

IMPACT OF VOCATIONAL AGRICULTURE/FFA
ON COMMUNITY LEADERSHIP
IN OKLAHOMA

By

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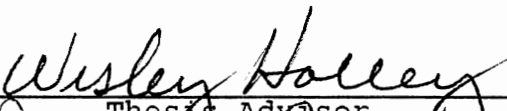
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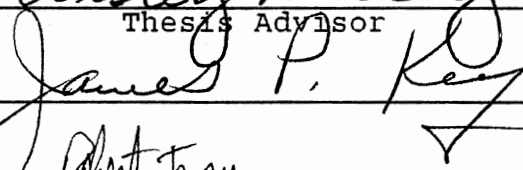
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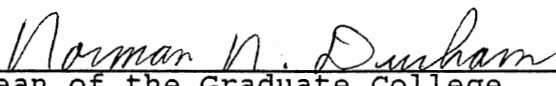


Thesis Advisor









Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Vocational Agriculture programs were established in 1917 with the passage of the Smith-Hughes Act. Today these programs are undergoing scrutiny like never before in their history. Because of this fact, there has emerged a nationwide effort to inform the public that vocational agriculture programs are more than "cows and plows". Many individuals think that vocational agriculture is a program strictly for farm boys who are planning to farm. This is not the case. Vocational agriculture programs are so broad and diverse that they not only help individuals prepare for careers in agriculture but more importantly prepare them for all avenues of life.

Leadership development has long been claimed as a goal and product of the vocational agriculture program. In fact, one of the six objectives of Vocational and Technical Education in Agriculture is to develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities (Objectives for Vocational and Technical Education in Agriculture, 1976). The Future Farmers of America (FFA) organization, an integral part of the vocational agriculture core of

instruction, is used to provide leadership training and realistic leadership experiences for students involved in vocational agriculture. The FFA Creed, learned and recited by all freshmen vocational agriculture students states "I believe in leadership from ourselves..." (FFA Manual, 1986). From this early beginning throughout the duration of the vocational agriculture program, leadership development activities are evident. In fact, one of the twelve purposes of the FFA is to develop competent and aggressive agricultural leadership (FFA Student Handbook, 1984). The vocational agriculture program provides many avenues for the development of leadership skills. Activities including meetings and workshops, supervised experience programs, conferences and camps, and serving as officers or committee members all contribute to the students' personal development.

The success of this leadership development effort in vocational agriculture should thus be reflected in adult leadership in both the agricultural industry and within a community. Evidence of such an impact would include the number of people recognized as providing leadership within both areas - agriculture and the community. A study by Hampson (1977) found that approximately 61% of a sample of agricultural leaders in Ohio were formerly enrolled in vocational agriculture and that 49% of the sample had served as a local FFA chapter officer. There has been very little research conducted to determine the number of people

involved in community leadership who participated in and/or completed the vocational agriculture program.

Statement of the Problem

This study was undertaken as part of a western regional vocational agriculture impact research project. The problem of this particular study was obtained through the personal experience and interest of the author, himself a product of the vocational agriculture system who recognized the value of the leadership training experiences he received and felt the need to determine if community leaders valued their experiences similarly. Traditionally, vocational agriculture educators have used an employment follow-up to determine the effectiveness of their program. However, the employment follow-up does not adequately evaluate the impact of vocational agriculture programs on community leadership. Because of this fact, an impact study was needed to evaluate the effect that vocational agriculture programs have on leadership roles in a community. As a result of having a vocational agriculture program, there should have been an impact on leadership in the local community. An attempt was made to assess this impact.

Purpose of the Study

The purpose of this study was to determine the impact vocational agriculture programs have had on community leadership.

Objectives of the Study

In order to better comprehend and accomplish the purpose of this study, the following objectives were formulated:

1. To determine the status of community leaders with regard to age, sex, occupation, educational level, participation in community activities and other demographic data.
2. To determine what factors community leaders consider to have contributed most to their success.
3. To determine the community leaders' degree of participation in vocational agriculture.
4. To ascertain the community leaders' perceptions regarding the leadership experiences obtained in vocational agriculture.
5. To compare the level of participation in community activities of vocational agriculture alumni and nonparticipants.

Rationale for the Study

Mr. Roy Peters, in his charge to the Oklahoma Vocational Agriculture/FFA Task Force, challenged the

members to "Take a look at both the strengths and weaknesses of the vo-ag program" (Oklahoma Vo-Ag/FFA... p. 4). This task force, in a review of State Department of Vocational and Technical Education programs, recommended that

The Vo-Ag division should develop a series of brochures/fact sheets that describe....how vocational agriculture helps students develop leadership skills. Past vocational agriculture students should be contacted and case studies developed which provide examples of how vocational agriculture activities met their needs/abilities and how they were motivated to excel to their maximum potential. (p. 4)

Rosenfeld (1985 p. 3) concluded that:

Oftentimes vocational agriculture is criticized for training farmers when the demand for farmers is unquestionably declining. The federally mandated evaluation criterion, which is based on numbers of students employed in occupations for which they were trained, has become the accepted indicator of success. But this approach to evaluation is short sighted. Critics should look beyond occupational titles and focus on the program's content, philosophy and results. Vocational agriculture was never intended to meet occupational demand; it was meant to improve productivity, not to increase the number of farmers. It also prepares youth to adapt to demand and to be generally productive.

This study was developed to address all of these aforementioned concerns and recommendations.

Specifically this study sought to:

1) form an information base to be used by students, parents, taxpayers and legislators in analyzing the vocational agriculture program.

2) determine the importance of vocational agriculture to community leadership.

3) provide insight on the broad base of the program and determine whether people in all walks of life benefit from Vocational Agriculture/FFA.

4) help critics of the program to look beyond occupational titles and focus on the results.

5) provide feedback to teachers of vocational agriculture about the impact that their program has on areas other than production agriculture.

6) be valuable in the process of decision-making regarding future programming in Vocational Agriculture/FFA.

7) serve as a model methodology for an alternative approach to program evaluation for other disciplines within the State Department of Vocational and Technical Education.

Assumptions

For the purpose of this study the following assumptions were made:

1. The responses, opinions, and perceptions obtained from the questionnaire were answered honestly and conscientiously by the community leaders.

2. The leaders identified and questioned in each community were an adequate and accurate representation of the community leadership.

3. The responses to perception statements would serve as indicators of the impact of vocational agriculture on community leaders.

Limitations

The following limitations were recognized by the author:

1. The questionnaire was limited to those community leaders identified as such.

2. The results of the study are entirely dependent upon the respondents in the sample.

Definition of Terms

Vocational Agriculture- refers to a course taught in high school designed to train present and prospective persons for careers in agriculture.

Future Farmers of America (FFA)- a national organization of students enrolled in vocational agriculture/agribusiness departments in the public schools.

Leadership Training- the curriculum that stresses speaking skills and the exhibition of certain assertive characteristics.

Opinion Leader- those individuals from whom others seek information and advice. They are influential in approving or disapproving new ideas.

Community Leader- anyone who is recognized as actively influencing the actions, opinions or directions of people within the school district boundaries.

Impact Study- measures the influence a particular set of educational activities has had on individuals and/or the community within which they reside.

Community Knowledgeables- individuals who, by virtue of their position, are likely to have an opportunity to see, hear and know a good deal about the power structure and decision-making in the community.

Positional Leaders- individuals who occupy key formal authority positions in the major social, economic, political, governmental, cultural, and religious institutions and in related formal voluntary associations.

Reputational Leader- individuals who are identified by a selected panel of community knowledgeable who are asked to give a list of leaders in the community.

Scope

The scope of this study included 369 community leaders from 30 randomly selected communities in Oklahoma which had vocational agriculture programs. The study was stratified so as to include six communities from each of the five districts in Oklahoma. There were five communities with single teacher vocational agriculture departments and one community with a multi-teacher department represented in each district. [The leaders that were included in this study were identified by the researcher through a combination of the positional and reputational approaches.]

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present a collection of information which was relevant to this investigation. Involved in this review were research studies, books, periodicals and professional magazines, which had pertinent information. For a more meaningful review, the literature has been broken down into the following headings:

1. Evaluation, Accountability, and Impact Studies
2. Leadership and Agriculture
3. The Search for Community Leadership
4. Vocational Agriculture/FFA and Leadership

Development

5. Evidence of Impact of Vocational Agriculture/FFA on Leaders

6. Summary

Evaluation, Accountability and Impact Studies

Vocational educators have long recognized the need for, and value of, evaluation. With the trend of reduced funding there has arisen a greater need for accountability of all educational programs. These facts led to the undertaking of

this study and ultimately to the selection of an impact study design.

Although they have been with us for a long time, evaluation and accountability have continued to gain momentum. As stated by Beeman (1983, p. 1):

Never before in our history have we heard so much talk and seen so much emphasis placed on the need to provide for accurate and effective evaluation and accountability. However, considering economic trends from the national level right into county and municipal levels, I believe we are just beginning to enter the era of 'Survival Accountability'. This will be an era when the need for rapid, continuous, accurate, and effective accountability is not only desired and useful, but is mandated for our continued existence.

Until recently, evaluation was the buzz word in education... today the buzz word is accountability. While these two terms are many times used as synonyms, there are differences in them.

Webster (1979) defines evaluation as to judge or determine the worth or quality, the appraisal rating or, judgement of. Anderson (1975) defines evaluation as the process of delineating, obtaining, and applying descriptive and judgement information for decision making and accountability.

Raudabaugh (1975) summarizes that evaluation, as a concept, means considered decision making (judgement) based upon information that has been systematically gathered, examined and related (evidence) to some standard or criteria. Evaluation is the process of establishing the

value or worth of a program relative to the purpose or standard. Thus, evaluation has three essential elements - (1) criteria, (2) evidence, and (3) judgement.

Tart (1970) defined evaluation as the process of assessment and appraisal for the purpose of making rational decisions. Program evaluation as viewed by Elson (1974) is the process of gathering and analyzing those data necessary for appraising alternatives. He recommends an annual and five-year evaluation for improving vocational education.

The importance of evaluation is increased by three factors according to Ditterhafer (1970). They are: 1) Federal government funding which is substantial, 2) concern of students relating to the relevancy of their education, and 3) taxpayer complaints about rising costs. These factors require educators to recognize a need to evaluate their practices. Dittenhafer is a proponent of formative evaluation, an ongoing process.

Huber and Williams (1971, p. 194) stated that:

Systematic and continuous evaluation of a vocational education program requires the collection and analysis of various kinds of information. Data must be collected to determine the extent to which program objectives are being achieved.

They quote Sharp and Krasnegor on the purpose of follow-up studies which require contact with former students as:

The usual goal of such studies is to arrive at some measure of impact of the experience on the subsequent behavior or status of these individuals".

The overriding purpose of evaluation as derived from the literature is for "decision making" - decision making relative to determining the value or merit of programs- to determine if programs have met their objectives and to serve as the basis for the revision and improvement of existing programs.

Accountability according to Webster (1979) is "the quality or state of being accountable, liable or responsible". While perhaps a relatively new concept, it has the attention of us all.

According to the literature, Leon Lessinger seems to be the initiator of the concept of accountability. Lessinger (1971, p. 7) stated that:

Accountability is the product of a process, at its most basic level, it means that an agent, public or private, entering into contractual agreement to perform a service will be held answerable for performing according to agreed upon terms, within an established time period, and with a stipulated use of resources and performance standards.

According to Lessinger, specification of results is essential. With results clearly specified, the educational technician or agent becomes responsible for resources used and of results.

According to Anderson (1975) accountability focuses on justifying, reporting, and explaining. He feels accountability acknowledges the public's right to know what actions have been taken. He also thinks accountability represents acceptance of responsibility for consequences by those to whom citizens have entrusted public education...

such as vocational agriculture programs. Another notion is that (Wentling and Lawson, 1975) accountability is similar to an audit. That is, it requires a presentation of ... results in relation to incurred costs and established objectives.

The literature seems to indicate that the purpose of accountability is to accomplish just what the definition states - to place the burden of responsibility, and to mandate a reporting of that responsibility.

The importance of accountability in vocational agriculture and vocational education has been pointed out by several people. Arrington (1985, p. 48) points out that the trend in recent years to reduce government spending has placed increasing importance on accountability in vocational education. He goes on to say:

With increasing emphasis on accountability, legislators, educators, and the general public are asking if expenditures for vocational education are producing the desired results. Funding agencies are asking for evaluative information on which to base policy decisions. Moreover, a review of the Vocational Education Amendments (1976) makes it clear that the authors of the legislation expect evaluation of vocational education programs to yield data useful in formulating ongoing and future policy and program decisions.

Bennett (1971, p. 23) states:

Today, there is an increasing emphasis on accountability. Apparently, there is a demand for educational programs to be evaluated on the basis of what they produce and not on promises to produce. Agriculture education programs are of the most value when former students are in positions where their training has been beneficial.

It was because of the idea presented by Bennett that an impact study evaluation was planned. A review of impact studies yielded the following pertinent information.

Papers concerned with the analysis of impact and impact assessment methodology have not always dealt with the problem of how to define impact. However, representative definitions include, "the capacity of a program to cause changes in those who are exposed to it" (Houston, 1972), and "the difference between what happens with the intervention and what would happen without" (Levine, 1967). Bernstein and Freeman (1975, p. 10) deal with the definition problem by presenting the requirements for impact measurement:

1. document the extent to which the social action program has or has not achieved its stated goals;
2. attribute any effects or changes that are discovered to the implementation of the program;
3. delineate, if possible, the conditions or combinations of conditions under which the program is most effective;
4. delineate, if possible, any unanticipated consequences or side effects of the program.

The Evaluation Research Society Standards Committee (1980, p. 3) defined impact evaluation as:

....one category of evaluation which is aimed at determining program results and effects, especially for the purposes of making major decisions about program continuation, expansion, reduction, and funding.

Patton (1982, p. 46) said that impact evaluations "gather data on the direct and indirect program effects on the larger community of which it is a part". Cronbach (1982, p. 32) indicated that the basic aim of impact evaluation is "to estimate the net effects or net outcomes of an

intervention... free and clear of the effects or net outcomes of an intervention... free and clear of the effects of other elements in the situation under evaluation". Rossi and Freeman (1982, p. 165) state that "impact assessment is directed at establishing, with as much certainty as possible, whether or not an intervention is producing its intended effects". Sanders (1982, p. 3) used the term impact study to refer to one "designed to provide information about the outcomes of a program and whether such outcomes can be attributed to the program or service rather than to some extraneous circumstances".

The consensus from all these authors seems to be that impact evaluation attempts to determine the net effects of programs - net meaning that effects from other aspects of the environment of the program have been ruled out or explained.

Leadership and Agriculture

Except for love, leadership is the most talked about, least understood topic around. Volumes have been written about it - what it is, how it is determined who has it, and what can be done about acquiring it. Leadership is a captivating, but quite frequently, a confusing and frustrating concept. Robert Alfonso (1977, p. 4) addressed this when he wrote "It is frequently true that neither the leaders nor the led understand the dynamics of behavior and human interaction which constitutes effective leadership".

Regardless of the absence of a clean and definitive description of leadership, there is, and always has been, a need for strong, responsive leadership in all organizations (Parks, 1985). The necessity for effective leadership is even addressed in the Bible. "... And if a blind man leads a blind man both will fall into a pit." (Matthew 15:14b).

Webster (1979) defines leadership as directing or influencing others. Forker (1985, p. 745) said leadership is not the quality of trying to get others to follow; instead, its the knowing where one is going so that others want that too. He continued:

People can be divided into three groups - those who make things happen, those who watch things happen and those who wonder what happened. Those who make things happen are considered leaders.

Harry Truman's definition of leadership was making men do what they don't want to do, but making them like it (Forker, 1985). As Alfonso (1977, p. 4) said,

Leadership is the responsibility to bear up under burdens, to keep the goal in focus, and no matter what great personal turmoil is encountered, reflect only on the positive things to those who are dependent upon such leadership.

There always has been, and always will be, a great need for agriculture leadership. Byler (1982) pointed out that because the agricultural situation has changed so drastically during the past few years that there has become a greater need for competent and aggressive agricultural leaders. In an interview George McDonald, Star Farmer of the Southern Region in 1981, stated:

The farmer of the 21st Century will need to possess more leadership ability than ever before. This is why the leadership provided by the FFA and vocational agriculture will become more vital than ever. (Getting Started ..., 1982, p.)

