magazine, Vol. 50 (February, 1978), p. 175.
19. Roller, B. Randolph. "FFA--Leadership in Action." The Agricultural Education Magazine, Vol. 48 (July, 1975), p. 21.
20. Shell, Larry G. "Extent of Participation of Individuals and Chapters in Various FFA Leadership Activities in Oklahoma." (Unpub. M.S. thesis, Oklahoma State University, 1982.)
21. Knebel, Earl H. "An Analysis of Factors Contributing to Effective Programs of Vocational Agriculture." (Unpub. Ed.D. dissertation, Oklahoma State University, 1955.)
22. Rounds, Lyle W. "A Comparison of the Supervised Farm Training Programs and Leadership Activities of Farm and Non-Farm Students of Vocational Agriculture in Washington, Nowata, and Craig Counties." (Unpub. M.S. report, Oklahoma State University, 1972.)
23. Kitchens, Edward C. "Expressions of Appraisal and Attitude Regarding the Nature and Extent of Future Farmer Activities As Made by School Administrators, Teachers, Parents, and High School Students." (Unpub. M.S. report, Oklahoma State University, 1960.)
24. Morton, William D. "School Administrators' Opinion of Vocational Agriculture and Future Farmers of America Activities." (Unpub. M.S. report, Oklahoma State University, 1968.)

25. Pitchford, Kenneth Leon. "Attitudes of Superintendents and Principals Towards FFA Activities in Area Nine of Missouri." (Unpub. M.S. thesis, Oklahoma State University, 1975.)
26. Phipps, Lloyd J. Handbook on Agricultural Education. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.
27. Official FFA Manual. Alexandria, VA: National FFA Supply Service, 1979.
28. Garrett, Charles B. "Concepts of an Effective Program of Vocational Education in Agriculture." (Unpub. M.S. thesis, Oklahoma State University, 1955.)
29. Wood, C. R. "A Study of Vocational Agriculture Programs in Oklahoma as Reported by School Administrators." (Unpub. M.S. thesis, Oklahoma State University, 1951.)
30. White, Innman and James E. Christiansen. "FFA Contests as Viewed by Principals, Parents, FFA Members, and Teachers." The Agricultural Education Magazine, Vol. 50 (February, 1978), pp. 188-189.
31. Brown, Herman D. "An Investigation of Attitudes and Opinions Held by Teachers of Vocational Agriculture and Their Administrators Regarding Selected Areas of the Vocational Agriculture Program." (Unpub. Ed.D. dissertation, Oklahoma State University, 1965.)
32. Cochran, William G. Sampling Techniques. 2nd Ed. New York, NY: John Wiley and Sons, Inc., 1963.
33. Levine, Sol and Gerald Gordon. "Maximizing Returns on Mail Questionnaires." Public Opinion Quarterly, Vol. 22 (1958), pp. 568-575.

APPENDIXES

APPENDIX A

INSTRUMENT

APPENDIX B

COVER LETTER



Oklahoma State University

College of Agriculture / Resident Instruction

STILLWATER, OKLAHOMA 74078
(405) 624-5395

May 27, 1983

Dear High School Administrator,

Greetings from the Dean's office in the College of Agriculture at Oklahoma State University. I hope that this past school year has been a very enjoyable one for both you and your students.

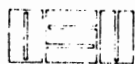
I have thoroughly enjoyed my association with the youth in the Oklahoma FFA and especially the FFA state and national leaders who are our students in the College of Agriculture. Because of this association and my interest in Vocational Agriculture, I am conducting a study concerning the perceived importance of leadership programs and activities in Vocational Agriculture. I am seeking your help in this research project by asking you to complete the enclosed form and return it to me in the addressed stamped envelope also enclosed. Your honest perceptions of these programs and activities are of the utmost value to the success and validity of this study.

Your individual perceptions will be held in the strictest confidence and will be used only as a statistical representation of your opinions. The results of this study are intended to aid the College of Agriculture and the Department of Agriculture Education at OSU, as well as the State Department of Vocational and Technical Education, in improving the program of Vocational Agriculture. I hope that you will want to be a part of this effort. Thank you very much.

Sincerely,

A handwritten signature in cursive script that reads "David Jenkins".

David Jenkins
Academic Advisor
Agriculture Student Services



Oklahoma State University

College of Agriculture / Resident Instruction

STILLWATER, OKLAHOMA 74078
(405) 624-5395

May 27, 1983

Dear Vocational Agriculture Instructor,

Greetings from the Dean's office in the College of Agriculture at Oklahoma State University. I hope that this past school year has been a very enjoyable one in Vocational Agriculture for both you and your students.

