

ATTITUDES OF SUPERINTENDENTS AND PRINCIPALS
TOWARD FFA ACTIVITIES IN AREA
NINE OF MISSOURI

By

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CHAPTER I

INTRODUCTION

Vocational Agriculture, in the curriculum of most rural high schools, has been designed to meet the specific needs of boys and girls on the farm. It also serves boys and girls planning to become engaged in farming or service, distribution, and marketing of agricultural products. The Future Farmer of America (FFA) is a national organization of boys and girls studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Acts. The national organization of FFA was founded in November 1928, at Kansas City, Missouri. The Missouri FFA state association was the twenty-ninth state to receive a charter. The active membership of the 249 chapters in Missouri is 15,000. The primary aims of the FFA organization are the development of agriculture leadership, cooperation, citizenship, and patriotism. The Official FFA Manual (1, p. 11) stated the following aims and purposes:

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in agricultural careers.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.

8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

Public speaking, chapter meeting teams, judging teams, fair exhibitions, FFA banquets, local FFA meetings, foundation awards, leadership training, public relations, and FFA conventions are some of the activities that assist in meeting the FFA aims and purposes. As a means of meeting the FFA aims and purposes as set up in the national constitution, many FFA activities are designed to be of educational value by stimulating FFA members to do better work in vocational agriculture. While FFA activities are primarily designed to be educational in nature, there are questions in the minds of some superintendents and principals about the need for some FFA activities participated in by students of vocational agriculture. Every FFA advisor should try to have his administrators in support of the FFA activities. As stated by Cardozier (2, p. 13):

Your superintendent and principal must be supporters of your FFA program if it is to succeed. Just because they have a vocational department does not mean that they approve of it and the philosophy held by professional vocational agriculture educators. Because your program differs from that of academic courses, because of the nature of instructions and differences in its aims, you must often request special permission to conduct activities that differ from those academic courses. Without administrative approval these would be difficult to carry out to say the least.

Statement of the Problem

The problem arises with a need to know the attitudes of superintendents and principals concerning FFA activities, their values in meeting educational needs; the extensive involvement and time required by

teachers and students; as well as their effects on the community and their role in leading students into careers.

Purpose of the Study

The purpose of the study was to obtain opinions of school administrators toward the activities of their local FFA chapter and to present them in a form useful to those involved in program development in vocational agricultural education.

Objectives of the Study

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

1. To determine superintendents' and principals' attitudes toward the value of FFA activities in meeting the educational needs of vocational agriculture students.

2. To determine superintendents' and principals' attitudes regarding students' involvement in FFA activities and whether such involvements deprive students of experiences in other areas or subjects taught in high school.

3. To determine the nature and extent of adverse criticism now being directed by administrators toward students, because of the time FFA activities require.

4. To determine the nature and extent of the attitudes held by superintendents and principals toward leadership, citizenship, and cooperative development in terms of student participation in FFA activities.

5. To determine the superintendents' and principals' attitudes as to the possible effect of student participation in FFA public relations activities in the community.

6. To determine the superintendents' and principals' attitudes regarding FFA's role in helping the student choose a career.

Scope and Limitations of the Study

This study was planned to secure attitudes and judgements as expressed by the superintendents and principals about FFA activities in twenty departments of vocational agriculture in Area Nine of Southwest Missouri. The study is limited to only a consideration of ten selected FFA activities. These are public speaking, chapter meeting teams, judging contests, exhibitions at fairs, FFA banquets, local FFA meetings, foundation awards, leadership training, public relations, and FFA conventions.

This study was limited to the superintendents and principals in Area Nine of Missouri. The schools which were included in the study were: Aurora, Ava, Billing, Branson, Cassville, Clever, Crane, Forsyth, Galena, Hurley, Marionville, Mt. Vernon, Nixa, Ozark, Purdy, Republic, Reeds Spring, Rogersville, Springfield, and Willard.

Procedure and Methods of Investigation

After deciding upon the nature of the problem, a tentative title, and the extent of the investigation planned, a search was made of related literature to determine what information may have been obtained previously. Questionnaire forms for securing data were formulated and presented for criticism and suggestions to a class of students enrolled

in a research seminar in agricultural education. Questionnaires were mailed out to twenty superintendents and twenty principals in Area Nine of Southwest District in Missouri. The questionnaires were designed to measure the superintendents' and principals' attitudes concerning FFA activities, its values in meeting educational needs, the extensive involvement and time required by students as well as their effects on the community and role in leading students in careers selection. Forty of the questionnaires representing 100 percent of those sent were returned giving a good cross sectional views of superintendents and principals in the area.