Further evidence of the increasing demand for agricultural leadership was pointed out by Sample (1986, p. 6):

The demand has never been as great as it is today for young men and women to assume leadership and management positions in agriculture, and thereby striving to influence those persons establishing policies for American agriculture. The Future Farmers of America organization can be a prime contributor to this leadership development.

In an address to a national seminar on evaluation and program planning Faulkner (1966, p. 59) commented:

There is a need for developing constructive, effective leadership abilities in all persons. Modern agriculture demands individuals who can provide leadership in developing programs and policies that will create and maintain an optimum climate for agriculture consistent with the general welfare. Participation in intracurricular activities of the vocational agriculture student organization (Future Farmers of America) develops individual leadership and stimulates students to set and achieve worthwhile vocational goals.

The Search for Community Leadership

Since this study was to involve a survey of community leaders, several sources were consulted pertaining to this area. Dawson (1975), in a study of rural lay leaders in Alabama concluded that rural communities, regardless of the socioeconomic level of the people, have a number of prospective leaders.

It is this fact - communities having many different leaders- that increases the difficulty of defining exactly what community leadership is. Despite the great amount of attention devoted to problems of community leadership, no consensus has been achieved on either the meaning of the term or the proper approach to its study (Freeman, 1968, p. 2). Freeman goes on to suggest one meaning of community leadership is a process in which a relatively small number of individuals in a community behave in such a way that they effect (or effectively prevent) a significant change in the lives of a relatively large number.

In terms of community leadership projects, Freeman (1968, pgs. 6-7) suggests four types which have been common. Among them were those which were based on the assumption that:

1. active participation in decision making is leadership.
2. formal authority is leadership.
3. social participation is leadership.
4. reputation as identified by informants is leadership.

Tait (1982) opined that the particular method of leader identification should be based upon 1) the objectives, 2) the types of leaders one desires to identify, 3) the resources available, and 4) the identifier's style. In an analysis of leader identification the following information was revealed.

The oldest method is the positional method. In this method the individuals who occupy key formal authority positions in the major social, economic, political,

governmental, cultural and religious institutions and in related formal voluntary associations are considered the community leaders. The positional method identifies the visible leaders in the community who are involved in both public and private organizations. In the 1950's, the reputational method developed as an approach to identifying community leaders. This procedure involves selecting knowledgeable community citizens who provide a list of leaders. The reputational method tends to identify general leaders who are "behind the scenes" as well as those who are visible to the general public. One of the limitations of this approach is that the question often arises about whether the knowledgeable selected are in fact knowledgeable about community affairs. This limitation can be reduced to some extent by selecting persons from as many institutional sectors of the community as possible (Tait, 1982).

Tait (1982) continues:

Regardless of the method selected to identify the community leaders, the selector needs to consider two factors prior to identifying them. These are the issue area and the geographic area.

Walton (1966, p. 435), a respected community leadership analyst, found that the results of both the reputational and positional approaches have generally been similar:

American communities are run by a small group of persons, primarily business and social leaders, with the citizenry essentially uninvolved or unimportant in the development of community policies.

Preston (1969) concluded that in smaller and middle sized communities the results of the different approaches of leader identification will be the same, particularly with regard to identifying the top grouping of leaders.

In discussing the study of community leadership and the possibility of bias, Hawley and Wirt (1968, p. 149) concluded:

Although the professional orientation of political scientists and sociologists may introduce a subtle form of bias into the way they approach their research and analysis, it does not, of course, necessarily invalidate their conclusions. A good scholar is aware of the problem of bias, which is checked by two important controls - his personal and professional standards of scholarship, and the scrutiny of his peers. These two controls sit on his shoulders, when he writes, insuring that he does not work completely alone.

On the subject of methodology, they continued:

The analysis of methodology has demonstrated that no one method is the sovereign key to wisdom, that each contributes important insights into the phenomenon in which we are interested, and that the best methodology requires a judicious combination of all feasible research techniques.

D'Antonio and his associates (1961) provided data from six communities on the proportions of reputed leaders representing each of seven relevant institutional areas.

Institutional areas and the proportions found were:

Business (.57), Government (.08), Professions (.12), Education (.05), Communications (.08), Labor (.04), Religion (.05).

Vocational Agriculture and Leadership Development

Probably the best known aspect of vocational agriculture is its leadership development program (Key, 1978). The need for leadership development was established early on. Agricultural educators have long recognized that providing a student with the skills necessary for entry into an agricultural occupation involves more than just technical training (Vaughn, 1977). Leadership training has always been a part of the vocational agriculture program and it has helped its students learn the skills they need to become the agriculture leaders of tomorrow (Owings, 1979). To aid in this leadership development effort, early leaders in vocational agriculture established the Future Farmers of America. These two - vocational agriculture and the FFA - go hand in hand to enhance the leadership qualities of those enrolled.

Rosenfield (1983, p. 273), in proposing vocational agriculture as a means of rural development, stated:

Perhaps the most outstanding contribution of vocational agriculture is the leadership training it provides through an allied student organization, the Future Farmers of America (FFA).

The leadership and personal development activities that vocational agriculture has offered have been crucial to the success of the program and must continue (Newcomb, 1985).

When asked to comment about the value of vocational

agriculture, former Secretary of Agriculture John Block replied:

Its a tremendous training ground. It's an opportunity to develop whatever leadership each of us might have, and give us some direction to steer the right and proper course (Wilson, 1981).

Many have commented on the value of the FFA in developing leadership. The FFA has been nationally acclaimed as an outstanding youth leadership development organization and has been admired by educators around the world (Haye, 1977). Maedgen (1977, p. 173) commented:

If you think about it for just a minute, the FFA is actually the part of the agricultural curriculum we have the least trouble justifying. It is the one part of the curriculum that is useful in virtually any walk of life.

Key (1977, p. 172) stated:

The possibilities for leadership training, learning by doing, career orientation, total involvement and the many, many other opportunities available through the FFA for boys and girls, greenhand and star farmer alike, make it one of the most versatile of our teaching tools.

The components of the vocational agriculture/FFA leadership development activities are many and varied.

National FFA Executive Secretary Coleman Harris (1977, p. 7) listed the following:

1. Learning the FFA Creed
2. Participating in Chapter meetings
3. Serving on committees
4. Participating in Public and Extemporaneous Speaking
5. Learning Parliamentary Procedure
6. Participating in chapter group activities
7. Serving as local, district, state and national officers
8. Attending leadership workshops, camps, conferences and conventions

Milburn Wink (1978, p. 171) commented on some of these activities.

Parliamentary procedure and public speaking contests give students some of the best leadership training they can receive. Everyone needs to be able to speak before groups and think on their feet.

Attending area, state, and national conventions allows FFA members to see democracy in action. Certainly all leaders should know how democracy works.

The benefits FFA members receive at conventions cannot be measured; but enthused members, filled with new ideals and goals for themselves and their chapters, return home to become leaders in their chapters and communities. This enthusiasm carries on after membership in the FFA is over and the individual becomes responsible for leadership roles later in life.

Perhaps the most intensive leadership training offered to FFA members is in the form of various schools and conferences designated as leadership training schools and conferences.

Iverson (1982) commented upon the need for leadership development in vocational agriculture and pointed out that such competencies were an important part of the curriculum. He stated:

This principle is borne out, in the writers experience, by returning graduates who most often expressed appreciation for such general competencies as speaking, parliamentary procedure and other organizational skills. Students in their developmental years may not be sure of their future occupation, but they can be assured of a need for leadership skills.

Research suggests that the leadership trait is enhanced with vocational agriculture/FFA activity. In a study by Carter and Townsend (1983) of 426 twelfth grade vocational agriculture students, participants in 18 FFA activities had

a significantly higher perception of their leadership than non-participants. In a survey of 1800 Florida students, Arrington (1985) found that nearly 93% of them agreed that vocational agriculture experiences helped them develop leadership skills and that 97% indicated they would re-enroll if they had it to do over again. In a southern region study, Iverson (1980) found that 81% of 1252 former vocational agriculture students agreed that vocational agriculture helped them develop leadership skills. As part of the same study, Johnson (1980) found that 82% of a survey of former Oklahoma graduates agreed that vocational agriculture helped them develop their leadership skills.

Braker (1973), in a nationwide random survey of FFA members and advisors found that 100% of the advisors and 95% of the members agreed that the FFA provides sufficient number and variety of leadership training opportunities for its members. He also found that 98% of advisors and 90% of members agreed that the FFA provides numerous opportunities for the development of leadership. A study of Idaho vocational agriculture graduates by Bennett (1971) showed that 96% of the 102 respondents stated that vocational agriculture had been valuable in their career progress.

Evidence of Impact of Vocational Agriculture on Leaders

The opening ceremony at FFA meetings refers to "developing those qualities of leadership which a Future

Farmer should possess" (FFA Manual, 1986). Is FFA accomplishing this purpose? The success of many, many former members who are now in positions of high leadership seems to indicate that it is. Following are just a few of the many instances which were found in the literature.

One article ("Lesson in Leadership", 1965) pointed out that an impressive number of former members were serving as local, state, and national leaders in government. Their survey turned up one U.S. Senator, five U.S. Representatives, five governors, several State Department of Agriculture heads, four speakers of State Houses of Representatives, a secretary of State, majority floor leader, vice-president of state senate, attorney general, lieutenant governor, astronaut, many state senators and representatives, many leaders in education and naturally, many important community and farm organization leadership roles.

Thomas (1976, p. 14) in a speech on "American Agriculture" stated:

Future Farmers, true to their intentions and training have, in fact, stood solid in all the great changes that have transformed the whole agriculture complex. More often than not, men with vocational agriculture and FFA backgrounds have been leaders in the revolution. They can be found on some of the most productive farms and ranches in the land. They are serving as commissioners of agriculture, as heads of farm credit institutions, as directors of marketing cooperatives, as leaders in every walk of life.

Teacher Robert Jensen (1978, p. 183) pointed out that vocational agriculture students who return to visit offer

such comments as "I have used parliamentary procedure more than anything else I learned in high school" or "The first time I ever spoke in front of a group was in my Vo-Ag class" or "The training I received in public speaking has been very valuable to me".

A survey of FFA leaders revealed that 64% of them enrolled in vocational agriculture because of the leadership training it provided and 75% said that FFA made them better individuals by providing more leadership ability (What FFA Leaders Think About...", 1975).

Meyer (1986, p. 13), in a profile of the nine members of the senior vocational agriculture class of a small North Dakota chapter, revealed that, although they were involved in a variety of occupations, all nine former students were considered leaders. She commented:

That small vocational agriculture class used the FFA as its vehicle to teach self confidence, time management, public speaking, human relations and much more. Maybe they are now leaders in their professions because of their poise and confidence under pressure, their ability to think clearly and use the skills necessary to carry out responsibilities, and many other traits they developed in becoming competent professionals. They advance in their profession because they can deliver an address without batting an eye, conduct meetings in an organized and efficient manner, and hold important leadership positions in local farm organizations and community groups.

Many individuals have cited specific benefits of vocational agriculture/FFA in developing their leadership potential. "The first thing I ever joined was a Baptist church, the second thing was the FFA." This statement was

not made by the author (although it could have been) but rather it was made by Jimmy Carter, former President of the United States (Carter, 1977, p. 10). He continued:

The first office I ever held was as secretary of the Plains High School FFA Chapter. I was an isolated and timid country boy and through vocational agriculture/FFA I began to learn about organizational structure and about competition. I began to learn how to make a speech and how to work with other people. I also learned the value of agriculture, farm families, stability, commitment, idealism, hope, truth, hard work, and patriotism from the FFA.

Another product of vocational agriculture/FFA is Honorable Wes Watkins, U.S. Representative from Oklahoma. By practicing his speaking ability in vocational agriculture class each day, he not only overcame his speaking handicap but soon became a skilled public speaker. He swiftly rose to become State FFA President and later was elected chairman of several student organizations at Oklahoma State University. Representative Watkins states:

The FFA has completely changed my life. If I hadn't had the FFA maybe I could count on something else. But I found out I could excel at something. If there was ever a person that could really say he was a product of FFA, I am that person. There are two things that make goose bumps go up and down my back: one is the flag, Old Glory flying over this nation's capitol when I walk by it at night; the other is when I see a Future Farmer of America member with their FFA jacket on. I get an emotional feeling, because the FFA lifted me out of the depths of poverty and personal problems to the halls of Congress. You can't lightly dismiss such an influence on your life (Wilson, 1983a, p. 15).

When asked about the benefits he received from vocational agriculture/FFA, former Secretary of Agriculture John Block replied:

Well, I personally grew up involved in receiving benefits from the vocational agriculture programs in the state of Illinois. I have great respect for vocational agriculture and the programs provided to students and young people across this land. I not only feel they've been useful historically, but I feel they'll be useful in the future. There's no question about the fact that I benefitted from my vocational agriculture/FFA background. Early on I was involved in not only exhibiting livestock, but participating in speech contests, parliamentary procedure contests...all those exercises are educational and useful in developing leadership and self-confidence (Wilson, 1983b, p. 23).

Doug Sagers, who served as one of Utah's youngest mayors, gives much of the credit for his success to his early leadership training through FFA. He said:

FFA gave me experience in a lot of the things I'm dealing with now. As chapter vice-president, I had the opportunity to speak in public, to develop my leadership potential and to travel. In a lot of ways it really shaped my future (Bye, 1978).

From farm lad to state leader, former governor of North Carolina Jim Hunt, has lived up to the challenge of the FFA motto. He stated:

In FFA you learn several things that apply regardless of whether you eventually farm for a living. Everybody who goes into FFA gets leadership training. Leadership is the most scarce commodity in the world, in terms of public, private, and economic leadership. FFA is the best leadership training organization that exists, without question. Invite top officials and school administrators to the National FFA Convention. Dare them to come; they'll find out its the greatest week a boy or girl ever spends (Tenant, 1980, p. 37).

Joe Dan Boyd, southwest editor for Farm Journal, spoke of the FFA influence in his life.

In my life, FFA has exerted immense, memorable, lasting impact -ranking near the influence of upbringing and home environment. I recall as if

it were yesterday, that first FFA speech assignment at the Winnsboro (Texas) father-son banquet, on my feet for just a few nervous, agonizing minutes. But enough to begin a long apprenticeship in leadership training. And this is surely everyone's primary benefit from a proud FFA legacy (Boyd, 1978, p. 23).

Fred McClure, special assistant to the President and former National officer of FFA, said that his experience in the FFA has contributed greatly to everything he does, including the service in which he is currently engaged ("Leadership Enhancing...", 1983). Ron Wilson, vice-president for member relations for the Farm Credit Banks of Wichita said:

....nothing has broadened me any more than the first time I went to Washington as a chapter FFA officer for a leadership conference. I saw how government worked...it was all very motivational, and I went back to Kansas determined to improve myself and work to improve agriculture. It was a great experience. By giving students a chance to compete, to develop skills - both in agriculture and in self- FFA does a tremendous job in developing leadership and other skills that serve you throughout your life. FFA has helped me work towards goals... It helped me 15 years ago and it helps me today ("Leadership Enhancing...", 1983, p. 5).

Others who point to their FFA experience as beneficial are; Congressmen Lindley Beckworth from Texas, Pat Jennings from Virginia, Don Fuqua from Florida, Speedy Long from Louisiana, Gale Schisler, from Illinois, former governors Orval Faubus from Arkansas, George Wallace from Alabama, Robert McNair from South Carolina and former Senator from Oklahoma, Fred Harris ("Lesson in Leadership", 1965).

Government leaders are not the only ones who have commented on their experiences in vocational agriculture/

FFA. Orion Samuelson, farm broadcaster, credits past FFA days as one reason for his successful career (Pritzker, 1982). Lucious Selmon, former All-American lineman from Oklahoma, says his strength and quickness came from herding hogs on the farm and his leadership ability from the FFA (Reese, 1974). Dr. Troy Majure, veterinarian, commented that the beef cattle and public speaking programs were extremely beneficial to him. He said that public speaking helped prepare him for college and made it easier for him to assume leadership roles in civic and religious activities (Smith, 1979). Roger Sandman, Deputy director for Intergovernmental affairs, credits FFA for building his ability to serve in a leadership role. He said "If it hadn't been for FFA, I wouldn't be here today" (Tennant, 1979, p. 28). Alfonso Ragin, Who's Who Among American High School Students, speaking of FFA said:

In no other course and organization would I have been able to acquire so much leadership training and be challenged to become a young man in action and not in words. (Involved in..., 1971, p. 12)

It was not until 1969 that females were allowed in the FFA. In the relatively short time since joining the program, females have contributed greatly in leadership activities and reaped many rewards. Cindy Blair, former national officer, Oklahoma State University student, and Ms. Oklahoma Agriculture, credits the FFA for helping her to achieve success (Florence, 1983).