I have thoroughly enjoyed my association with the youth in the Oklahoma FFA and especially the FFA state and national leaders who are our students in the College of Agriculture. Because of this association and my interest in Vocational Agriculture, I am conducting a study concerning the perceived importance of leadership programs and activities in Vocational Agriculture. I am seeking your help in this research project by asking you to complete the enclosed form and return it to me in the addressed stamped envelope also enclosed. Your honest perceptions of these programs and activities are of the utmost value to the success and validity of this study.

Your individual perceptions will be held in the strictest confidence and will be used only as a statistical representation of your opinions. The results of this study are intended to aid the College of Agriculture and the Department of Agriculture Education at OSU, as well as the State Department of Vocational and Technical Education, in improving the program of Vocational Agriculture. I hope that you will want to be a part of this effort. Thank you very much.

Sincerely,

A handwritten signature in cursive script that reads "David Jenkins".

David Jenkins
Academic Advisor
Agriculture Student Services

APPENDIX C

FOLLOW-UP COVER LETTER



Oklahoma State University

College of Agriculture / Resident Instruction

STILLWATER, OKLAHOMA 74078
(405) 624-5395

June 24, 1983

Dear Vocational Agriculture Instructor,

Greetings again from the Dean's office in the College of Agriculture at Oklahoma State University. One month ago I sent a letter to you asking your help in a research study concerning the importance of leadership programs and activities, in Vocational Agriculture. As of today, I have not yet received your reply form. This is just a reminder that I am still seeking your honest perceptions and that they are of the utmost value to the success and validity of this study. Please find enclosed another copy of the questionnaire and return envelope. I hope that you will take time to complete this form and return it to me.

The results of this study are intended to aid the College of Agriculture and the Department of Agricultural Education at OSU, as well as the State Department of Vocational and Technical Education, in improving the program of Vocational Agriculture. Your individual perceptions will be held in the strictest confidence and used only as a statistical representation of your opinion. Again, I hope that you will want to also be a part of this effort. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "David Jenkins".

David Jenkins

Academic Advisor

Agriculture Student Services



Oklahoma State University

College of Agriculture / Resident Instruction

STILLWATER, OKLAHOMA 74078
T405) 624-5395

June 24, 1983

Dear High School Administrator,

Greetings again from the Dean's office in the College of Agriculture at Oklahoma State University. One month ago I sent a letter to you asking your help in a research study concerning the importance of leadership programs and activities, in Vocational Agriculture. As of today, I have not yet received your reply form. This is just a reminder that I am still seeking your honest perceptions and that they are of the utmost value to the success and validity of this study. Please find enclosed another copy of the questionnaire and return envelope. I hope that you will take time to complete this form and return it to me.

The results of this study are intended to aid the College of Agriculture and the Department of Agricultural Education at OSU, as well as the State Department of Vocational and Technical Education, in improving the program of Vocational Agriculture. Your individual perceptions will be held in the strictest confidence and used only as a statistical representation of your opinion. Again, I hope that you will want to also be a part of this effort. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "David Jenkins".

David Jenkins

Academic Advisor

Agriculture Student Services

VITA 2

David Duane Jenkins

Candidate for the Degree of

Master of Science

Thesis: THE PERCEPTIONS THAT OKLAHOAM VOCATIONAL AGRICULTURE TEACHERS AND THEIR ADMINISTRATORS HAVE OF THE IMPORTANCE OF AND INVOLVEMENT IN VOCATIONAL AGRICULTURE LEADERSHIP PROGRAMS AND ACTIVITIES

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Shattuck, Oklahoma, June 9, 1957, the son of Mr. and Mrs. Duane Jenkins.

Education: Graduated from Higgins High School, Higgins, Texas in May, 1975; received Bachelor of Science degree in Animal Science in May, 1979; certified to teach Vocational Agriculture in May, 1981; completed requirements for the Master of Science degree at Oklahoma State University in December, 1983.

Professional Experience: Assistant Herd Manager, Oklahoma State University, Animal Science Department, 1979-1980; Assistant Director of Academic Services, Oklahoma State University, College of Agriculture, 1981 to present.

Professional Organizations: National FFA Alumni Association, Collegiate FFA, Alpha Tau Alpha, Phi Kappa Phi, Omicron Delta Kappa, OSU Agriculture Alumni Association.