CHAPTER II

REVIEW OF LITERATURE

The review of literature for this study was broken down in six parts which are: Definition of Future Farmers of America; The Need for FFA in the Vocational Agriculture Programs; The Educational Value of FFA Activities; The FFA Activities Role of Helping Students Choose a Career; The School Administrators and the FFA; and Public Relations of the FFA.

Definition of Future Farmers of America (FFA)

In the Official FFA Manual Gray (1, p. 5) defines Future Farmers of America as:

... the national organization of, by and for students enrolled in vocational agriculture under the provisions of the National Vocational Education Act. In 1973, the FFA had more than 440,000 active members in 7,857 chapters located in the nation's public schools. Organized in November 1928, the FFA is an integral part of the program of vocational education in agriculture in the public school system of America. The FFA has served to strengthen instruction for students in vocational agriculture by providing laboratory for practical training in agriculture, leadership, cooperation, and citizenship. No national youth organization enjoys greater freedom of self government under adult counsel than the FFA. The FFA is intra-curricular and originated as a part of the high school vocational agriculture curriculum. FFA activities encourage members to learn through active participation how to conduct and take part in public meeting; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves and assume civic responsibility. The FFA exists today because of a cooperative spirit and a desire on the part of students 14 to 21 years of age to have a national organization in which they can secure

practical business experience, act as their own instructor, and enjoy good fellowship with others who have a common interest in agribusiness. Members strive for improved agriculture, better local communities, a more satisfying home life and responsible citizenship.

The Need for FFA in the Vocational Agriculture Program

It is believed by most vocational agriculture instructors that the FFA should be a very valid part of the vocational agriculture program.

As stated by the National FFA advisor, Humsicker (3, p. 228):

If we truly believe that FFA is an integral part of instruction in vocational agriculture, then every student must be a member, then it is the responsibility of the organization to provide something for each student but not necessarily everything for every student.

Hornbrook (4, p. 222) also stated this as a need for FFA:

One of the fundamental needs of the FFA is a comprehensive program of activities directed toward instructing individuals to achieve the major goals might be to career education. Several of these goals might be to explore career opportunities, to develop the individual, his attitudes, and abilities, and to provide a training opportunity.

In Morton (5) study administrators indicated there was a need for a good FFA program of activities and that FFA is essential in the vocational agriculture program.

The Educational Value of FFA Activities

A statement made by Temperby (6, p. 230), Superintendent of Schools, Washington, regarding the educational values of FFA explains the values as:

If we accept the primary aim of public school education the development of good citizenship traits, the development of the ability to support oneself and the ability

to live with others in a cooperative manner, the FFA aims and purposes meet the requirement of American education.

There are educational values for all FFA activities, the FFA judging teams have the following values as stated by Smith (7, p. 204):

Self reliance, teamwork, decision making! - call it what you will, but those are the rock-ribbed qualities that make many an FFA boy learned in judging work that helped anchor, stabilize and characterize his thinking in our modern, business-like, fast moving world of today.

The judging contest should have educational value, not just a winning value. Cardozier (2, p. 124) stated this about winning:

Working only to win is a very poor educational aim; becoming proficient in the endeavor ought to be some reward to the individual. But let's be realistic. It is natural for people to want to be recognized for doing something well. It is sometimes difficult to develop the proper attitude toward winning, but this too is an educational task. "Don't shoot the dog just to stop his howling." Competition is as natural as social existence. Remove it and lethargy creeps in.

In Morton's (5) study it was found that both the vocational agriculture teacher and school administrator agreed that the FFA activities have educational value and stimulate FFA members to accomplish a high level of learning in vocational agriculture. Administrators agree on a whole, that FFA is quite beneficial in developing leadership, cooperative attitudes, and improve the conduct and desirable behavior habits on the part of the members of the organization.

FFA Activities' Role of Helping Students

Choose a Career

The FFA is a relevant tool in career education as stated by Hornbrook (4, p. 204):

With today's emphasis on career education, the FFA can be used as an integral tool in preparing youth for the the world of life and work. Through FFA programs and activities its members can explore and become acquainted with and also relate to abundant career opportunities that exist in agriculture. An active FFA can be used to accomplish one of the first steps in career education, that of acquainting students with agricultural careers. Livestock judging, livestock products, grain judging, mechanical abilities, ornamental horticulture, soil judging, tractor safety, and parliamentary procedures are all examples of what experiences are available by using the FFA as an instructional tool to careers.