Kathy Peterson, horticulturist, commented:

My salesmanship has benefitted greatly from FFA leadership training. Nothing could have beat the FFA public speaking contest to get you to stand on your own two feet. But it's not just learning how to speak -its the confidence you derive from speaking. ("The mark of a motivator", 1981, p. 34)

Valerie Parks, broadcaster and farmer in Ohio, says the FFA played an important role in her climb to the top.

There's a lot of leadership activities, there's parliamentary procedure, speaking contests, FFA camp - but I'd have to say the number one activity that greatly helped me was being a State FFA officer. It made me grow out of my shell (Stagg, 1986a).

Summary

Since vocational agriculture was established in the public school system of the United States in 1917, there has been concern on the part of educators and community leaders as to the influence of the instruction on future activities of program completers. The Education Amendments of 1976, as well as previous legislation, stress program accountability in meeting the needs of people, regardless of the specialty area. If vocational agriculture is to remain a viable service area, evidence of accomplishments and impact is sorely needed. It was because of this fact that this study was undertaken.

Leadership is needed in all walks of life and vocational agriculture can help to supply that need. As Meyer (1986, p. 13) said:

Every community, school, church, club or group needs leaders. Vocational agriculture and the FFA can be the vehicle to develop leadership qualities. The first purpose for which the FFA was founded was to develop leadership.

The role of vocational agriculture and FFA in the local community was pointed out by Fred Adams, president of Adams Egg Farms, Inc. - the world's largest egg producer ("Nations Top...", 1966, p. 30).

It is a vital part of America's system of public education. Its role in training people for successful experience in agricultural occupations is unparalleled. But equally important is its role in training young people in good citizenship, cooperation, and leadership that makes our communities click.

Is vocational agriculture and FFA actually training for rural and agricultural leadership? To answer this question one has only to observe and review the records of outstanding members, and other members who are making good as leaders in their home community. Roller (1975, p. 21) said it very eloquently with his statement:

The Future Farmers of America has been and will continue to be a nationally recognized youth organization with outstanding leaders. What is the key to our success? Why do many of our FFA members become presidents of student bodies, legislators, business executives, leading farmers, and agriculture teachers? The answer is in that great human quality we call LEADERSHIP.

In concluding, the author would like to use the words of Jerry Tlucek, dairy farmer from Melba, Idaho, who wrote a song "Future Farmers, U.S.A.". Talking about the value of vocational agriculture/FFA he said:

I think that vocational agriculture/FFA is still, in 1985, the greatest thing that has come by in secondary education and I feel badly that there is

a movement underfoot to take funds away because it's not helping a big enough segment of our society. But, if you take agriculture out of it completely, just the Future Farmers of America organization alone is a great training ground for leaders in this country. And I believe that the majority, or the average student, that gets involved in FFA is going to be a leader somewhere in adult life. I just wish more people realized what youth organizations like this mean for the future of our country (Stagg, 1986b, p 13).

As his song goes.....

Future Farmers of America
The dawning of a beautiful day
Leaders of Tomorrow
For whatever may be coming our way
Dreaming the impossible dream
No matter what others may say
What's the Future of America
Future Farmers U.S.A.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the procedures and design used in accomplishing the objectives of the study.

The objectives of the study were:

1. To determine the status of community leaders with regard to age, sex, occupation, educational level, participation in community activities and other demographic data.
2. To determine what factors community leaders consider to have contributed the most to their success.
3. To determine the community leaders degree of participation in vocational agriculture.
4. To ascertain the community leaders perceptions regarding the leadership experiences obtained in vocational agriculture.
5. To compare the level of participation in community activities of vocational agriculture alumni and nonparticipants.

In order to accomplish the objectives of the study, the following procedures were utilized to collect the necessary data. This chapter will be divided into the following

sections; selection of leadership identification methodology, identification of population and sample, development of the instrument, collection of data and analysis of data.

Selection Of Leadership Identification

Methodology

There are a great number of methods to identify (community leaders, yet research points out that regardless of the method selected, the results tend to be the same (Walton, 1966; Preston, 1969)).

As a result of the review of literature, it was decided that a combination of leader identification methods would be used. The positional method was used to identify the leaders who were in positions of authority. Past research studies (D'Antonio, et al.) seemed to indicate that these leaders usually represented nine different sectors of our communities. Consequently, the initial list of leaders resulted from the most widely recognized individuals from each community in the agriculture, business, communication, education, government, industry, professional, religion, and social sectors. These leaders were in turn used as community knowledgeable and asked to identify additional persons whom they considered to be community leaders. This was done to include those opinion leaders who might operate "behind the scenes". The result of this approach was used

to develop the list of community leaders included in the study.

Identification of Population and Sample

The population addressed in this study consisted of the community leaders in selected communities in the state of Oklahoma. Because of the impossibility of identifying all the community leaders in Oklahoma, an appropriate sample was used. Due to the nature of this study, it was felt by the researcher and his committee that a more intensified study of a smaller number of communities was more appropriate than just scratching the surface of a larger number of communities. Therefore, the sample of leaders was obtained through a stratified random sample of communities using intact clusters of leaders. Because of the differences which are normally found between the five districts in Oklahoma, and to make the study more meaningful, a stratified sample by district was used. Six communities with schools containing vocational agriculture departments - five single teacher and one multi-teacher (approximately the state proportion of single vs. multi-teacher departments) were randomly selected from each district. This resulted in a total of 30 communities (the number recommended by the Oklahoma Vocational Agriculture Teachers Association) being included in the study. Using a combination of the positional and reputational leadership identification processes, the leaders of these communities

were then identified and included in the study. A total sample size of 726 individuals was thus obtained. The researcher recognizes that this effort was limited to those community leaders identified as such and that the results are entirely dependent on their responses.

Development of the Instrument

The instrument used to collect the data was a revision of the instrument which evolved from the Western Regional Impact Study. A copy of the instrument and its accompanying cover letters can be found in APPENDIXES A and B. In the formulation and development of the instrument, a thorough review of related literature and instruments which had been used by other researchers was conducted. A study by Ladewid and Thomas (1986) on the "Impact of 4-H" was especially helpful. Educational research books and selected materials on developing questionnaires were studied to determine correct procedures (Gay, 1976).

The instrument was divided into two parts. Part one contained certain demographic data consisting of age, sex, race, educational level, occupational status, community activities, leadership background, and whether or not they had been enrolled in vocational agriculture.

Part two, to be completed by only those who had been enrolled in vocational agriculture, consisted of two sections. The first section dealt with the activities participated in during enrollment. The second section dealt

with the perceptions of the leadership experiences in vocational agriculture/FFA. Perceptions of leaders concerning their vocational agriculture/FFA leadership training experiences were surveyed by 11 items which were rated on a five point continuous scale. The categories were as follows: None, Little, Some, Much and Great.

After the instrument was formulated, additions, deletions and corrections were solicited from the Agricultural Education faculty at Oklahoma State University. Suggested changes were made and the instrument was prepared for field testing.

Pilot Study

A pilot study was conducted in the researcher's home community prior to the beginning of the actual study. The pilot study was conducted in the Puryear, Tennessee community using the same procedures as were to be used in Oklahoma. The persons involved in the pilot study were asked to make comments and suggestions in regards to any needed changes in directions, clarity, or other aspects of the survey. The results of this pilot study were tabulated to see if any changes needed to be made. After analyzing the instrument, more specific directions on how to complete the instrument were added and the data collection process was set into motion.

Collection of Data

Since the researcher was not familiar with each of the communities selected, vocational agriculture instructors were used to provide the list of positional leaders. An introductory letter from the Oklahoma Vocational Agriculture Teachers Association stating the purpose, importance and procedure of this study was sent to the teachers in the randomly selected communities. For their respective communities, they were asked to select the most widely recognized leader in each of the nine identified areas - agriculture, business, communications, education, government, industry, professional, religion, and civic groups. These areas were selected to obtain a representative cross-section of the community and prevent biasing the study with agriculture leaders. After appropriate follow-up, all 30, or 100%, of the vocational agriculture teachers responded. However, some indicated that one or two of the nine areas identified did not pertain to their community. Results of this survey produced the names and addresses of 255 community leaders. These leaders were sent a cover letter describing the project, a questionnaire, and a sheet asking for them to provide a list of not more than ten individuals whom they considered to be the community leaders. After a follow-up postcard and a second mailing, 132 responses were received for a 52% return. After tabulation, 471 additional community leaders who were identified as such by the first round of leaders were

included in the study. Questionnaires were sent and after follow-up, 237 of these individuals returned questionnaires for a 50% return rate. This overall procedure produced a total of 726 community leaders of which 369 responded for an overall response rate of 51%. A random telephone follow-up of 10% of the non-respondents was conducted. The appropriate statistical tests revealed no significant differences from the previous groups who responded.

Analysis of Data

Because of the large number of respondents and the statistical data which were required in the analysis, the information received from the data collection instrument was entered into the Statistical Analysis System (SAS) program.

Descriptive statistics were used to analyze specific demographic data. Values were calculated for the appropriate statistic as follows.

The demographic portions of the instrument dealt with nominal data, therefore frequencies and percentages were utilized. In order to determine specific trends in vocational agriculture/FFA participation, a further breakdown of enrollment by age, sex, ethnic origin, educational level and occupation was conducted. Two-way Chi Square statistical analyses were used on each category to determine if differences were statistically significant. An alpha level of 0.05 was selected as the significance level. Where overall significance was observed and more

than 2 levels were present, Ryan's Procedure was used to determine which groups differed from others. Ryan's procedure allows for all pairwise comparisons between proportions within a 2x2 table.

All respondents were queried about their participation in community groups during the past two years. Eight groups were identified: (1) civic, luncheon, and service clubs, (2) chamber of commerce, (3) community affairs organization, (4) school organizations, (5) political organizations, (6) church groups, (7) agricultural groups, and (8) educational groups. Figures were constructed to compare the level of involvement in community activities of vocational agriculture participants and non-participants. These groups were compared as to the percentages who reported membership, committee membership, officer involvement in each of the eight groups. These groups were analyzed for significant differences by using Chi Square with an alpha level of 0.05.

Scales were constructed to measure the number of organizations and groups to which the community leaders belonged (scope) and their levels of participation (intensity). For each group, respondents were given, respectively, a score of one if they were a member, a score of two if they were a committee member, and a score of four if they were an officer. These scores, based upon the previous research of Ladewid and Thomas (1986), were selected to put more emphasis on committee membership and officer involvement. These values were then summed to

produce a range of odd-numbered scores from 0 (no participation) to 7 (a member who served as a committee member and an officer). An overall community leadership score was then calculated by adding the individual group scores. This produced a scale of possible values ranging from 0 to 56.

After each scale was constructed, its reliability was tested by Cronbach's alpha (1951). This reliability procedure measured the internal consistency of scale items.

The perceptions obtained from the community leaders about the factors contributing to their leadership skills and their vocational agriculture/FFA leadership experiences were measured on a five point continuous scale. The scale was designed so that the perceptions could be rated on a scale of one to five; one signifying no influence and five indicating great influence.

A scheme was developed for interpreting response categories as follows:

Response Category	Scale	Range Limits
Great	5	4.50 - 5.00
Much	4	3.50 - 4.49
Some	3	2.50 - 3.49
Little	2	1.50 - 2.49
None	1	1.00 - 1.49

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present data which was collected to determine the impact vocational agriculture programs have had on community leadership. As was outlined in the preceding chapters, data was gathered to accomplish the objectives. The results of this research effort can best be reported by breaking this chapter in five sections - one section for each objective.

The Population

The population identified for this study included a total of 726 community leaders from 30 communities in Oklahoma. The first round of the survey, which consisted of the most widely recognized leaders in each of the nine institutional areas, consisted of 255 persons. Of these, 132 (52%) individuals responded by completing the questionnaire and providing a list of 471 additional community leaders. Of these additional 471 reputational leaders, 237 (50%) responded. This overall procedure produced 726 community leaders, of which 369 responded for an overall response rate of 51%. Therefore, all of the

data reported are based on a total sample size of 369. For the most part, the respondents lived up to their leader label and provided completed, usable responses to the questionnaire. Failure to answer particular questions will be reported as such in the presentation of results.

Findings of the Study

Objective One The first objective was to determine the status of community leaders with regard to age, sex, occupation, educational level, participation in community activities and other demographic data.

Age. The mean age of those leaders who responded was 46.6 years. The range of ages fell between 24 and 79 with a standard deviation of 11.5 years. The age which occurred most often was 38 while the median age was 44. For purposes of presentation, the ages reported have been broken down into categories which are presented in TABLE I. It is significant to note that 35 percent of the respondents fell into the 40-49 age range and that the breakdown of ages reveals a curve approximating a normal bell curve.

TABLE I
DISTRIBUTION OF RESPONDING COMMUNITY
LEADERS BY AGE

Years	Frequency (N=369)	Percentage (%)
24 - 29	22	6.0
30 - 39	84	22.8
40 - 49	129	35.0
50 - 59	72	19.6
60 - 69	50	13.6
70 - 79	12	3.3

Sex. TABLE II reveals that three hundred twenty-seven or 89% of the community leaders were male and 42 or 11% were female. This would seem to indicate that the leadership roles in the communities surveyed are still dominated primarily by males.

TABLE II
SEX OF RESPONDING COMMUNITY LEADERS

Sex	Frequency (N=369)	Percentage (%)
Male	327	88.6
Female	42	11.4

Ethnic Origin. As pointed out in TABLE III all but seven of the leaders (98%) were white. Seven (1.9%) American Indians and only one (.3%) black were identified as community leaders.

TABLE III
ETHNIC ORIGIN OF RESPONDING COMMUNITY LEADERS

Ethnic Origin	Frequency (N=369)	Percentage (%)
Black	1	0.3
White	361	97.8
American Indian	7	1.9

Educational Level. The level of education was indicated in years according to the highest grade, year, or degree completed. As reported in TABLE IV, the greatest number of respondents, 129 (35%), had received a Bachelor's degree as their highest level of education. The second highest number, 71 (19.2%), reported the 12th grade as the highest level obtained. Twenty-four (6.5%) had received their Master's degree while 49 (13.3%) had gone beyond the Master's. A significant number, 21 (5.7%), had received their Doctorate or equivalent. Sixty-eight (18.5%) reported that they had attended college but had either dropped out or not obtained a degree. Only 7 community leaders failed to finish high

school. It is important to point out that 221 (60%) of the leaders had obtained at least one degree from college while 68 (19%) attended college but did not receive a degree.

TABLE IV
HIGHEST LEVEL OF EDUCATION COMPLETED BY
RESPONDING COMMUNITY LEADERS

Level of Education	Frequency (N=369)	Percentage (%)
<u>High School</u>		
8	2	0.5
9	1	0.3
10	3	0.8
11	1	0.3
12	71	19.2
<u>College</u>		
FR	13	3.5
SO	35	9.5
JR	12	3.3
SR	8	2.2
BS	129	35.0
MS	24	6.5
MS+	49	13.3
DR	21	5.7

Occupational Status. Inspection of data in TABLE V reveals that the most prevalent occupational status was the Business area with 102 leaders responding (28%). This area was followed by Agriculture (17%), Education (14%), Professional (10%), Government (10%), Retired (8%), Religion (4%), Industry (4%), Communications (3%), and Unemployment or other (2%). Even though only 17% of the community leaders reported being full-time employed in agriculture, it is interesting to note that, according to TABLE VI, 43% of all leaders responded yes when asked if they pursued agricultural interests in addition to their regular line of work.

Participation in Community Activities. TABLE VII contains the degree of participation, within the last two years, of all the community leaders in eight different community groups or organizations. In order to determine the intensity of participation, this table is broken down into three categories; participant or member, committee member and officer. Participation was relatively high in all organizations. In the participant or member category, church groups (82%) had the highest percentage of leaders participating. This group was followed, in order, by Civic, luncheon or service clubs (73%), Chamber of Commerce (58%), Community Affairs Organizations (57%), Agricultural groups (43%), Educational groups (42%), School organizations (35%), and Political groups (30%).

Civic, luncheon or service clubs (57%) had the highest percentage of leaders who served as committee members. Next,

TABLE V
CURRENT OCCUPATIONAL STATUS OF
RESPONDING COMMUNITY LEADERS

Occupation	Frequency (N=369)	Percentage (%)
Business	106	28.7
Agriculture	63	17.1
Education	50	13.6
Professional	37	10.0
Government	35	9.5
Retired	31	8.4
Religion	14	3.8
Industry	13	3.5
Communications	12	3.3
Other	7	1.9
Unemployed	1	.3

TABLE VI
AGRICULTURAL INTERESTS OF RESPONDING
COMMUNITY LEADERS

Agricultural Interests	Frequency (N=369)	Percentage (%)
Yes	157	42.5
No	198	53.7
No response	14	3.8

in order, were Church groups (49%), Chamber of Commerce (40%), Community Affairs Organizations (39%), Agricultural groups (23%), School organizations (19%), Educational groups (18%) and Political groups (16%).

In the officer category, the ranks were the same as those of committee members except community affairs organization moved ahead of Chamber of Commerce.

Overall, the percentages of respondents reporting serving as committee members and officers indicate that large proportions of respondents who were members were highly involved in these activities and organizations. For example, by dividing the percentage of leaders who served as committee members and officers in civic activities, respectively, it is easily discerned that 78% of the membership served as committee members and 58 percent were officers. Percentages are fairly comparable for each of the eight groups or organizations.

Objective 2 The second objective was to determine what factors community leaders consider to have contributed the most to their success. All of the leaders were questioned about their perception of how a list of factors had contributed to their success as a community leader. They were asked to rate each factor on a five point continuous scale by checking none, little, some, much, or great. If they were not involved in a particular factor, they were instructed to check none. Because of this fact, the results from this section cannot, and must not, be used in and of

themselves to evaluate the influence that one particular factor, such as vocational agriculture/FFA, had on those individuals involved. This evaluation will be made as part of the data presented later. This section was intended to give an overall rating, involving all leaders, as to the impact each of the factors had on community leader success. Obviously not all leaders participated in each of the factors which affects the results.

TABLE VIII was constructed to present the results for this objective. The highest rated factor, with a mean rating of 3.78, was "Learned from Other Individuals". The second rated factor was "High School" with a 3.51 rating. Overall, these are the only two factors to fall into the "much" influence category. Four factors were rated in the overall "some" influence category. These were College (3.34), Self Taught (3.29), Professional Organizations (3.08) and Vocational Agriculture (2.52). The other five factors were overall rated as having "little" influence in contributing to community leadership success. In order, they were "Other Youth Organizations" (2.10), "4-H Club" (2.08), "Military" (2.05), "Other" (1.55) and "Vocational-Technical School" (1.50). The most often mentioned "Other Youth Organizations" were Athletics and Church Youth groups. The most often "Other" factors mentioned were Church and Job.

A focus on Vocational Agriculture as a contributing factor to community leader success in TABLE VIII revealed that 63 (17%) leaders indicated that it had a great impact

TABLE VII

EXTENT OF PARTICIPATION IN SELECTED ACTIVITIES BY RESPONDING COMMUNITY LEADERS

Activity	Participant or Member		Committee Member		Officer	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Civic, Luncheon, Service Clubs	271	73.4	209	56.6	157	42.5
Chamber of Commerce	213	57.5	148	40.1	91	24.7
Community Affairs Organization	210	56.9	142	38.7	99	26.8
School Organizations	128	34.7	69	18.7	62	16.8
Political Organizations	111	30.1	58	15.7	56	15.2
Church Groups	303	82.1	181	49.1	155	42.0
Agricultural Groups	157	42.5	84	22.8	66	17.9
Educational Groups	156	42.3	65	17.6	52	14.1

TABLE VIII
 RESPONDENTS RATINGS OF FACTORS CONTRIBUTING TO THEIR
 SUCCESS AS COMMUNITY LEADERS

Factor	No Answer	Distribution by Extent of Contribution					Mean	Std. Dev.	Category
		(1) None	(2) Little	(3) Some	(4) Much	(5) Great			
Learned from Other Individuals	10	19 5.3%	2 0.6%	88 24.5%	179 49.9%	71 19.8%	3.78	0.94	Much
High School	10	28 7.87%	17 4.7%	117 32.6%	138 38.4%	59 16.4%	3.51	1.07	Much
College	8	80 22.2%	11 3.0%	68 18.8%	112 31.0%	90 24.9%	3.34	1.45	Some
Self-Taught	16	52 14.7%	13 3.7	121 34.3%	116 32.9%	51 14.4%	3.29	1.21	Some
Professional Organizations	7	69 19.1%	34 9.4%	113 31.2%	90 24.9%	56 15.5%	3.08	1.31	Some
Vocational Agriculture/FFA	6	170 46.8%	20 5.5%	52 14.3%	58 16.0%	63 17.4%	2.52	1.60	Some
Other Youth Organizations	32	185 54.9%	21 6.2%	62 18.4%	49 14.5%	20 5.9%	2.10	1.36	Little

TABLE VIII (Continued)

Factor	No Answer	Distribution by Extent of Contribution					Mean	Std. Dev.	Category
		(1) None	(2) Little	(3) Some	(4) Much	(5) Great			
4-H Club	12	193 54.1%	34 9.5%	62 17.4%	44 12.3%	24 6.7%	2.08	1.35	Little
Military	14	218 61.4%	11 3.1%	53 14.9%	38 10.7%	35 9.9%	2.05	1.44	Little
Other	15	293 82.8%	3 .8%	13 3.7%	14 4.0%	31 8.8%	1.55	1.27	Little
Vocational- Technical School	17	272 77.3%	21 6.0%	31 8.8%	18 5.1%	10 2.8%	1.50	1.04	Little

and 58 (16%) indicated that it had much impact. It was interesting to note that in scanning the questionnaire, 42 (20%) of the leaders who were not themselves enrolled in vocational agriculture indicated that it had contributed to their success as a leader. Several leaders denoted that participating in the local chapter activities as adults had been of help to them. Activities such as judging chapter contests, serving on advisory boards, or community involvement were mentioned as specific benefits.

Objective 3 One of the main objectives of this study was to determine the number of community leaders who had participated in vocational agriculture. The results of this determination are given in TABLE IX. One hundred sixty-two (44%) of the community leaders responding indicated that they had been enrolled in vocational agriculture while 207 (56%) indicated that they had not been enrolled.

TABLE IX
NUMBER OF RESPONDING COMMUNITY LEADERS WHO WERE
ENROLLED IN VOCATIONAL AGRICULTURE

Enrollment	Frequency (N=369)	Percentage (%)
Were Enrolled	162	43.9
Were Not Enrolled	207	56.1

In order to determine specific trends in vocational agriculture/FFA participation, a further breakdown of enrollment by age, sex, ethnic origin, educational level, and occupation was needed. Two-way Chi Square statistical analyses were used on each category to determine if differences were statistically significant. An alpha level of .05 was selected as the significance level before the analyses were performed. Where overall significance was observed and more than 2 levels were present, Ryan's procedure was used to determine which groups differed from others. The tables of these Ryan's procedures are listed in Appendix C.

An overview of these tables reveals a statistically significant difference in the age, sex, and occupation areas. TABLE X reveals that there is an overall association between enrollment in vocational agriculture and age groups among community leaders. To perform Ryan's procedure and determine where specific differences are, the 60-69 and 70-79 age groups were combined because this procedure requires frequencies in all cells to be 2 or greater. This procedure shows that the only statistically significant difference comes from the 60-79 age group which differs from all the other age groups except the 50-59 group.

TABLE X
 COMPARISON OF RESPONDING COMMUNITY LEADERS BY
 VOCATIONAL AGRICULTURE ENROLLMENT AND AGE

Years	Vo-Ag Participants		Non-Participants		Total	
	N	%	N	%	N	%
24 - 29	15	4.1	7	1.9	22	6.0
30 - 39	41	11.1	43	11.6	84	22.8
40 - 49	65	17.6	64	13.4	129	34.9
50 - 59	29	7.9	43	11.6	72	19.5
60 - 69	11	3.0	39	10.6	50	13.5
70 - 79	1	0.3	11	3.0	12	3.2
Total	162	43.9	207	56.1	369	100.0

CHI SQ - 24.58

df - 5

p < 0.001

The vocational agriculture participation and sex breakdown in TABLE XI reveals that none of the females surveyed were enrolled. With the females excluded, 49% of the males were enrolled. The Chi Square test showed that there was an overall association between enrollment in vocational agriculture and sex with males having statistically higher enrollment than females.

TABLE XI
COMPARISON OF RESPONDING COMMUNITY LEADERS BY
VOCATIONAL AGRICULTURE ENROLLMENT AND SEX

Years	Vo-Ag Participants		Non-Participants		Total	
	N	%	N	%	N	%
Male	162	43.9	165	44.7	327	88.6
Female	0	0.0	42	11.4	42	11.4
Total	162	43.9	207	56.1	369	100.0

CHI SQ - 37.09

df - 1

p < 0.001

There were no statistically significant differences found in the ethnic origin or educational level breakdowns as pointed out in TABLES XII and XIII. While no significant differences were found, it is interesting to note that just as many community leaders who were vocational agriculture participants (66) received their Bachelor's degree as non-participants (63).

TABLE XII
 COMPARISON OF RESPONDING COMMUNITY LEADERS BY
 VOCATIONAL AGRICULTURE ENROLLMENT
 AND ETHNIC ORIGIN

Ethnic Origin	Vo-Ag Participants		Non-Participants		Total	
	N	%	N	%	N	%
White	158	42.8	203	55.0	361	97.8
American Indian	4	1.1	3	0.8	7	1.9
Black	0	0.0	1	0.3	1	0.3
Total	162	43.9	207	56.1	369	100.0

CHI SQ - 1.28
 df - 2
 p = 0.526

Note: This analysis may not be appropriate due to the fact that all expected frequencies are not greater than 2.

TABLE XIII
COMPARISON OF RESPONDING COMMUNITY LEADERS BY
VOCATIONAL AGRICULTURE ENROLLMENT
AND EDUCATION LEVEL

Education Level	Vo-Ag Participants		Non-Participants		Total	
	N	%	N	%	N	%
Grades 8-12	27	7.3	51	13.8	78	21.1
Enrolled in but did not Finish College	32	8.7	36	9.7	68	18.4
B.S. Degree	66	17.9	63	17.1	129	35.0
B.S. Degree +	37	10.0	57	15.5	94	25.5
Total	162	43.9	207	56.1	369	100.0

CHI SQ - 6.55
df - 3
p = 0.088

TABLE XIV gives a breakdown of vocational agriculture participation by the occupations listed. There is an overall association between enrollment in vocational agriculture and occupational status among community leaders. However, Ryan's procedure revealed that the only statistically significant difference comes from the agriculture group which differs significantly from the Industry, Government, Business, Retired, and Professional groups. Communications, other and unemployed groups were not used in the analysis because of the low frequencies

TABLE XIV
 COMPARISON OF RESPONDING COMMUNITY LEADERS BY
 VOCATIONAL AGRICULTURE ENROLLMENT
 AND OCCUPATION

Education Level	Vo-Ag Participants		Non-Participants		Total	
	N	%	N	%	N	%
Agriculture	49	13.3	14	3.8	63	17.1
Business	43	11.7	63	17.1	106	28.7
Communication	1	0.3	11	3.0	12	3.3
Education	24	6.5	26	7.1	50	13.6
Government	15	4.1	20	5.4	35	9.5
Industry	6	1.6	7	1.9	13	3.5
Professional	9	2.4	28	7.6	37	10.0
Religion	7	1.9	7	1.9	14	3.8
Retired	8	2.2	23	6.2	31	8.4
Unemployed	0	0.0	7	1.9	7	1.9
Total	162	43.9	207	56.1	369	100.0

CHI SQ - 52.7
 df - 10
 p < 0.001

observed. The percentage of vocational agriculture participants was higher among those employed in full-time agriculture than the other groups. Forty-nine of the 63 (78%) individuals in the agriculture group were enrolled in vocational agriculture. Percentages of the other groups who were enrolled were as follows: Religion (50%), Education (48%), Industry (46%), Government (43%), Business (41%),

Retired (26%), Professional (24%), Communications (9%) and Unemployed and other (0%).

Of those that were enrolled in vocational agriculture, TABLE XV points out that 57% of the community leaders were presently residing in the same community in which they had been enrolled in vo-ag. Forty-three percent indicated that they had been enrolled in another community.

TABLE XV
ENROLLMENT OF RESPONDING COMMUNITY LEADERS IN
VOCATIONAL AGRICULTURE BY RESIDENCY

	Frequency (N=162)	Percentage
Enrolled in present community	93	57.4
Not enrolled in present community	69	42.6

TABLE XVI shows that 114 (70%) of those enrolled had completed four years of Vocational Agriculture courses. Among the others enrolled, 20 (12%) completed three years, 15 (9%) completed two years and 13 (8%) completed one year or less.

TABLE XVI
YEARS OF VOCATIONAL AGRICULTURE COMPLETED
BY RESPONDING COMMUNITY LEADERS

Number of Years	Frequency (N=162)	Percentage
One	13	8.0
Two	15	9.3
Three	20	12.3
Four	114	70.4

FFA membership is reported in TABLE XVII. A majority, 108 (67%), were four year members of the FFA. Twenty (12%) were members for three years, 17 (11%) were members for two years, and 12 (7%) were members for one year or less. Five leaders (3%) indicated they were members for more than four years, which is possible for those wishing to obtain higher degrees or awards.

TABLE XVII
YEARS OF FFA MEMBERSHIP OF RESPONDING
COMMUNITY LEADERS

Years	Frequency (N=162)	Percentage
Less than one	2	1.2
One	10	6.2
Two	17	10.5
Three	20	12.3
Four	108	66.7
Other	5	3.1

Supervised experience programs, tabulated in TABLE XVIII, were conducted for all four years by 62 leaders (38%) and not at all by 34 (21%). These categories were followed by; 16 (10%) with three years, 14 (9%) with 1 year, 14 (9%) with 2 years, 9 (4%) answered "other" and 13 (5%) did not respond.

TABLE XVIII
YEARS OF INVOLVEMENT IN SUPERVISED OCCUPATIONAL
EXPERIENCE PROGRAMS OF RESPONDING
COMMUNITY LEADERS

Years	Frequency (N=162)	Percentage
Less than one	34	21.0
One	14	8.6
Two	14	8.6
Three	16	9.9
Four	62	38.3
Other	9	3.7
No response	13	4.9

Degrees received by responding community leaders are reported in TABLE XIX. The greatest number 73 (47%) received the Chapter Farmer degree as the highest degree and 47 (29%) received the State Farmer degree. Thirty four (21%) received only the Greenhand degree and 5 (3%) received the American Farmer degree.

TABLE XIX
HIGHEST FFA DEGREE ATTAINED BY RESPONDING
COMMUNITY LEADERS

Degree	Frequency (N=162)	Percentage
Greenhand	34	21.0
Chapter Farmer	76	46.9
State Farmer	47	29.0
American Farmer	5	3.1

A look at the offices held, TABLE XX, reveals that a great majority, 114 (71%), of the community leaders responding had held a chapter office and six (4%) had served as a state officer. Forty-one (25%) did not hold an office of the FFA.

TABLE XX
HIGHEST LEVEL OF FFA OFFICE HELD BY RESPONDING
COMMUNITY LEADERS

Level of Office	Frequency (N=162)	Percentage
Did not hold office	41	25.3
Chapter office	115	71.0
State office	6	3.7

Vocational agriculture/FFA activity participation is reported in TABLE XXI. Judging Contests (84%), Fairs and Shows (82%) and Chapter Banquet (77%) were the most common activities. More than half the members had participated in Committee Work (59%) Parliamentary Procedure (58%) State Convention (54%) and Community Service Activities (53%). Other activities and their percentage of community leaders enrolled who participated are; Public Speaking (49%), Proficiency Awards (43%), Creed Speaking (38%), National Convention (19%), Leadership Camp (12%), BOAC Projects (7%), Food for America program (3%), Sophomore Motivational Conference (3%) and Washington Leadership Conference (1%). Although this table gives a breakdown of the number of people who had participated in each of these activities, it cannot be inferred at this point the value which each of these activities contributed to those individuals participating.