Many methods are employed by teachers of agriculture to increase the learning desire of students. We all use varied teaching methods, employ the use of different visual aids and in general attempt to involve the student in the learning process. Guilinger (8, p. 219) stated that:

I use the FFA as one of my most effective tools for conveying career education to students. There are many lengthy definitions of career education. However, to me it is the training and developing a student to enter the 'world of work' upon graduation and be able to fill a position, yet be able to change as society changes. For career education to be effective, it must develop the total students' ability to fill a position at a certain time, yet have prepared that student with the understanding that he will have to re-adapt himself for other positions as society changes.

The challenge for today's agriculture teacher as stated by Dillon (9, p. 219):

... is to critically evaluate the role the FFA should be playing in the lives of present and prospective agricultural occupations students in the local community, and lead the students in planning activities that are an integral part of the broader instructional program.

The FFA gives a student an opportunity to look in to many fields in agriculture and helps them to see what the job is about.

Public Relations and the FFA

Public relations are a vital part of a good vocational agriculture program. Weigand (10, p. 116) stated:

I definitely think that we, as vocational instructors and FFA Advisors, must acquaint the community with what we are doing and what FFA members are achieving in local chapters. I think that there is much benefit to be derived from doing an outstanding job of public relations. After all, if we do not inform our community as to what our local chapter is doing, many taxpayers will have no information or understanding of the value of our FFA chapter and vocational program. We must inform the public of the inspiration, motivations and accomplishments of the young people which belong to the FFA in our community.

During the summer, public relations are more valuable than ever because of the public's tendency to forget about the FFA program. Some of the very important activities of summer programs are as follows: officer leadership meeting, educational learning workshop for students and instructors, judging contest, local, county, and state fair activities, and chapter meetings. Therefore, it is up to the FFA advisors to keep the young agriculture people moving in the right direction through public relations.

In Kitchens (11) study it was found that FFA activities were of very high value in promoting and improving desirable school public relations and valuable recognition to the school in the community.

Opportunities are almost unlimited for local chapters of the FFA to be leading influences in their community. The FFA can contribute to the community by such programs as Building our American Community.

The School Administrators and the FFA Activities

Your school administrators can be a great deal of help in planning a FFA activities program. They should be consulted frequently both for ideas and to be sure that he is kept up-to-date on your planning. As stated in the FFA Manual (1, p. 36) "When FFA activities are approved by the administration it eliminates the possible duplication of school activities and promotes cooperation between school departments." The school administrators should know what is going on and the instructor should try to get the administrators involved. Matterson (12, p. 94) stated that: "A higher participation in state FFA activities is indicated in school systems where the administration has an understanding of what is involved in state FFA activities." The summer time is a good time to work with your administration in planning your program for FFA activities. The summer programs are being observed closely by school administrators. Viterna (13, p. 16) recommends in his study:

... that vocational agriculture instructors use the time available to them during the summer to provide students instruction through courses, mini-courses, instructional visits, and educational tours, and to develop instructional programs that aid in the occupational preparation of students.

In Wood (14) study it was found that administrators and vocational agricultural teachers should work more closely together in evaluation and planning such things as vocational agriculture program, field trips, shows, contests, curriculum planning, and FFA activities.

Summary

The literature reviewed covered six areas of investigation deemed pertinent to this study. The purpose of the review was to furnish

background information about FFA activities for use in the study. The literature reviewed agrees that FFA activities do merit recognition for their educational value, develop leadership, and develop cooperative attitudes. The literature shows there is a need for FFA in the vocational agriculture program, that FFA helps students to choose a career, and that FFA activities can help the public relations of the school.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The main purpose of the study was to determine reactions of administrators toward FFA activities in their local chapter of Area Nine of Southwest Missouri. Personal data collected from administrators such as the number of years they have had FFA under their supervision, if they were ever an active FFA member, and the subjects they taught before they became administrators.

After gathering the personal data, information to achieve the following objectives was collected: (1) to determine superintendents' and principals' attitudes toward the value of FFA activities in meeting the educational needs of vocational agriculture students, (2) to determine superintendents' and principals' attitudes regarding students involvement in FFA activities and whether such involvements deprive students of experiences in other areas or subjects taught in high school, (3) to determine the nature and extent of adverse criticism now being directed by administrators toward students because of the time FFA activities require, (4) to determine the nature and extent of the attitudes held by superintendents and principals toward leadership, citizenship, and cooperative development in terms of student participation in FFA activities, (5) to determine the superintendents' and principals' attitudes possible effect of student participation in FFA public relations activities in the community, (6) to determine the superintendents'

and principals' attitudes regarding FFA's role in helping the student choose a career.