Objective 4 The fourth objective was to ascertain the community leaders' perceptions regarding leadership experiences obtained in vocational agriculture. The leaders were asked to respond on a five point continuous scale (ranging from none to great) to a series of 11 statements about the leadership experiences obtained in vocational agriculture/FFA. The results of these responses are presented in TABLE XXII. Eight of the statements were rated in the "much" category range. "Taught You how to Participate in and Conduct Meetings" had the

TABLE XXI

PARTICIPATION IN VOCATIONAL AGRICULTURE/FFA ACTIVITIES
BY RESPONDING COMMUNITY LEADERS

Activity	Frequency	Percentage
Creed speaking	91	37.7
Public speaking	80	49.3
Parliamentary procedure	95	58.6
Committee work	97	59.9
Community service activities	87	53.7
Leadership camp	20	12.3
State convention	88	54.3
National convention	30	18.5
Washington leadership conference	2	1.2
Chapter banquet	124	76.5
Judging contests	136	84.0
BOAC projects	12	7.4
Food for America program	5	3.1
Fairs and shows	133	82.1
Sophomore motivation conference	4	2.5
Proficiency Awards	69	42.6

TABLE XXII

RATINGS OF EXTENT TO WHICH VOCATIONAL AGRICULTURE/FFA ACTIVITIES
CONTRIBUTED TO RESPONDENTS' LEADERSHIP DEVELOPMENT

Leadership Training Experiences in VO-AG/FFA	Distribution by Extent of Contribution					Mean	Std. Dev.	Category
	(1) None	(2) Little	(3) Some	(4) Much	(5) Great			
Taught how to participate in and conduct meetings	6 3.7%	5 3.1%	39 24.1%	56 34.6%	56 34.6%	3.93	1.02	Much
Have been of value in your career	9 5.6%	12 7.4%	30 18.5%	47 29.0%	64 39.5%	3.90	1.17	Much
Helped you in developing leadership skills	8 4.9%	9 5.6%	41 25.3%	63 38.9%	41 25.3%	3.74	1.05	Much
Prepared you for assuming leadership roles	8 4.9%	11 6.8	50 30.9%	57 35.2%	36 22.2%	3.63	1.06	Much
Help you in your present occupation	14 8.6%	16 9.9%	38 23.5%	43 26.5%	51 31.5%	3.62	1.26	Much
Gave you the opportunity to lead others	11 46.8%	14 5.5%	40 14.3%	60 16.0%	37 17.4%	3.60	1.13	Much

TABLE XXII (Continued)

Leadership Training Experiences in VO-AG/FFA	Distribution by Extent of Contribution					Mean	Std. Dev.	Category
	(1) None	(2) Little	(3) Some	(4) Much	(5) Great			
Helped you become a more effective community leader	8 4.9%	12 7.4%	51 31.5%	60 37.0%	31 19.1%	3.58	1.04	Much
Influenced you to participate in community activities	9 5.6%	16 9.9%	50 30.9%	58 35.8%	29 17.9%	3.51	1.07	Much
Influenced your decision to become a leader	12 7.4%	21 13.0%	46 28.4%	49 30.2%	34 21.0%	3.44	1.17	Some
Involved you in planning club activities	10 6.2%	18 11.1%	56 34.6%	54 33.3%	24 14.8%	3.40	1.07	Some
Helped you in obtaining a job	30 18.5%	19 11.7%	46 28.4%	29 17.9%	38 23.5%	3.16	1.40	Some

highest mean rating (3.93) and was followed closely by "Have Been of Value in Your Career" (3.90). The other statements rated in the much influence category were "Helped You in Developing Leadership Skills" (3.74), "Prepared You for Assuming Leadership Roles" (3.63), "Help You in Your Present Occupation" (3.62), "Gave You the Opportunity to Lead Others" (3.60), "Helped You Become a More Effective Community Leader" (3.58), and "Influenced You to Participate in Community Activities" (3.51). The statements with a mean rating in the "some" category were; "Influenced Your Decision to Become a Leader" (3.44), "Involved You in Planning Activities" (3.40), and "Helped You in Obtaining a Job" (3.16).

Objective Five The fifth objective was to compare the level of involvement in community activities of vocational agriculture participants and nonparticipants.

For each activity or organization - civic organizations, chamber of commerce, community affairs, school organizations, political groups, church groups, agricultural groups and educational groups - respondents reported whether they were participants or members, committee members, and/or officers. Figures 1-8 present comparisons of levels of intensity of involvement by both vocational agriculture participants and non-participants. These groups were analyzed for significant differences by using Chi Square with an alpha level of .05. Values for

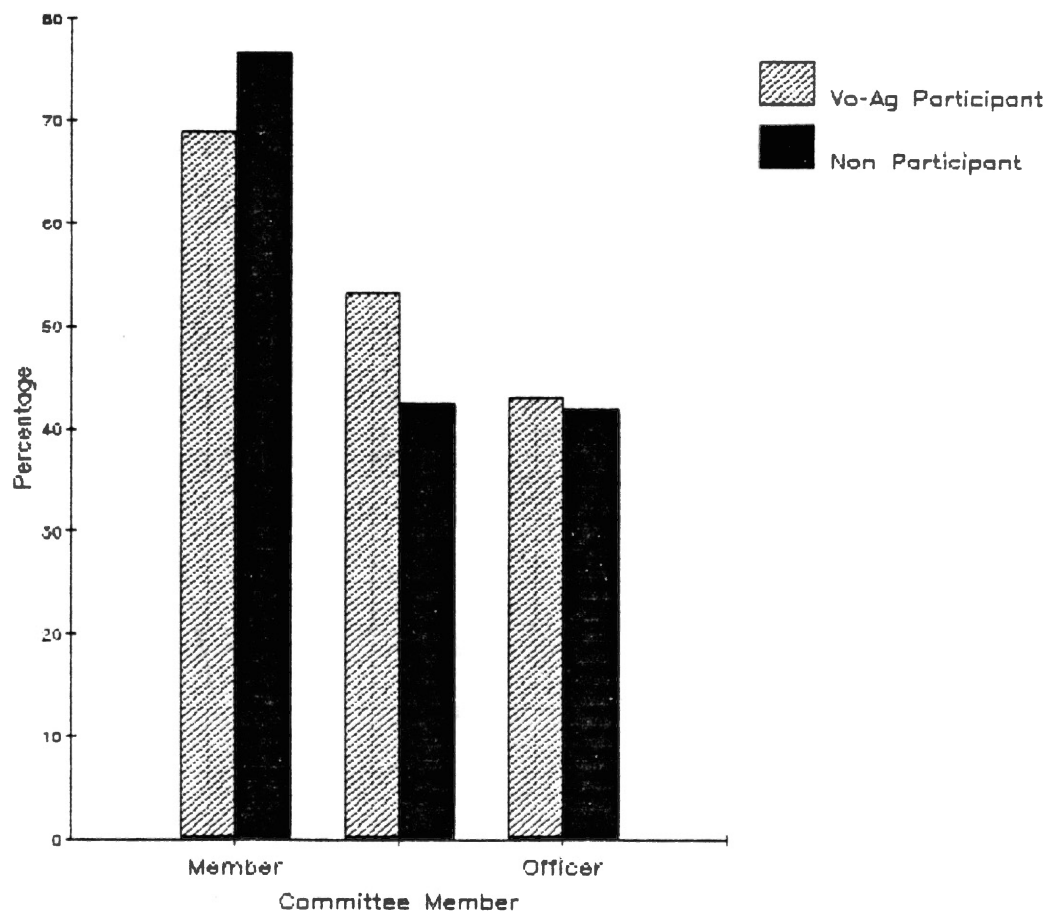


Figure 1. Distribution of Respondent Involvement in Civic Activities by Vo-Ag Participation

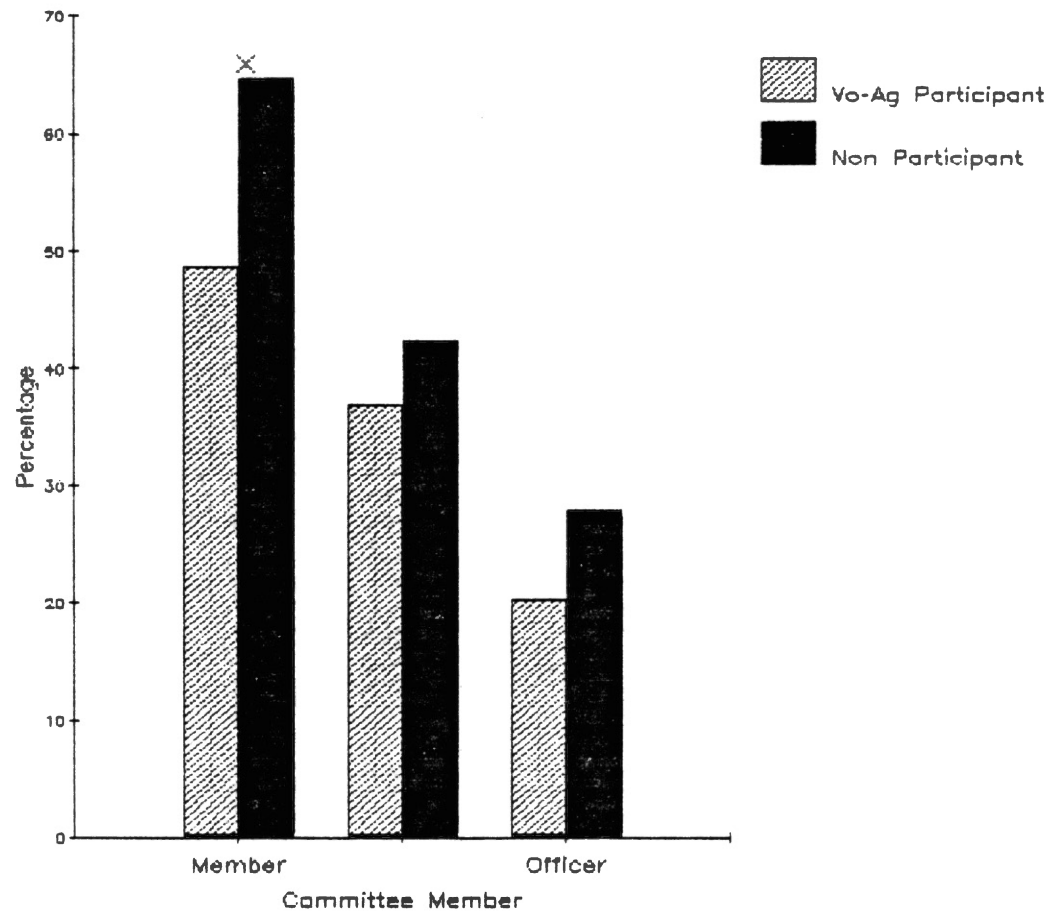


Figure 2. Distribution of Respondent Involvement in Chamber of Commerce Activities by Vo-Ag Participation

x Significant difference among groups at $\alpha = 0.05$

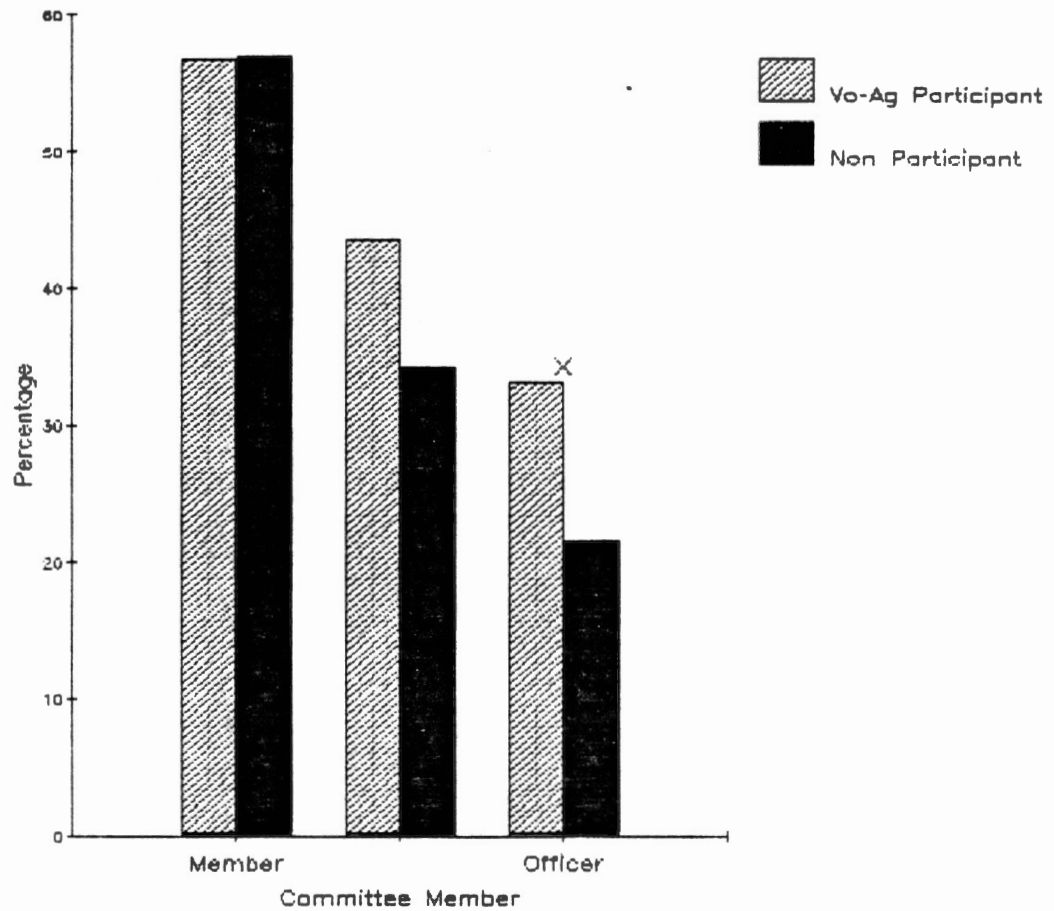


Figure 3. Distribution of Respondent Involvement in Community Affairs Organization Activities by Vo-Ag Participation

x Significant difference among groups at $\alpha = 0.05$

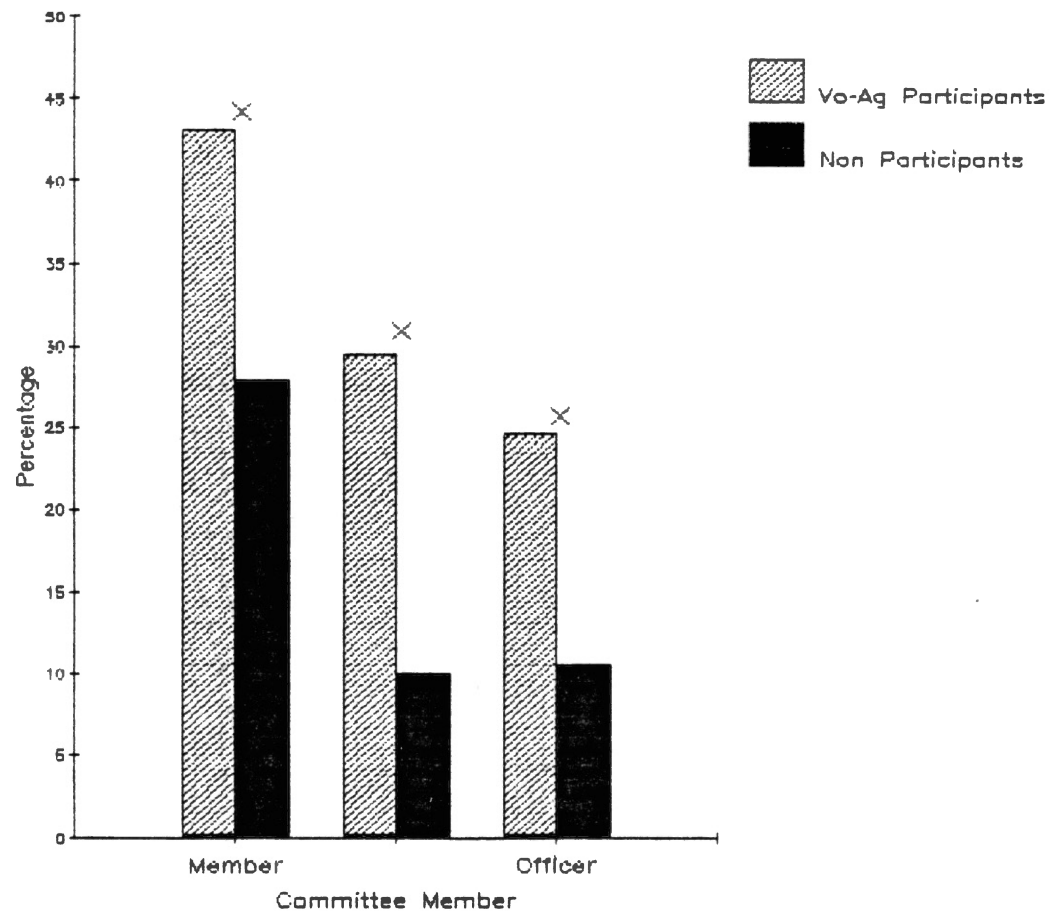


Figure 4. Distribution of Respondent Involvement in School Organization Activities by Vo-Ag Participation