Questionnaires were mailed to the superintendents and principals of twenty FFA chapters on March 28, 1975. From the forty administrators which were mailed questionnaires, forty administrators replied, for a percentage of one hundred. Two follow-up letters had to be sent out in order to obtain this one hundred percent. Returned questionnaires were collected, and the data were analyzed and summarized.

The personal section of the questionnaire was designed to show the background characteristics of the respondents and their background with the FFA.

In order to arrive at an average response for each opinion statement, numerical values were assigned to the response categories as follows:

Positive Statement	Negative Statement
Strongly Agree - 5	Strongly Agree - 1
Agree - 4	Agree - 2
Neutral - 3	Neutral - 3
Disagree - 2	Disagree - 4
Strongly Disagree - 1	Strongly Disagree - 5

The numerical values of the negative statements were reversed to allow the investigator to sum all statements. A negative statement which received a "strongly disagree" rating reflected a positive attitude. The numerical values of all administrators' responses to each statement were totaled and averaged. Prior to analysis, the investigator decided the actual numerical range for each response category would be assigned as follows: Strongly agree - 4.5 to 5.00; Agree - 3.50 to 4.49; Neutral - 2.50 to 3.49; Disagree - 1.50 to 2.49; and Strongly Disagree - 1.49 and below.

On some of the questions the administrators were to select one of the following: very valuable, of some value, questionable value, no

value, or no opinions. A percentage response was tabulated on these statements.

The first two tables are a summary of the selected background characteristics of the administrators.

Table I relates the number of years the administrators have had FFA under their supervision.

TABLE I
NUMBERS OF YEARS ADMINISTRATORS HAVE HAD
FFA UNDER THEIR SUPERVISION

Years	Number	Distribution Percent
Under three years	9	22.5
Three to six years	6	15.0
Six to nine years	5	12.5
Over nine years	<u>20</u>	<u>50.0</u>
TOTAL	40	100.0

As shown in Table I there were 50 percent of the administrators also had FFA under their supervision for more than nine years. The second largest group were the under three years of supervision (22 percent). There were nine in the under three years experience and all were principals.

Table II relates the different subjects the administrators taught before they went into the field of administration. The field

ranged from Physical Education to Mathematics. The Physical Education was the high with 37.5 percent. Social studies was also high with 25 percent. The next field was Science with 20 percent. English and Mathematics received the remainder.

TABLE II
SUBJECTS TAUGHT BY ADMINISTRATORS BEFORE THEY
WENT INTO ADMINISTRATION

Subjects	Number	Distribution	
		Percent	
Physical Education	15	37.5	
Social Studies	10	25.0	
Science	8	20.0	
English	5	12.5	
Mathematics	<u>2</u>	<u>5.0</u>	
TOTAL	40	100.0	

According to the survey there were 33.3 percent of the administrators who received Vocational Agriculture and FFA training in high school, while 66.7 percent of the administrators had received no such training.

TABLE III

ADMINISTRATORS' OPINIONS TOWARD STATEMENTS REGARDING FFA ACTIVITIES

Statement	Responses by Degree of Agreement										Cumul. Resp.	Mean Resp.
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
	N	%	N	%	N	%	N	%	N	%		
FFA activities contribute to attainment of educational objectives	21	52.5	17	42.5	2	5	0	0	0	0	179	4.47
FFA activities are beneficial in development of youth	22	55	15	37.5	0	0	3	7	0	0	176	4.40
The vocational agriculture teacher should plan all FFA activities with the school administrators	15	37.5	24	60	0	0	1	2.5	0	0	163	4.07
FFA is an integral part of vocational agriculture	9	22.5	25	62.5	6	15	0	0	0	0	163	4.07
FFA is a good supplement to vocational agriculture	6	15	25	62.5	3	7.5	5	12.5	1	2.5	160	4.00
FFA activities help prepare youth for the world of life and work	9	22.5	24	60	2	5	5	12.5	0	0	157	3.92
The time spent on FFA activities can be more wisely used in other work in Vo-Ag	2	5	2	5	3	7.5	27	67.5	6	15	153	3.82

TABLE III (Continued)

Statement	Responses by Degree of Agreement										Cumul. Resp.	Mean Resp.
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree			
	N	%	N	%	N	%	N	%	N	%		
The time spent on FFA activities can be more wisely used in other classroom subjects*	1	2.5	1	2.5	5	12.5	30	75	3	7.5	153	3.82
Taking vocational agriculture classtime is a desirable practice	0	0	18	45	5	12.5	16	40	1	2.5	152	3.80
FFA is a good supplement to general education	5	12.5	23	57.5	11	27.5	0	0	1	2.5	151	3.77
Involvement in activities sponsored by the FFA significantly influences career choices by participating students	0	0	24	60	14	35	2	5	0	0	147	3.67
Too much time is spent on FFA activities*	2	5	1	2.5	14	35	20	50	3	7.5	141	3.52
Membership in the FFA should be a requirement for all students enrolled in Vo-Ag	10	25	8	20	5	12.5	11	27.5	6	15	125	3.12 (Neutral)
FFA activities should begin at the 7th and 8th grade level	2	5	8	20	12	30	11	27.5	7	17.5	107	2.67 (Neutral)

*Negatively worded questions. The scale was reversed for these.