x Significant difference among groups at $\alpha = 0.05$

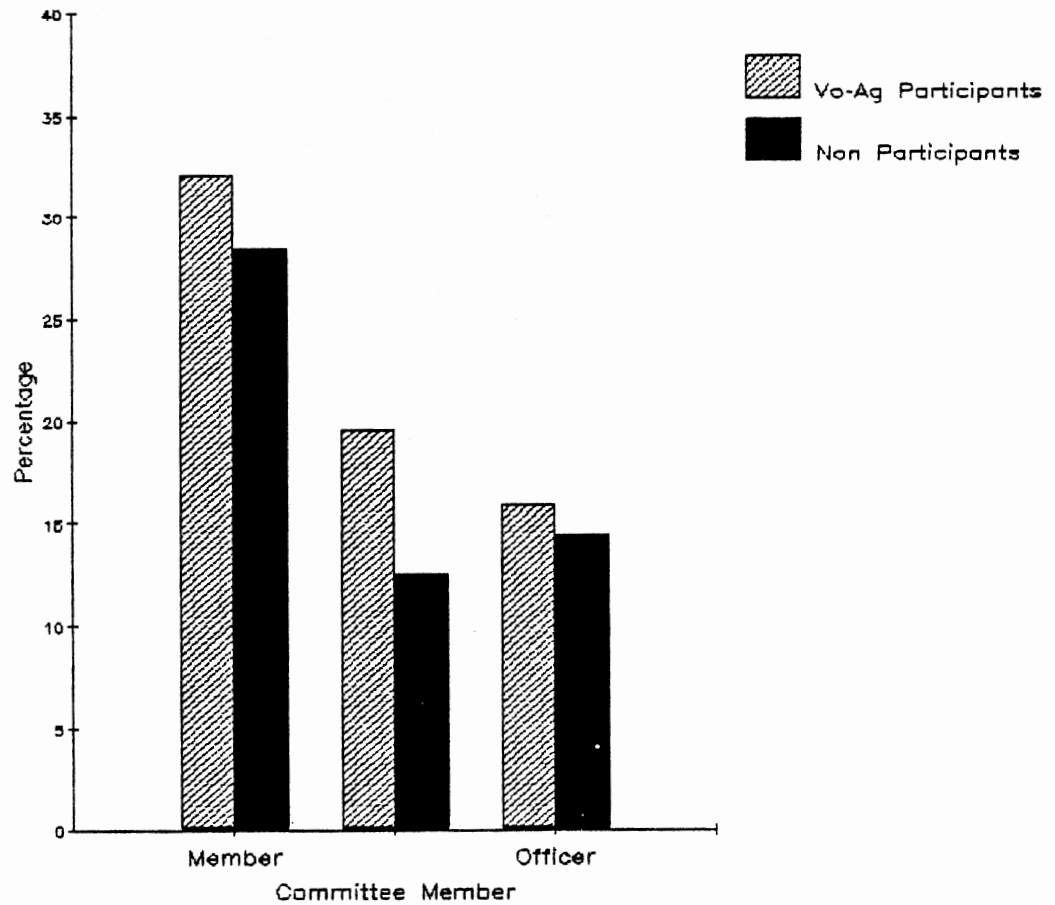


Figure 5. Distribution of Respondent Involvement in Political Group Activities by Vo-Ag Participation

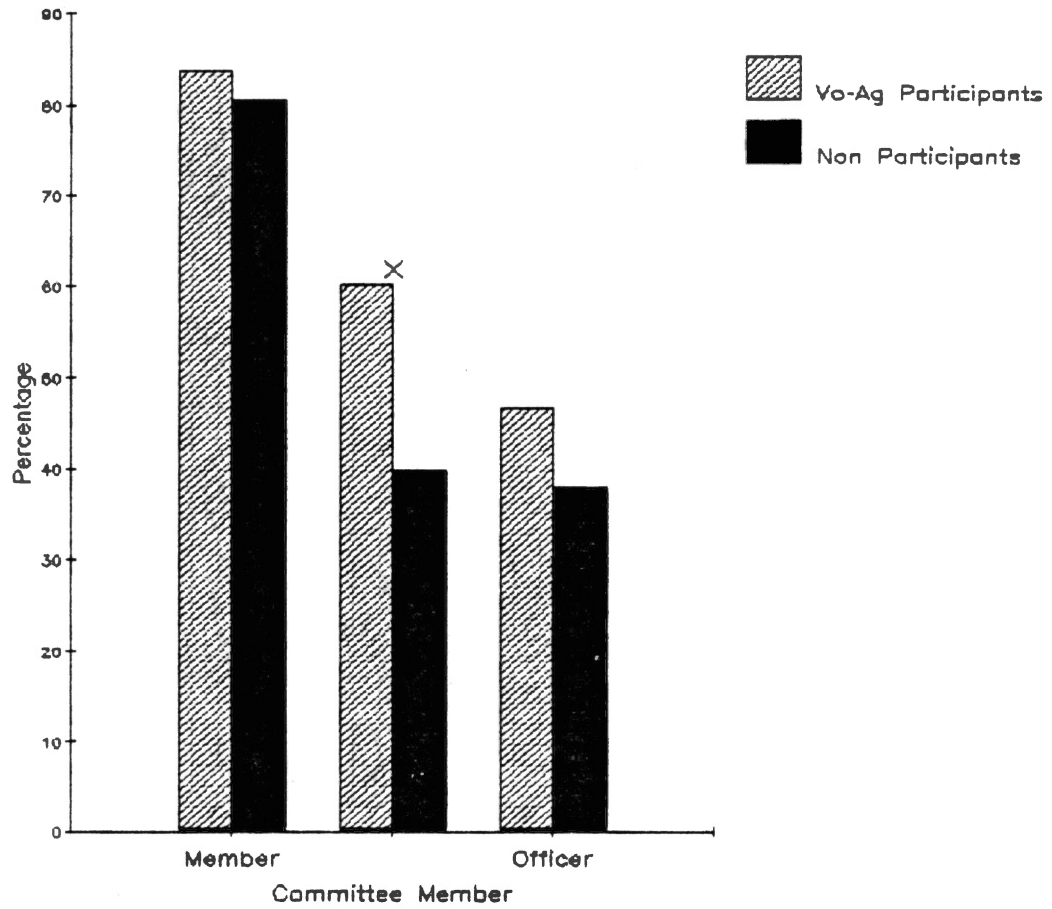


Figure 6. Distribution of Respondent Involvement in Church Group Activities by Vo-Ag Participation

x Significant difference among groups at $\alpha = 0.05$

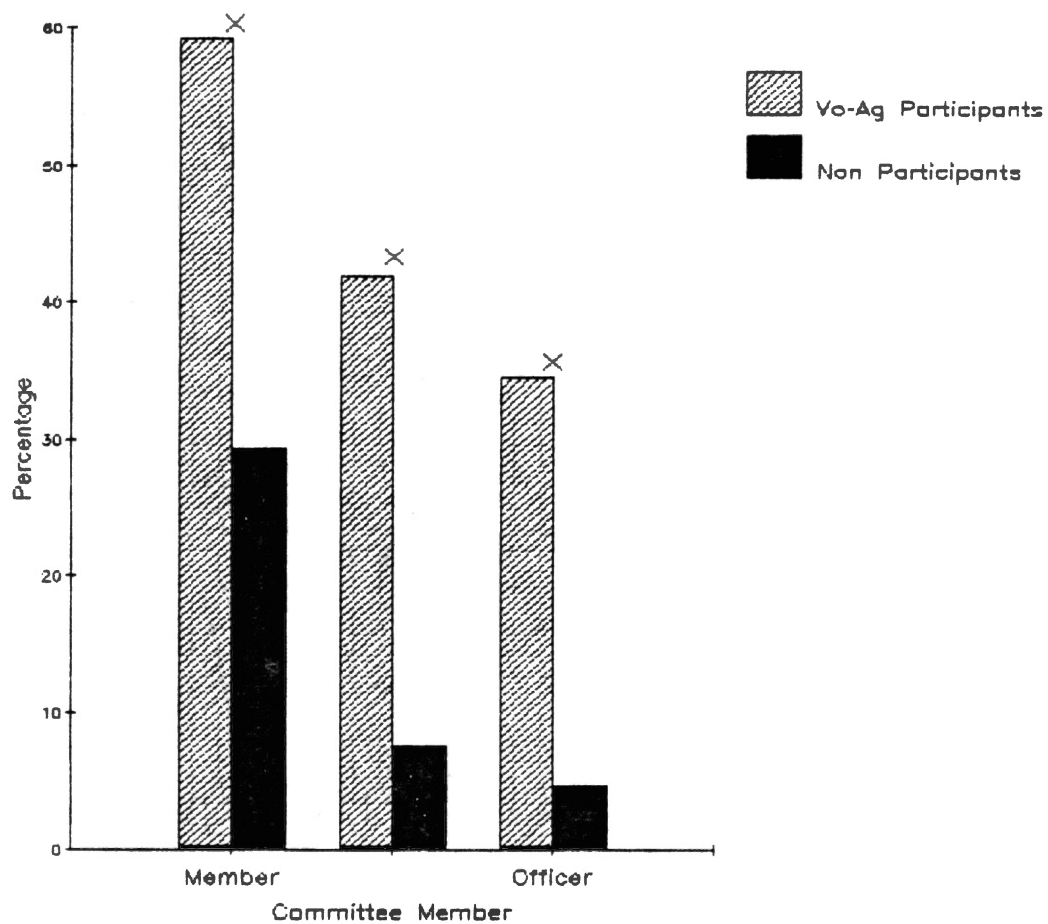


Figure 7. Distribution of Respondent Involvement in Agriculture Group Activities by Vo-Ag Participation

x Significant difference among groups at $\alpha = 0.05$

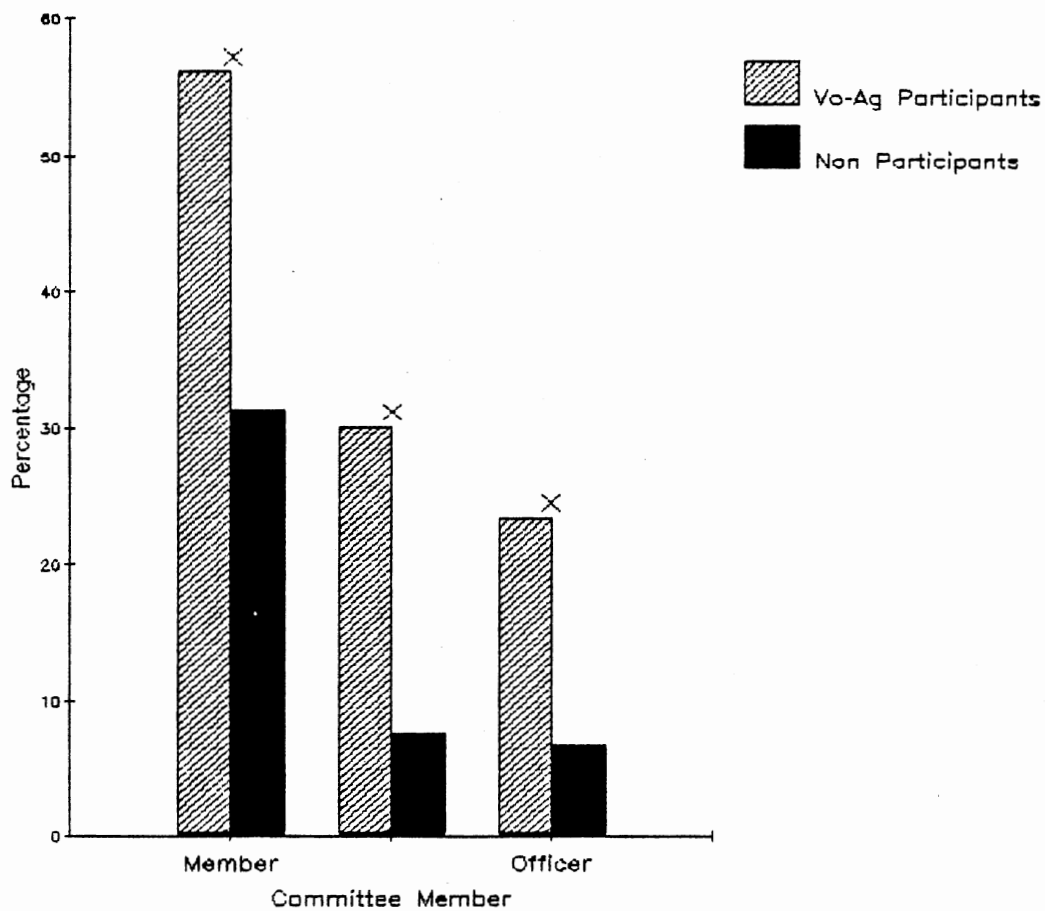


Figure 8. Distribution of Respondent Involvement in Educational Group Activities by Vo-Ag Participation

x Significant difference among groups at $\alpha = 0.05$

significant differences for these variables are recorded in Appendix D.

Participation or Membership: Generally, vocational agriculture participants were found to have higher percentages of membership in the eight community activities listed. The only groups in which vocational agriculture non-participants had a higher percentage of membership were civic organizations and the chamber of commerce. Activities in which vocational agriculture participants had a statistically significant higher percentage of membership were school organizations, agricultural groups, and educational groups. Those leaders not enrolled in vocational agriculture showed a significantly higher percentage of membership in the chamber of commerce.

Committee Membership: A higher percentage of vocational agriculture enrollees served as committee members in each of the activities except chamber of commerce. Activities in which vocational agriculture participants had a statistically significant higher percentage of committee membership were; school organizations, agricultural groups, church groups and educational groups.

Officers: Again, a higher percentage of vocational agriculture enrollees served as officers in each of the activities except chamber of commerce. A statistically significant higher percentage of vocational agriculture participants served as officers in; community affairs

organizations, school organizations, agricultural groups, church groups and educational groups.

Scales were constructed that summarized the degree or intensity of involvement in each of these activities. For each activity, respondents were given, respectively, a score of one if they were a member, a score of two if they were a committee member, and a score of four if they were an officer. These values were then summed to produce a range of odd-numbered scores from 0 (no participation) to 7 (a member who served as a committee member and an officer). Results are presented in TABLES XXIII to XXX. The total reliability of each scale was determined by Cronbach's alpha and significant group differences were assessed by a t-test between group means. The reliability ranged from 0.85 (agricultural group scale) to 0.79 (church scale) indicating moderately high levels of measurement success.

The vocational agriculture participants degree of involvement was significantly different from non-participants in each of the community activities except civic organizations, the chamber of commerce, and political groups. Vocational agriculture participants had a higher degree of involvement in community affairs organizations, school organizations, church groups, agricultural groups and educational groups.