Table III is a summary of the reactions of administrators toward selected statements regarding FFA activities. The majority of the administrators expressed an agree response to the FFA activities statement. However, two of the statements received neutral responses. Administrators showed an overall agreement with the statements concerning FFA activities as indicated by an average mean response of 3.815. The administrators agreed with the statement that FFA activities contribute to attainment of education with a mean response of 4.47. The administrators agreed with the statement regarding FFA activities are beneficial in development of youth with a mean response of 4.40. The administrators had a neutral opinion about FFA membership requirements with a mean response of 3.12 and FFA activities should begin in the 7th and 8th grade level with a mean response of 2.67.

Examination of data in Table IV reveals that administrators believe FFA is helping students who participate in these activities. Thirty-seven of the administrators agreed that FFA did benefit students who are going to a technical training school. This represented a 92.5 percent who agreed and left only 7.5 percent disagreed with the statement. The student who is not college bound received the next highest percentage with thirty six administrators agreed giving a 90 percent and four administrators disagreed leaving only 10 percent. Regarding the students who are college bound or otherwise, thirty four administrators agreed that FFA would benefit them and six administrators disagreed. This gave an 85 percent agreement compared to a 15 percent disagree. Students are potential dropouts received the least benefit from FFA according to the administrators. Thirty two administrators agreed that FFA would benefit these students and eight disagreed. This gave an

80 percent agree and 20 percent disagree. It can be seen from the data that the administrators feel the FFA is benefiting these four groups of students.

TABLE IV
ADMINISTRATORS' OPINIONS CONCERNING CATEGORIES
OF STUDENTS BENEFITING FROM THE FFA

Statement	Yes	%	No	%
Students who are going to a technical training school	37	92.5	3	7.5
Students who are not college bound	36	90.0	4	10.0
All students college bound or otherwise	34	85.0	6	15.0
Students that are potential dropouts	32	80.0	8	20.0

Analysis of the data as presented in Table V indicates that 86.75 percent of the administrators felt that all ten selected activities listed were either "very valuable", or of "some value" when measured against the criterion of "educational benefit." From one to four administrators questioned the value of all events. Six questioned judging contests, nine questioned chapter meeting teams and fourteen questioned state FFA conventions. Six felt the convention was of no value.

TABLE V

EDUCATIONAL VALUE OF SELECTED FFA ACTIVITIES AS PERCEIVED BY ADMINISTRATORS

Activity	Distribution by Value										Average Value
	Very Valuable		Of Same Value		Questionable Value		No Value		Total		
	N	%	N	%	N	%	N	%	N	%	
Public Speaking	29	72.5	8	20.0	3	7.5	0	0.0	40	100	2.60
Leadership Conference	19	47.5	18	45.0	3	7.5	0	0.0	40	100	2.40
Public Relations Activities	19	47.5	19	47.5	2	5.0	0	0.0	40	100	2.47
FFA Banquet	16	40.0	20	50.0	4	10.0	0	0.0	40	100	2.30
Foundation Award	16	40.0	23	57.5	1	2.5	0	0.0	40	100	2.32
Judging Contest	15	37.5	19	47.5	6	15.0	0	0.0	40	100	2.25
Local FFA Meeting	15	37.5	24	60.0	1	2.5	0	0.0	40	100	2.35
Exhibition at Fairs	13	32.5	23	57.5	4	10.0	0	0.0	40	100	2.22
Chapter Meeting Team	9	22.5	22	55.0	9	22.5	0	0.0	40	100	2.00
FFA Convention	4	10.0	16	40.0	14	35.0	6	15.0	40	100	1.45

TABLE VI

ADMINISTRATORS' PERCEPTIONS OF VALUE OF SELECTED FFA ACTIVITIES IN DEVELOPMENT OF LEADERSHIP,
CITIZENSHIP, AND COOPERATION