TABLE XXIII
 DISTRIBUTION OF RESPONDENT PARTICIPATION IN CIVIC,
 LUNCHEON OR SERVICE CLUBS BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	30.3	23.2	26.3
One	6.8	17.4	12.7
Three	19.8	17.4	18.4
Five	1.9	6.3	4.3
Seven	41.4	35.8	38.2
Mean	3.65	3.51	3.57
Standard Deviation	3.05	2.92	2.98

Reliability Alpha = 0.81

T = 0.43

p = 0.6636

TABLE XXIV
 DISTRIBUTION OF RESPONDENT PARTICIPATION IN THE CHAMBER
 OF COMMERCE BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	50.0	35.3	41.7
One	11.7	19.3	16.0
Three	17.9	17.4	17.6
Five	1.2	2.9	2.2
Seven	19.1	25.1	22.4
Mean	2.05	2.62	2.37
Standard Deviation	2.68	2.82	2.78

Reliability Alpha = 0.81

T = 1.94

p = 0.0532

TABLE XXV

DISTRIBUTION OF RESPONDENT PARTICIPATION IN COMMUNITY
AFFAIRS ORGANIZATION BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	43.2	42.5	42.8
One	11.7	20.3	16.5
Three	11.7	15.5	13.8
Five	1.2	2.9	2.2
Seven	32.1	18.8	24.7
Mean	2.77	2.13	2.41
Standard Deviation	3.09 *	2.65 *	2.87

Reliability Alpha = 0.83

T = 2.12

p = 0.0346

* Indicates groups are significantly different at 0.05
alpha level

TABLE XXVI
 DISTRIBUTION OF RESPONDENT PARTICIPATION IN
 SCHOOL ORGANIZATIONS BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	56.8	71.5	65.0
One	10.5	13.5	12.2
Three	8.0	4.4	6.0
Five	3.1	4.8	4.1
Seven	21.6	5.8	12.7
Mean	2.01	0.92	1.40
Standard Deviation	2.86 *	1.94 *	2.45

Reliability Alpha = 0.83

T = 4.19

p = 0.0001

* Indicates groups are significantly different at the 0.05
 alpha level

TABLE XXVII
 DISTRIBUTION OF RESPONDENT PARTICIPATION IN
 A CHURCH GROUP BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	16.1	19.3	17.9
One	22.2	34.8	29.3
Three	14.8	7.7	10.8
Five	1.2	5.8	3.8
Seven	45.7	32.4	38.2
Mean	3.90	3.10	3.48
Standard Deviation	2.98 *	2.92 *	2.97

Reliability Alpha = 0.77

T = 2.55

p = 0.0110

* Indicates groups are significantly different at the 0.05
alpha level

TABLE XXVIII
 DISTRIBUTION OF RESPONDENT PARTICIPATION IN
 A POLITICAL ORGANIZATION BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	67.9	71.0	69.7
One	10.5	12.1	11.4
Three	5.6	2.4	3.8
Five	1.9	4.4	3.3
Seven	14.2	10.1	11.9
Mean	1.35	1.12	1.22
Standard Deviation	2.49	2.27	2.37

Reliability Alpha = 0.85
 T = 0.95
 p = 0.3410

TABLE XXIX

DISTRIBUTION OF RESPONDENT PARTICIPATION IN
AGRICULTURAL GROUPS BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	40.7	70.5	57.5
One	16.1	20.3	18.4
Three	8.6	4.4	6.2
Five	1.2	1.5	1.4
Seven	33.3	3.4	16.5
Mean	2.81	0.64	1.59
Standard Deviation	3.11 *	1.49 *	2.58

Reliability Alpha = 0.84

T = 8.17

p = 0.0001

* Indicates groups are significantly different at 0.05
alpha level

TABLE XXX
 DISTRIBUTION OF RESPONDENT PARTICIPATION IN
 EDUCATIONAL GROUPS BY SCALE SCORE

Scale Score	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
Zero	43.8	68.6	57.7
One	23.5	22.2	22.7
Three	9.3	2.4	5.4
Five	2.5	1.5	1.9
Seven	21.0	5.3	12.2
Mean	2.10	0.74	1.34
Standard Deviation	2.75 *	1.70 *	2.32

Reliability Alpha = 0.79

T = 5.53

p = 0.0001

* Indicates groups are significantly different at 0.05
 alpha level

A summated score reflecting a total community activities score was computed by summing each respondent's eight scale scores. The resulting community activities scores ranged from 0 to 49 (0 to 56 possible). The higher the score, the more organizations in which a respondent participated and the greater the level of involvement. TABLE XXXI presents these composite scores.

TABLE XXXI
COMPOSITE COMMUNITY ACTIVITY SCORE OF RESPONDENTS'
PARTICIPATION IN COMMUNITY ACTIVITIES

Community Activity Scale Score (%)	VO-AG Participants (N=162) %	Non- Participants (N=207) %	All Respondents (N=369) %
0 - 10	17.3	31.4	25.2
11 - 20	35.2	40.6	38.2
21 - 30	30.3	23.2	26.3
31 - 40	11.11	3.4	6.8
41 - 49	6.17	1.5	3.5
Mean	20.7	14.8	17.4
Standard Deviation	10.3 *	9.0 *	10.0

Reliability Alpha = 0.49

T = 5.85

p = 0.0001

* Indicates groups are significantly different at 0.05
alpha level

Minimum Score = 0

Maximum Score = 49

There is a significant difference between the two groups with vocational agriculture participants overall scoring higher than non-participants. Due to the relatively low composite scores, it can be inferred from this table, that the majority of the community leaders surveyed were not involved in each of the activities or groups listed but rather tended to be actively involved in a few of the activities or groups. Moreover, the low reliability coefficient of 0.49 suggests that the individual scales comprising the Community Activities Scale are unrelated and that respondents were not necessarily members of multiple organizations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the purpose, specific objectives, design of the study and major findings of the study. Conclusions and recommendations based on observations and data analysis are presented.

Summary

Purpose of the Study

The purpose of this study was to determine the impact vocational agriculture programs have had on community leadership.

Objectives of the Study

In order to accomplish this purpose, the following objectives were formulated:

1. To determine the status of community leaders with regard to age, sex, occupation, educational level, participation in community activities and other demographic data.
2. To determine what factors community leaders consider to have contributed the most to their success.

3. To determine the community leaders' degree of participation in vocational agriculture.
4. To ascertain the community leaders' perceptions regarding the leadership experiences obtained in vocational agriculture.
5. To compare the level of participation in community activities of vocational agriculture alumni and nonparticipants.

Design and Conduct of the Study

This study was accomplished in two phases. First, community leaders in the 30 randomly selected communities were identified and then, they were surveyed by a mailed questionnaire as to their participation in, and opinions of, community activities and vocational agriculture.

The respondents in this study included 369 of the 726 community leaders identified. A random telephone follow-up of non-respondents was conducted and no significant differences were found. After the data were gathered, they were analyzed using the appropriate statistical treatments.

Major Findings of the Study

Background Characteristics of Community Leaders. The mean age of those leaders who responded was 46.5 years. The age which occurred most often was 38 while the median age was 44. Three hundred twenty seven or 89% of the community leaders were male and 42 or 11% were female. All but seven

of the leaders (98%) were white with the other 2% were either American Indian or Black. Two hundred twenty one (60%) leaders had obtained a Bachelor's degree or higher while 68 (19%) attended college but did not receive a degree. Nineteen Percent listed the 12th grade as their highest educational level and only 2% failed to finish high school.

The most prevalent occupational status was the Business area with 102 leaders responding (28%). This area was followed by Agriculture (17%), Education (14%), Professional (10%), Government (10%), Retired (8%), Religion (4%), Communications (3%), and Unemployment or other (2%). It is interesting to note that 44% of all leaders responded yes when asked if they pursued agricultural interests in addition to their regular line of work.

Factors Contributing to Success of Community Leaders.

All of the leaders were questioned about their perception of how a list of factors had contributed to their success as a community leader. They were asked to rate each factor on a five point continuous scale by checking none, little, some, much, or great. If they were not involved in a particular factor they were instructed to check none. The highest rated factor, with a mean rating of 3.78, was "Learned from Other Individuals". The second ranked factor was "High School" with a 3.51 rating. These are the only two factors to fall into the overall "much" influence category. Four factors were rated in the overall "some" influence

category. These were "College" (3.34), "Self Taught" (3.29), "Professional Organizations" (3.08) and "Vocational Agriculture" (2.52). The other five factors were overall rated as having "little" influence in contributing to community leadership success. In order, they were "Other Youth Organizations" (2.10), "4-H Club" (2.08), "Military" (2.05), "Other" (1.55) and "Vocational-Technical School" (1.50). The most often mentioned "Other Youth Organizations" were Athletics and Church Youth groups. The most often "Other" factors mentioned were Church and Job.

A focus on Vocational Agriculture as a contributing factor to community leader success revealed that 63 (17%) leaders indicated that it had a great impact and 58 (16%) indicated that it had much impact. It was interesting to note that 42 of the 209 leaders who were not themselves enrolled in vocational agriculture indicated that it had contributed to their success as a leader.

Participation of Community Leaders in Vocational Agriculture/FFA. One hundred sixty two (44%) of the community leaders responding indicated that they had been enrolled in Vocational Agriculture. Upon further scrutiny, it was found that these participants differed in regards to age, sex, and occupation. Typically, participating community leaders were found more likely to be male, younger, and employed in agriculture. Of those that were enrolled in vocational agriculture, 57% of the community leaders were presently residing in the same community in

which they had been enrolled in vocational agriculture. Forty-three percent indicated that they had been enrolled in another community.

A majority of the vocational agriculture participants were enrolled for four years and were members of the FFA for four years. Supervised experience programs were conducted for all four years by 42% and not at all by 23%. Seventy-six percent received the Chapter Farmer degree or higher and 75% served as a chapter or state officer. Over half of the participants were involved in judging contests, fairs and shows, chapter banquet, committee work, parliamentary procedure, state convention and community service activities. Other activities were not as prevalent.

Perceptions Regarding Leadership Training Experiences obtained in Vocational Agriculture/FFA. The leaders were asked to respond on a five point continuous scale (ranging from none to great) to a series of 11 statements about the leadership experiences obtained in Vo-Ag/FFA. Eight of the statements were rated in the "much" category range. "Taught You how to Participate in and Conduct Meetings" had the highest mean rating (3.94) and was followed closely by "Have Been of Value in Your Career" (3.90). The other statements rated in the much influence category were "Helped You in Developing Leadership Skills" (3.74), "Prepared You for Assuming Leadership Roles" (3.63), "Help You in Your Present Occupation" (3.62), "Gave You the Opportunity to Lead Others" (3.60), "Helped You Become a More Effective

Community Leader" (3.58), and "Influenced You to Participate in Community Activities" (3.51). The statements with a mean rank in the "some" category were; "Influenced Your Decision to Become a Leader" (3.44), "Involved You in Planning Activities" (3.40), and "Helped You in Obtaining a Job" (3.16).

It was interesting to note that the highest mean had the greatest agreement, as pointed out by the standard deviation, and that the lowest mean had the least agreement.

Comparison of Degree of Involvement in Community Activities of Vocational Agriculture/FFA Participants and Non-Participants. Vocational agriculture participants had a statistically significant higher percentage of participation, committee membership, and officer involvement in school organizations, agricultural groups, and educational groups. They had a statistically significant higher percentage of committee membership and officer involvement in church groups and a statistically significant higher percentage officer involvement in community affairs. A higher percentage of non-participants than participants were members of the chamber of commerce.

Overall, on the summated scales, vocational agriculture participants had a higher degree of involvement in community activities than non-participants. Specifically, vocational agriculture participants were more involved in community affairs organizations, school organizations, church groups, agricultural groups, and educational groups.

Profile of a Community Leader. In order to provide a meaningful summary, a profile of the typical community leader was developed. This profile was based on the majority responses to several of the variables describing the traits, background, activities and perceptions of the community leaders surveyed. The typical community leaders were found to be middle aged, white males who had attended college. More than likely the leaders were active in church, civic, community and chamber of commerce groups. The majority of these leaders were not only members but also served as committee members and officers in those organizations. They felt that other individuals and their high school experiences contributed much to their success while college, self influence, professional organizations and vocational agriculture/FFA had contributed some.

The typical leaders who were enrolled in vocational agriculture were presently residing in the same community of enrollment, had been enrolled in all four years of the program and had been a member of the FFA for four years. During these years, they had received an advanced degree and had served as a chapter officer. More than likely, they had participated in judging contests, fairs and shows, chapter banquets, committee work, parliamentary procedure, state conventions, and community service activities. These leaders felt their experiences in vocational agriculture had been valuable and that it had much impact on their leadership development.

Conclusions

The analysis of data, subsequent findings, and the observations of the researcher were the basis of the following conclusions.

1. The typical community leaders involved in this research were middle-aged white males.

2. Post secondary education is important in community leadership as 79% attended college for at least one year and 60% of the leaders had obtained a bachelor's degree or higher. Also, community leaders rated High School and College as important factors in their success.

3. There is not a totally dominant occupational area of community leaders but rather there seems to be a spread over a variety of occupations. The percentage breakdown of leaders involved in each of the occupational groups compares fairly closely with other community leadership studies with the exception of a lower representation of the Business community and a slightly higher representation of agriculture. This is probably due to the fact that other research efforts on community leadership have been concentrated in more urban areas than Oklahoma.

4. Overall, community leaders are not only participants in community organizations but they also tend to be actively involved in those organizations.

5. Learning from other individuals was the factor

which contributed most to the success of the community leaders surveyed.

6. Vocational Agriculture has had an impact on the success of many community leaders and contributes notably to those who were past participants as well as some who were not participants themselves.

7. Almost half of the community leaders surveyed were participants in Vocational Agriculture.

8. Generally, the younger the leader, the higher the percentage of enrollment in vocational agriculture.

9. Since vocational agriculture was not established until 1917, it was still in its infancy stage during the older leaders educational years and may not have been available in all the communities. This is most likely the explanation of the lower percentage of older leaders who were enrolled.

10. The lack of females being identified as community leaders who participated in Vocational Agriculture is probably due to the fact that they were not allowed in the FFA until 1969.

11. The Vocational Agriculture program offers the most benefits to those who have completed all four years of the program, held an office in the FFA, and obtained an FFA degree above the chapter level.

12. Leadership activities such as speeches, parliamentary procedure, camps, conferences, conventions

were not participated in as much as Judging Contests and Fairs and Shows.

13. Community leaders surveyed who had participated in such felt that their vocational agriculture/FFA leadership activities were effective in developing their leadership skills, contributed much to their success, and have been of value in their careers regardless of occupation.

14. Comparisons of past vocational agriculture students with non participants as to their participation in community activities produced more often significant differences more often than not. Those past participants tended to be more actively involved in community organizations and activities.

Recommendations

Based upon the findings and conclusions, the following recommendations are made:

1. Vocational Agriculture Educators should continue to publicize the fact that the Vocational Agriculture/FFA program provides benefits to people in all walks of life and is of particular importance in the development of community leadership.

2. Vocational Agriculture Instructors should continue to stress and increase exposure to the leadership development portion of their programs. Significant attention should be given toward the motivation of students

to participate in, and become involved with, leadership activities.

3. Critics and evaluators of the vocational agriculture program should continue to look beyond occupational titles and consider additional benefits such as leadership development.

4. Vocational Agriculture Instructors should involve their local community leaders as resource persons, judges, advisory groups, etc., and encourage as much contact as possible between those leaders and current students due to the documentation that other individuals are valuable sources of leadership development.

5. Vocational Agriculture programs should remain as four year programs and be available for all individuals as part of the mainstream curriculum of our secondary high schools.

6. This methodology should serve as an alternative to the traditional student follow-up evaluation.

7. Due to the increased number of female enrollees, this study should be replicated when enough time has passed that the influence of vocational agriculture on female community leaders can be measured.

8. Further research should be conducted to follow-up on this effort and document the impact of vocational agriculture on the individuals, schools, and communities involved.

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APPENDIXES

APPENDIX A
QUESTIONNAIRES

COMMUNITY LEADERSHIP QUESTIONNAIRE

I. Please read each statement and respond as indicated. Check only one item under each heading unless otherwise instructed. Your individual answers will be held confidential.

A. Age

_____ (in years)

B. Sex

_____ 1.male
_____ 2.female

C. Ethnic Origin

_____ 1.black
_____ 2.white
_____ 3.hispanic
_____ 4.American indian
_____ 5.Other, please specify _____

D. Educational level (Circle highest grade completed)

8	9	10	11	12	_____	Fr	So	Jr	Sr	BS	MS	MS+	Dr.
High School						College							

E. Current Occupational Status

A. Employed full time in:

_____ 1.Agriculture
_____ 2.Business
_____ 3.Communications
_____ 4.Education
_____ 5.Government
_____ 6.Industry
_____ 7.Professional
_____ 8.Religion

B. _____ 9.Retired

C. _____ 10.Unemployed

D. _____ 11.Other, please specify _____

F. Do you pursue agricultural interests in addition to your regular line of work as a means of additional income, hobby, avocation, tax write-off etc.

_____ 1.yes
_____ estimated % of income derived

_____ 2.no

G. Indicate your degree of participation during the past two years in the following activities:

(Circle an answer in each column.)