Activity	Distribution by Value												Average Value
	Very Valuable		Of Some Value		Questionable Value		No Value		No Opinions		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	
Public Speaking	28	70.0	12	30.0	0	0.0	0	0.0	0	0.0	40	100	2.70
Chapter Meeting Team	27	67.5	13	32.5	0	0.0	0	0.0	0	0.0	40	100	2.68
Public Relations Activities	26	65.0	14	35.0	0	0.0	0	0.0	0	0.0	40	100	2.65
Judging Contest	23	57.5	17	42.5	0	0.0	0	0.0	0	0.0	40	100	2.57
Leadership Conference	16	40.0	24	60.0	0	0.0	0	0.0	0	0.0	40	100	2.45
Local FFA Meeting	15	37.5	25	62.5	0	0.0	0	0.0	0	0.0	40	100	2.37
FFA Banquet	15	37.5	25	62.5	0	0.0	0	0.0	0	0.0	40	100	2.37
Foundation Awards	15	37.5	25	62.5	0	0.0	0	0.0	0	0.0	40	100	2.37
Exhibition at Fairs	15	37.5	25	62.5	0	0.0	0	0.0	0	0.0	40	100	2.37
FFA Conventions	14	35.0	26	65.0	0	0.0	0	0.0	0	0.0	40	100	2.37

One of the major objectives of the FFA organization is to develop leadership, citizenship, and cooperation. Analysis of the data as presented in Table VI shows that 100.0 percent of the forty administrators felt FFA activities were "very valuable" or "of some value" in development of leadership, citizenship, and cooperation.

Comments and suggestions made by administrators in Area Nine of Southwest Missouri:

I think it is a fine organization and can contribute much to the educational growth and development of youth. I don't think the activities of a competitive nature should involve school time. This creates a real problem for administrators because other parts of our problem such as athletics, speech, and music has some limitations as to school time missed and I feel FFA activities should be the same.

Can be of great value to students' futures in agriculture as well as most other field of business.

F.H.A., FFA, sports, music, and debates should all be under one association (at state level) otherwise there is too much conflict in dates.

More local control should be given to schools. Vocational agriculture and equipment should be available for other students not enrolled in vocational agriculture classes.

I often say that you are trying to train them to be lobbyists and corporation executives - not fence fixers or field workers.

Too much time required for teacher both in contract and paper work - state regulations are killing programs. Local school needs to have more control of how programs should operate.

Vocational Agriculture receives too much time and money for the few that it can help. FFA and agriculture programs are fine but not enough are interested to justify the amount of time and money used on it.

FFA is a very integral part of the school, more administrators should let go and let their vocational agriculture teacher develop a good program.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose and Objectives

The purpose of the study was to obtain opinions of school administrators toward the FFA activities of their local FFA chapter and to present them in a form useful to those involved in program development in vocational agriculture education. To accomplish this the following objectives had to be established: (1) to determine superintendents' and principals' attitudes toward the value of FFA activities in meeting the educational needs of vocational agriculture students; (2) to determine superintendents' and principals' attitudes regarding student involvement in FFA activities and whether such involvements deprive students of experiences in other areas or subjects taught in high school; (3) to determine the nature and extent of some adverse criticism now being directed by administrators toward students, because of the time FFA activities require; (4) to determine the nature and extent of the attitudes held by superintendents and principals toward leadership, citizenship, and cooperative development in terms of students participation in FFA activities; (5) to determine the superintendents' and principals' attitudes as to the possible effect of student participation in FFA public relations activities in the community; (6) to determine the

superintendents' and principals' attitudes regarding FFA's role in helping the student choose a career.

Procedure

Data were collected by use of a questionnaire which was mailed to superintendents and principals in Area Nine of Southwest District in Missouri. The questionnaires were trying to measure the superintendents' and principals' attitudes concerning FFA activities, their value in meeting educational needs, the extensive involvement and time required by students as well as their effects on the community and role in leading students in careers selections. One hundred percent of the questionnaires were returned giving a good cross sectional view of superintendents and principals in the area.

Findings

A summary of the personal data concerning the background characteristics of the respondents and their programs were as follows:

1. Twenty of the administrators have had FFA under their supervision for over nine years. The average number of years for supervision was 7.7.
2. Subjects taught by the administrators before they went into administration were physical education (15 administrators), social studies (10 administrators), science (8 administrators), English (5 administrators), and math (2 administrators).
3. Only 33.3 percent of the administrators received any vocational agriculture instruction and FFA experiences in high school.

The following is a summary of the administrators' reactions to selected statements concerning FFA activities.