EXAMPLE	<input checked="" type="radio"/> Y	N	Y	<input checked="" type="radio"/> N	<input checked="" type="radio"/> Y	N
	Participant or Member		Committee Member		Officer	
	Yes	No	Yes	No	Yes	No
1. Civic, Luncheon or Service Clubs	Y	N	Y	N	Y	N
2. The Chamber of Commerce	Y	N	Y	N	Y	N
3. Community Affairs Organization	Y	N	Y	N	Y	N
4. School Organizations (PTA, School Board, etc.)	Y	N	Y	N	Y	N
5. Local or County Political offices or organizations	Y	N	Y	N	Y	N
6. Church groups	Y	N	Y	N	Y	N
7. Agricultural Groups (Farm organizations and associations)	Y	N	Y	N	Y	N
8. Educational Groups (Young/Adult Farmer, FFA Alumni, etc.)	Y	N	Y	N	Y	N

H. Please indicate the extent to which the following factors have contributed to your success as a community leader.

(Circle one response for each factor. If you were not involved in the factor, circle none.)

1. Vocational Agriculture/FFA
2. 4-H Club
3. Other Youth Organizations (please specify)
4. Self-taught
5. Learned from other individuals
6. High School
7. Vocational-Technical School
8. College
9. Military
10. Professional Organizations
11. Other (please specify)

	NONE	LITTLE	SOME	MUCH	GREAT
1.	N	L	S	M	G
2.	N	L	S	M	G
3.	N	L	S	M	G
4.	N	L	S	M	G
5.	N	L	S	M	G
6.	N	L	S	M	G
7.	N	L	S	M	G
8.	N	L	S	M	G
9.	N	L	S	M	G
10.	N	L	S	M	G
11.	N	L	S	M	G

I. Were you enrolled in Vocational Agriculture in high school?

- 1.yes If yes, go on to Part II.
 2.no If no, this completes your questionnaire.

PART II

II. ANSWER THESE QUESTIONS ONLY IF YOU WERE ENROLLED IN VOCATIONAL AGRICULTURE

- A. Were you enrolled in Vocational Agriculture in the community in which you now reside?
 1.yes
 2.no
- B. How many years of high school vocational agriculture did you complete?
 1.less than one year
 2.one year
 3.two years
 4.three years
 5.four years
 other, please specify _____
- C. How many years were you a member of the Future Farmers of America (FFA)?
 1.less than one year
 2.one year
 3.two years
 4.three years
 5.four years
 other, please specify _____
- D. How many years were you involved in a Supervised Occupational Experience Program? (SOE, project, Supervised Farming Program, etc.)
 1.less than one year
 2.one year
 3.two years
 4.three years
 5.four years
 other, please specify _____
- E. What was the highest degree of active membership you received?
 1.greenhand
 2.chapter farmer
 3.state farmer
 4.American farmer
- F. What was the highest office you held in the FFA?
 1.did not hold office
 2.chapter office
 3.state office
 4.national office

G. While enrolled in Vocational Agriculture did you participate in:
(Check all those which apply)

ACTIVITY

- Creed Speaking
- Public Speaking
- Parliamentary Procedure
- Committee work
- Community Service activities
- Leadership Camp
- State Convention
- National Convention
- Washington Leadership Conference
- Chapter Banquet
- Judging Contests
- BOAC Projects
- Food For America program
- Fairs and Shows
- National Officer Sophmore Motivational Conference
- Proficiency Awards

H. Perceptions of Vocational Agriculture/FFA Leadership Experiences

Instructions: Please give your perception about each of the following statements. Rate each question on the scale ranging from none, meaning no contribution, to great, meaning great contribution.

PLEASE INDICATE THE EXTENT TO WHICH THE LEADERSHIP TRAINING EXPERIENCES IN VOCATIONAL AGRICULTURE/FFA:

(Circle one response for each statement)

	NONE	LITTLE	SOME	MUCH	GREAT
1.gave you the opportunity to lead others	N	L	S	M	G
2.involved you in planning club activities	N	L	S	M	G
3.taught you how to participate in and conduct meetings	N	L	S	M	G
4.helped you in developing leadership skills	N	L	S	M	G
5.prepared you for assuming leadership roles	N	L	S	M	G
6.influenced you to participate in community activities	N	L	S	M	G
7.influenced your decision to become a leader	N	L	S	M	G
8.helped you become a more effective community leader	N	L	S	M	G
9.helped you in obtaining a job	N	L	S	M	G
10.help you in your present occupation	N	L	S	M	G
11.have been of value in your career	N	L	S	M	G

Please identify not more than 10 individuals who you consider to be the most widely recognized leaders in the Cleveland community.

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Name _____ Phone # _____
Title _____
Mailing Address _____

Please list the most widely recognized leader in your community under each area, their position and their mailing address.

AGRICULTURE (Extension leader, FFA Alumni, Young/Adult farmer, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

BUSINESS (Chamber of Commerce, Banker, Retail Merchant, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

COMMUNICATIONS (Newspaper editor, Radio news director, columnist, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

EDUCATION (School Board member, Superintendent, Principal, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

GOVERNMENT (Mayor, City Councilmen, County Commissioner, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

INDUSTRY (Factory Executive, Labor Leader, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

PROFESSIONAL (Doctor, Pharmacist, Attorney, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

RELIGION (Preacher, Minister, Rabbi, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

CIVIC CLUB (Lions Club, Rotary Club, Service Club, etc.)

(NAME) _____
 (POSITION) _____
 (MAILING ADDRESS) _____

APPENDIX B

COVER AND FOLLOW-UP LETTERS



Oklahoma

OVATA

vocational agricultural teachers association, incorporated



TO: Selected OVATA Members

FROM: Jerry Dennis, President

SUBJECT: Vocational Agriculture Impact Study

Have you given any thought to the impact vocational agriculture has on community leadership? To determine this impact, a research study has been designed by the Agriculture Education Department at OSU to survey leaders in Oklahoma communities as to their participation in vocational agriculture and the perceived impact of such participation.

As you are aware, one of the six objectives of vocational agriculture is to develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social and civic responsibilities. Are we achieving this objective? This study, discussed and endorsed by the OVATA Board of Directors, will help to answer that question, provide additional insights, and also be very beneficial in providing justification of our programs. The results of this study will be combined to form statewide average data and no results on your community will be released unless you give us specific instructions, in writing, to do so.

Your community has been randomly selected to be included in this study. Please assist us by providing a base list of recognized leaders within your community. You should list the most widely recognized person in each of the areas indicated, their position, and address. This list should be returned by October 21st to 448 Agriculture Hall, OSU, Stillwater, Oklahoma 74078.

Your help in conducting this study is greatly needed and appreciated.

Respectfully,

Jerry Dennis
Jerry Dennis
OVATA President

JD/tb
enclosure

PRESIDENT
Jerry Dennis
Box 125
Clifton, OK 73547
PAST PRESIDENT
B.J. Kromer
Box 15
Davis, OK 74359
PRESIDENT-ELECT
Cale Horton
Route 5, Box 252
Norman, OK 73071
SECRETARY
Jerry Lundgren
Route 2, Box 78
Lisette, OK 73044
TREASURER
Kenneth Decker
2009 Lakeshore Dr.
Durant, OK 74701
N.W. DISTRICT V.P.
Larry Hickson
Box 16
Farms, OK 73349
DIRECTORS
* Brad Atkinson
Box 1009
Lawrence, OK 73848
Philip Fyris
Box 220
Red Rock, OK 74951
CENTRAL DISTRICT V.P.
Tom Crenshaw
Route 1, Box 299
Durant, OK 73533
DIRECTORS
* Dale Dennis
Route 2, Box 1878
Guthrie, OK 73044
Ted Arthur
Box 372
Davenport, OK 74726
S.W. DISTRICT V.P.
Joe Stanford
Box 182
Tulsa, OK 73570
DIRECTORS
* Kent Utter
517 W. Jefferson
Muskogee, OK 73651
Charles Willis
Box 12
Tulsa, OK 73089
N.E. DISTRICT V.P.
* Dean McKee
Route 2, Box 294
Nowata, OK 74048
DIRECTORS
Mona Womack
Box 338
Wetumka, OK 74880
Mike Egan
26 W. Ash
Shawnee, OK 74070
S.E. DISTRICT V.P.
Ernie Beshear
Route 1, Box 204
Aren, OK 74825
DIRECTORS
* Larry Lutz
Route 1
Fitzhugh, OK 74843
Henry Jones
Route 1, Box 458
Seminole, OK 74559
OVA-OVTEC
ADMINISTRATIVE COUNCIL
B.J. Kromer
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Davis, OK 74359
OVATA PRESIDENT:
Ralph Thomas
Box 251
Wheeler, OK 73070
OVA PAST PRESIDENT
Jim Holum
1200 Magnolia
Wynnington, OK 73026
OVATA BOARD CONSULTANT
Mae Turner
Route 5, Box 644
Durant, OK 73533



Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

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

November 24, 1987

Dear Community leader,

TAKE ME TO YOUR LEADER!! This question was asked to individuals in the Oologah community and the path led directly to you. Who are the other influential leaders in Oologah and how did they develop their leadership ability? Hopefully you can help determine the answer to this and other pertinent questions concerning your community leadership. Please take a few moments from your busy schedule to exercise some of your leadership abilities by assisting in a community leadership survey.

This survey is part of a research study on the Impact of Vocational Agriculture upon community leadership. Please fill out the enclosed questionnaire and provide us with a list of other persons whom you consider to be the most influential leaders in your community. Please return the completed list and questionnaire by December 14th to 448 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078. Your responses will be held in strictest confidentiality. If you have any questions or comments please feel free to contact myself or Dr. Wes Holley at (405) 624-5129.

Thanks for your help,

Tony Brannon
Graduate Teaching Associate
Oklahoma State University

Enclosure





Oklahoma State University

DEPARTMENT OF AGRICULTURAL EDUCATION
DIVISION OF AGRICULTURE

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

December 17, 1987

Dear Community leader,

HELP!! The people of your community have identified you as a leader and we need you to exercise some of your leadership abilities by assisting us with a leadership project.

Because the number of leaders in each community is small, your responses are vital to ensure that your community is accurately represented. You can be assured the information which you provide will not be published or released in any way which would identify you as the source. Also, your name will not be released to anyone or placed on any mailing lists. This is an important, legitimate project.

Let me stress the importance that this effort could have on the future of community leadership and vocational agriculture in Oklahoma. We need your reply, regardless of whether or not you were in vo-ag or not, so that accurate recommendations can be made.

Please return the completed list and questionnaire in the enclosed postage-paid envelope as soon as possible.

We, and your community members are counting on you!

Thanks for your help.

Tony Brannon

Tony Brannon
Leadership Project Director

Enclosure





OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

ROY PETERS, JR., DIRECTOR • 1500 WEST SEVENTH AVE., • STILLWATER, OKLAHOMA 74074-4364 • A.C. (405) 377-2000

January 18, 1987

Dear Community leader,

HELP!! The people of your community have identified you as a leader and we need you to exercise some of your leadership abilities by assisting us with a leadership project.

Because the number of leaders in each community is small, your responses are vital to ensure that your community is accurately represented. You can be assured the information which you provide will not be published or released in any way which would identify you as the source. Also, your name will not be released to anyone or placed on any mailing lists. This is an important, legitimate project.

Let me stress the importance that this effort could have on the future of community leadership and vocational agriculture in Oklahoma. We need your reply, regardless of whether or not you were in vo-ag or not, so that accurate recommendations can be made.

Please return the completed list and questionnaire in the enclosed postage-paid envelope as soon as possible.

We, and your community members are counting on you!

Thanks for your help,

Tony Brannon
Leadership Project Director

Enclosure

Community Leader,

Recently, a questionnaire focusing upon your activities and perceptions regarding community leadership was mailed to you. If you have already completed and returned the questionnaire, please accept our sincere thanks. If not, *please* do so today. In order to accurately represent your community, it is extremely important that your response be included in the study.

We expect to use the information we receive to help us do a more effective job of training leaders in Vocational Agriculture. You can be assured the information which you provide will not be published or released in any way which would identify you as the source.

If you did not receive the questionnaire or it is misplaced, please contact the Agricultural Education Department at OSU at (405) 624-5129, and we will mail you another.

We and your community leaders are counting on you!

Project Director

A handwritten signature in cursive script that reads "Tony Barron". The signature is written in black ink and is positioned below the typed name "Project Director".

APPENDIX C

RYAN'S PROCEDURE FOLLOW-UP TESTS FOR
SIGNIFICANT CHI-SQUARE VALUES

TABLE XXXII

RYAN'S PROCEDURE FOLLOW-UP FOR CHI SQUARE
TEST OF AGE VS. VO-AG

	Age					Total
	24-29	30-39	40-49	50-59	60-79	
Vo-Ag	15 (.682)	41 (.488)	65 (.509)	29 (.403)	12 (.193)	162
Non Vo-Ag	7	43	64	43	50	207
Total	22	84	129	72	62	369

	24-29	30-39	40-49	50-59	60-79	d	d-1	X ² Tabled
24-29	.682	.504	.488	.403	.193			
.682				4.21	*	6	5	8.64
30-39		.503		1.53	15.50	5	4	8.24
.503					*			
40-49			.488	.82	12.14	4	3	7.67
.488					*			
50-59				.403	5.92	3	2	6.92
.403								
60-79					.193			
.193								

* Indicates groups are significantly different

TABLE XXXIII

RYAN'S PROCEDURE FOLLOW-UP FOR CHI SQUARE
TEST OF OCCUPATION VS. VO-AG

	Occupation								Total
	Ag	Bus.	Educ.	Gov.	Ind.	Prof.	Rel.	Ret.	
Vo-Ag	49 (.778)	43 (.406)	24 (.408)	15 (.428)	6 (.461)	9 (.240)	7 (.500)	8 (.258)	162
Non Vo-Ag	14	63	26	20	7	28	7	23	207
Total	63	106	50	35	13	37	14	31	369

	Ag.	Rel.	Educ.	Ind.	Gov.	Bus.	Ret.	Prof.	d	d-1	X ²	Tabled
Ag *	.778											
Rel.		.500										
Educ.			.480									
Ind.				.461								
Gov.					.428							
Bus.						.406						
Ret.							.258					
Prof.								.240				
									2.03	7	6	9.55
									4.17	6	5	9.18
									1.27	5	4	8.76
									2.00	4	3	8.18
									2.46	3	2	7.51
									0.02	2	1	6.25

* Indicates groups are significantly different

APPENDIX D

TESTS OF SIGNIFICANCE FOR
COMMUNITY ACTIVITIES

TABLE XXXIV
 CHI SQUARE VALUES FOR VARIABLES OF PARTICIPATION
 IN COMMUNITY ACTIVITIES

Activity and Participation Level	Participant or Member		Committee Member		Officer	
	Chi Value	Probability	Chi Value	Probability	Chi Value	Probability
Civic Clubs	2.750	.0980	2.35	.1250	.052	.8200
Chamber of Commerce	9.500	.0020	1.13	.2870	2.860	.0910
Community Affairs Organization	.002	.9670	3.49	.0620	6.220	.0130
School Organization	9.260	.0020	22.70	.0001	12.860	.0001
Political Group	.559	.4550	3.55	.0600	.171	.6790
Church Group	.663	.4150	15.13	.0001	2.860	.0910
Agricultural Group	32.990	.0001	60.62	.0001	54.72	.0001
Educational Group	22.85	.0001	31.75	.0001	20.92	.0001

2
VITA

Tony Lee Brannon

Candidate for the Degree of

Doctor of Education

Thesis: IMPACT OF VOCATIONAL AGRICULTURE/FFA ON COMMUNITY
LEADERSHIP IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Murray, Kentucky, October 18,
1959, the son of Mr. and Mrs. Harold Brannon.

Education: Graduated from Henry County High School,
Paris, Tennessee in June, 1977; received the
Bachelor of Science Degree in Agriculture from
Murray State University, Murray, Kentucky in May
1981; received the Master of Science Degree from
Murray State University, Murray, Kentucky in May
1982; completed the requirements for the Doctor of
Education degree at Oklahoma State University in
May 1988.

Professional Experience: Graduate assistant at Murray
State University, August, 1981 to May, 1982;
Vocational Agriculture instructor, Trenton,
Tennessee, August, 1982 to August, 1986; Graduate
Teaching assistant, Agricultural Education
Department, Oklahoma State University, September,
1986 to May, 1988.

Professional Organization: Phi Delta Kappa, Alpha Tau
Alpha, Gamma Sigma Delta, Alpha Zeta, American
Association of Teacher Educators in Agriculture,
American Vocational Association, Oklahoma Voca-
tional Association, National Vocational
Agriculture Teachers Association, Oklahoma Voca-
tional Agriculture Teachers Association, Tennessee
Vocational Agriculture Teachers Association.