1. Administrators agreed that:

- ✓ a. FFA activities did contribute to educational objectives
- b. FFA activities meet the educational need of vocational agriculture students
- ✓ c. FFA is a good supplement to vocational agriculture and general education
- ✓ d. FFA's an integral part of vocational agriculture and the school system
- e. FFA activities are beneficial in development of youth
- ✓ f. FFA helps prepare youth for the world of life and work
- g. Too much time is being spent on FFA activities
- ✓ h. FFA activities have a very high value as to development of leadership, citizenship, and cooperative traits
- i. FFA members participating in FFA sponsored activities were significantly influenced in their career choice

2. Administrators did agree that FFA benefits the students:

- a. who are going to a technical training school
- b. who are not college bound
- c. who are college bound or otherwise
- d. who are potential dropouts

3. Administrators did express positive opinions that all FFA activities should be planned and scheduled with the school calendar.

4. Administrators feel that FFA conventions had "no value" or "questionable value" as related to educational value.

5. Administrators indicated that FFA activities should not begin in the 7th and 8th grade level.
6. Administrators feel that FFA membership should not be a requirement for all students enrolled in vocational agriculture class.
7. Administrators agree that:
 - a. Time spent on FFA activities cannot be more wisely used in other work in vocational agriculture
 - b. Time spent on FFA activities cannot be more wisely used in other classroom subjects

Conclusion

From the analysis of data collected, certain conclusions can be drawn about the FFA activities. The investigator feels he is justified in concluding the following about the FFA activities in Area Nine of Southwest Missouri:

- ✓ 1. Administrators expressed an overall opinion that FFA activities are meeting the educational objectives of vocational agriculture students.
- ✓ 2. Administrators expressed opinions that vocational agriculture students are not being deprived of time from other subjects taught in high school although they felt that there was too much time being spent on FFA activities.
3. Based on the opinions expressed by the administrators
- ✓ it can safely be said that FFA activities are very beneficial to the community.

- ✓ 4. Administrators said that there was questionable value to the FFA conventions indicating that administrators possibly did not understand the purpose of the convention.
5. Based on the indication that administrators did not fully understand all activities and time spent it is felt
- ✓ teachers should work with the school administrators closely in scheduling all FFA activities.
6. An overall look indicates that there is no problem with administrators understanding FFA activities, purposes, and objectives.

Recommendations

Based on the summary of this study, the author has made the following recommendations:

1. Due to the negative response of the administrators concerning the state FFA conventions it is recommended that the local FFA chapter should take their administrator to the FFA convention, so that he will understand what conventions are about and perhaps change his opinions concerning the value.
2. The administrators gave a negative response concerning FFA activities starting in the 7th and 8th grade level, therefore, the vocational agriculture teacher should work with the administrator to make sure they more thoroughly understand the objectives and purpose of starting FFA activities in the 7th and 8th grades.
3. Although the administrators gave a negative response concerning FFA membership being a requirement for all students enrolled in vocational agriculture, it is a recommendation that the vocational agriculture

teachers work close with the administration to make sure that they understand the reasons for having all students enrolled in vocational agriculture members of the FFA.

4. Based on the positive reactions of administrators that time spent on FFA activities cannot be spent more wisely on other vocational agriculture subjects and classroom subjects, it is recommended that FFA chapters keep working on their local, state, and national activities.

5. Due to the positive reactions of administrators that FFA activities contribute to attainment of educational objectives, it is recommended that the FFA chapters revise their program of work each year to make sure it is meeting the educational objectives of the total school system.

6. The administrators gave a positive reaction to the statement that the vocational agriculture teacher should plan all FFA activities with school administrators, therefore, it is recommended that teachers seek to directly involve administrators in planning and scheduling the local FFA activities as an integral portion of the total school program.

7. Because of the positive reactions of administrators that FFA activities are beneficial in career selection it is recommended that vocational agriculture teachers conduct more activities that involve career selection.

8. Based on the negative statement concerning too much time is spent on FFA activities it is recommended that administrators and vocational agriculture teachers work together to see if or what activities should be eliminated.

9. Due to the high response that FFA activities are beneficial as to the development of leadership, citizenship, and cooperative traits, it is recommended that FFA chapters continue to strive to meet these goals.

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March 28, 1975

Dear Sir:

If I may have a few moments of your time, I ask your cooperation in filling out the enclosed questionnaire. The questionnaire is designed to obtain data concerning the Future Farmers of America activities and will be compiled for a thesis in the Agricultural Education Department at Oklahoma State University.

This questionnaire is being sent to superintendents and principals of schools with FFA Chapters to measure attitudes toward the FFA activities. Let me emphasize that neither your name the school's name will be used in the study.

I realize your work load is heavy, time is short, and in the course of a day many items cross your desk. You may feel like throwing this in the waste basket, but you are the only one can give me this information. I need 100% participation to carry out my study.

Please complete the questionnaire and return it as soon as possible. A self-addressed, stamped envelope is furnished for your convenience.

Yours truly,

Kenneth Pitchford
Vocational Agriculture Instructor
Ozark High School
Ozark, Missouri

Enclosures

P.S. Thanks a lot.

ATTITUDES OF SUPERINTENDENTS AND PRINCIPALS
TOWARD FFA ACTIVITIES IN AREA NINE OF MISSOURI

1. Indicate the number of years you have had vocational agriculture under your supervision.
 - a. Under three years _____
 - b. Three to six years _____
 - c. Six to nine years _____
 - d. Over nine years _____

2. Have you ever been an active FFA member?
 - a. Yes _____
 - b. No _____

3. What subject(s) did you teach before you became an administrator:

Please indicate the extent to which you agree or disagree with each of the following statements as it applies to your local FFA Chapter by circling the appropriate response. The response categories are as follows:

SA = Strongly Agree
 A = Agree
 N = Neutral
 D = Disagree
 SD = Strongly Disagree

4. Membership in the FFA should be a requirement for all students enrolled in vocational agriculture. SA A N D SD
5. FFA activities contribute to attainment of educational objectives. SA A N D SD
6. FFA activities are beneficial in development of youth. SA A N D SD
7. The time spent on FFA activities can be more wisely used in other work in vocational agriculture. SA A N D SD
8. The time spent on FFA activities can be more wisely used in other classroom subjects. SA A N D SD
9. FFA activities should begin at the 7th and 8th grade level. SA A N D SD
10. Too much time is spent on FFA activities. SA A N D SD
11. Involvement in activities sponsored by the FFA significantly influences career choices by participating students SA A N D SD

- 12. FFA activities help prepare youth for the world of life and work. SA A N D SD
- 13. The vocational agriculture teacher should plan all FFA activities with the school administrators. SA A N D SD
- 14. Taking vocational agriculture classtime for FFA activities is a desireable practice. SA A N D SD
- 15. FFA is an integral part of vocational agriculture. SA A N D SD
- 16. FFA is a good supplement to vocational agriculture. SA A N D SD
- 17. FFA is a good supplement to general education. SA A N D SD

18. The FFA benefits the following: (circle yes or no)
- yes or no a. students that are potential dropouts
 - yes or no b. students who are not college bound
 - yes or no c. all students college bound or otherwise
 - yes or no d. students who are going to a technical training school
 - e. other, specify _____

19. Evaluate the following FFA activities as to their educational value. (check each item in appropriate column)

Activity	Very Valuable	Of Some Value	Questionable Value	No Value	No Opinion
Public Speaking	_____	_____	_____	_____	_____
Chapter Meeting Contest	_____	_____	_____	_____	_____
Judging Contest	_____	_____	_____	_____	_____
Exhibition at Fairs	_____	_____	_____	_____	_____
FFA Banquet	_____	_____	_____	_____	_____
Local FFA Meeting	_____	_____	_____	_____	_____
Foundation Awards	_____	_____	_____	_____	_____
Leadership Conference	_____	_____	_____	_____	_____
Public Relations Activities	_____	_____	_____	_____	_____
FFA Conventions	_____	_____	_____	_____	_____

20. Evaluate the following FFA activities as to their development of leadership, citizenship, and cooperation. (check each item in appropriate column.)

Activity	Very Valuable	Of Some Value	Questionable Value	No Value	No Opinion
Public Speaking	_____	_____	_____	_____	_____
Chapter Meeting Contest	_____	_____	_____	_____	_____
Judging Contest	_____	_____	_____	_____	_____
Exhibition at Fairs	_____	_____	_____	_____	_____
FFA Banquet	_____	_____	_____	_____	_____
Local FFA Meeting	_____	_____	_____	_____	_____
Foundation Awards	_____	_____	_____	_____	_____
Leadership Conference	_____	_____	_____	_____	_____
Public Relations Activities	_____	_____	_____	_____	_____
FFA Conventions	_____	_____	_____	_____	_____

21. If you have opinions on the FFA, not covered in this questionnaire, pro or con, please feel free to make additional remarks below.

VITA ♀

Kenneth Leon Pitchford

Candidate for the Degree of

Master of Science

Thesis: ATTITUDES OF SUPERINTENDENTS AND PRINCIPALS TOWARD FFA ACTIVITIES
IN AREA NINE OF MISSOURI

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